EDUA/EDSR 4314 Reading Skills for Content Subjects

Spring 2026

Course Syllabus

Professor:	Dr. Diana Rodriguez
Office Hours:	Tuesday/Thursday from 9 a.m. to 2 p.m.
Office Location:	MAB 305
Telephone:	432.837.8170
Email Address:	Drodriguez5@sulross.edu
Class Schedule:	Thursdays 11:30 a.m. to 1:30 p.m.
Classroom Location:	Blackboard Collaborate
Required Texts:	Zwiers, J. (2014). *Building academic language: Meeting common core standards across disciplines, grades 5-12*. John Wiley & Sons. ISBN: 978-1-118-74485
Required State Curriculum Resources:	Texas Essential Knowledge and Skills (TEKS): Texas Essential Knowledge and Skills | Texas Education Agency English Language Proficiency Standards (ELPS): ELPS.pdf (utexas.edu) Study Manual specific to your content area and grade levels: Prepare (nesinc.com)
Required Software:	240 Tutoring. Please contact: Madison.Owen@sulross.edu
10 Hours Observation	More information will be provided in Blackboard/Course Resources

Section I. Introduction

This course will focus on methods and materials for teaching skills needed for locating, interpreting, and organizing reading materials used in science, social studies, mathematics, and other content subjects. The core subject that the student will focus upon will align to the content area and/or grade levels sought for initial certification. A variety of instructional approaches will be integrated in the course that include writing, discussion, cooperative groups, media presentations, student presentations, lectures, and observations in K-12 classrooms through the Educational Impact platform.

Section II. Course Objectives

By the end of the term, you will be able to:

1. Design lesson plans that integrate academic-language strategies with content objectives.
2. Facilitate discussions, cooperative activities, and differentiated instruction.
3. Create and align assessments, rubrics, and reflections measuring both content mastery and language proficiency.

Section III. Student Learning Outcomes

1. SLO 1: Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
2. SLO 2: Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
3. SLO 3: Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.
4. SLO 4: Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

Section IV. Marketable Skills

Marketable Skills SLOs:

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Students have the ability to effectively use technology to communicate.

Texas Administrative Code (TAC) §235

This course aligns with the Texas Administrative Code (TAC) §235 Pedagogy Standards, which establish statewide expectations for educator preparation. These standards replace the former EC–12 Pedagogy and Professional Responsibilities standards and emphasize instructional design, classroom environment, responsive teaching, and professional responsibilities.

Section V. Course Requirements & Grading

Assignments

1. Weekly Modules & Activities
- (Discussion boards, module tasks, TEKS deconstruction, Pyramid assignments, etc.)
- Points: 130
- Due Date—Ongoing each week (see calendar

2. Lesson Plan
- All sections (Profile, Objective, Essential Question, Academic Language & Supports, Differentiation, Assessment/Evaluation, Introduction, Body, Closure — include ELPS)
- Points: 150
- Due Date, Sunday, Week 12

3. Instructional Video Presentation & Peer Feedback
- Points: 200
- Due Date: Submit video by Sunday, Week 13
- Provide feedback to 2 peers by Sunday midnight

4. Field Experience Reports (One Teach, One Assist Form)
- (10 reports × 10 pts each)= 100 Points total
- As scheduled in calendar (Weeks 4-13)

5. Field Experience Log
- Points: 100
- Due Date: Sunday, Week 13 (SLL)
- **Log Interactive Field Experience Hours in SLL**
- Required for Course Credit

6. Internalization of the Lesson Plan and Instruction
- Points: 200
- Begin week 14
- Due Date: Sunday/ Week 15

7. 240 Tutoring Practice Test #1 (Final Exam) or Alternative Exam
- Points 100
- Due Date: Monday, Week 16 by 2PM

Total Possible Points: 1000

Section VI. Course Assignments

- **Attendance Policy:**
  You are free to work at your convenience each week. However, you must meet the assignment deadlines. You are expected to login to the Bb site three times each week. The University policy for attendance in web-delivered courses states that non- participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

240 Tutoring Study Requirement

As part of this course, you will need to complete 240 Tutoring for the TExES Content exam. You will begin with the TExES Content since you must pass the TExES Content exam to be eligible to student teach. Please plan to dedicate time each week to work through the program's study guide.

If you do not already have a 240 Tutoring account, please reach out to Madison Owen at (madison.owen@sulross.edu) to get an account. Once you have your account, you will enroll in the TExES Core Subjects course and take the diagnostic test. **Diagnostic Test:** Also known as your "Plan to Pass" is located inside your study guide in the left-hand corner. It is designed to create a personalized study plan so you know exactly what to study to pass your exam! This plan will help structure your studies and focus your preparation.

Please utilize the study guide and take your time to learn the material. Once you have completed the study guide (including quizzes etc.), you will take the practice test. You must score a 90% or higher on the PRACTICE TEST to get testing approval. You will reach out to Madison Owen for testing approval.

240 Tutoring Study Plan

1. **Step One: Diagnostic Test (Orange Score Report)**
   - **Purpose**: This test provides a benchmark of your current knowledge.
   - **Due**: Week 2.
   - **Note**: The Diagnostic Test scores are not indicative of how well you will perform on the Practice Test or the actual TExES exam. They serve as a starting point for your preparation.

2. **Step Two: Practice Test (Green Score Report) (Due Monday, Week 16) or Alternative Test if not ready.**

   - **Requirement**: Complete the practice test after finishing the content modules.
   - **Attempts**: You are allowed three attempts.
   - **Score Requirement**: Achieve 90% or better in all domain areas for formal test approval.

Important Notes

- **No Shortcuts**: You must complete the first two steps thoroughly to succeed in the Practice Test.
- **Resetting the Plan**: If you do not achieve the required 90% or better, after 3 practice test attempts, contact Alejandra Maldonado or Madison Owen to request a reset of your 240 Tutoring plan.
- **Monitoring**: Faculty and staff at Sul Ross State University will have access to monitor your progress throughout the semester.

Course Assignments Continued…

- **Participate in Bb class activities and upload your classwork to Blackboard each week.**
- **Use a student planner to organize responsibilities, manage time and meet course deadlines. Required.**
- Read, examine, reflect on, and evaluate a variety of resources.
- Demonstrate correct usage of English grammar, reading fluency, and written and oral language. Teachers must be able to communicate effectively in writing. Use this course to sharpen your writing skills.
- Demonstrate correct usage of American Psychological Association (APA) documentation. Get help from the Tutoring Lab.
- There are **no incompletes** given in this course. See *grading* section.
- Email is the best way to contact me. Please contact me for help with course content issues, as my goal is to help you have a successful learning experience.
- Download/Save/Print your Pearson content study guide the first week of class. You will be working with the study guide throughout the course.

Field Experience Policy

Per TEA requirements (TAC Subchapter D, 228.41(1) & TAC 228.43), teacher candidates must complete 50 clock- hours of field-based experiences in an authentic school setting and under the direction of the Educator Preparation Program. These hours must be completed after being admitted to the TEP and before the clinical teaching Experience.

As part of this requirement, in this course, candidates will complete:

- **10 interactive hours**

  Candidates will be provided further information on the specific assignment by the course instructor.

ALL students in the Teacher Education Program Block I courses (EDUA 3302 and EDUA 4314) will complete their 10 hours of required field observations in real time at their local schools. Electronic observations via Educational Impact will NOT be accepted for completion of field observation hours.

- SRSU Alpine students, based in Alpine or the surrounding area, will coordinate with Dr. Jeanne Qvarnstrom in order to be added to the observation list with Alpine ISD, and complete all necessary background checks with the district. Dr. Qvarnstrom may be contacted via email at jqvarnstrom@sulross.edu.
- SRSU Alpine students, based in Andrews, TX, will coordinate with Dr. Krista Scott to complete their required hours of interactive observations in each class (EDUA 3302 and EDUA 4314).
- SRSU-Alpine students, based outside of the Alpine area or Andrews, TX, are responsible for arranging their own school

placements for interactive observations. It is suggested that you contact the Human Resources Office of the district you wish to complete observation in as soon as possible at the beginning of the semester.

- SRSU-International students, based in Del Rio/Uvalde/Eagle Pass or surrounding areas, are responsible for arranging their own school placements for interactive observations. It is suggested that you contact the Human Resources Office of the district you wish to complete observation in as soon as possible at the beginning of the semester.

- **You will still be required to fill in the Field Log for each hour you complete (10 hours total). The host teacher MUST initial the Field Log and the student will sign the log at the end of the term when all observation hours have been completed. This document is required prior to beginning student teaching in Block III. You are also logging your hours in SLL.**

Field Experience-LOG (Total 10 hours): The purpose of the field experience in **EDUA/EDSR 4314** is to provide candidates with structured opportunities to **observe, participate in, and reflect on authentic classroom practices**, with a specific emphasis on the One Teach, One Assist Co-Teaching Model.

A total of **TEN (10) field-based hours** is required for this course and are divided as follows:

- **10 hours of guided, interactive participation** using the **One Teach, One Assist** co-teaching model, allowing candidates to support instruction and student learning under the direction of the host teacher

The focus of the field experience is guided by course goals and objectives and supports candidates' developing professional interests.

Documentation and Logging Requirements

- All field experience hours must be **logged in the Student Learning and Licensure (SLL) system**, accessed through Blackboard.

- Each entry must include the **date, time, and a brief description** of activities completed.

  o   Candidates must submit: **10** Completed **One Teach, One Assist Forms** (for interactive hours; 1 hour/form)

- All forms must include **host teacher verification** and the **candidate's signature** in SLL.

To earn credit for this course, **all field experience documentation must be completed and submitted no later than Week 14**.

Condition for Course Credit: No credit will be granted for the course, regardless of the student's grade, if the Field Experience is not properly completed, documented and signed by the Host Teacher. This requirement is a structured program where a student is expected to complete 10 hours of observation, distributed evenly over 10 weeks, starting from week 4 and ending in week 13. The student must document these hours in the Field Log in SLL and in the One Teach, One Assist Forms that must be signed by the host teacher to meet the educational requirements and to qualify for course credit.

Field Experience: One Teach, One Assist Forms (EDUA/EDSR 4314)
This field experience is more interactive and focuses on guided participation using the *One Teach, One Assist* model. Candidates will complete ten One Teach, One Assist forms, documenting a total of 10 hours of active classroom involvement.
The One Teach, One Assist form (located in Blackboard under *Course Documents*) provides a structured way for candidates to document:
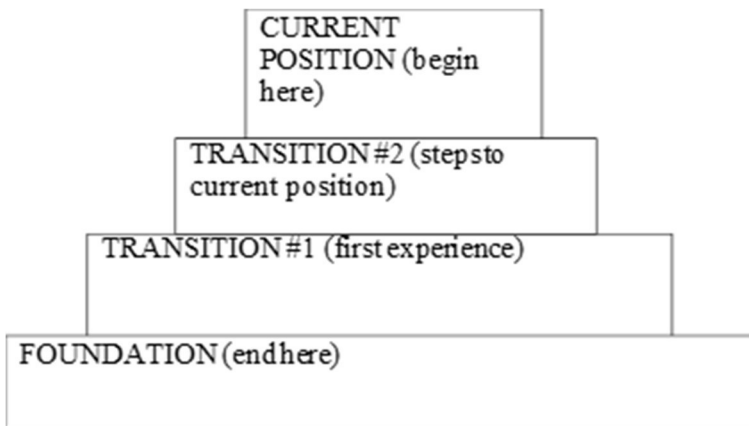- Pre-assistance preparation and planning
- Academic and behavioral support provided to students
- Observations of student engagement during instruction
- Reflective analysis of the candidate's role in the classroom

Each form includes host-teacher verification to confirm participation and walkthrough completion. Together, the ten forms verify 10 hours of guided field experience using the One Teach, One Assist model. **All forms must be submitted in Blackboard for grading and in SL&L for TEA compliance.**

Homework, participation, Coursework Share: **(Ongoing each week in Bb).**

- Students are expected to participate each week in Blackboard. Modules will be assigned weekly, and assignments include answering guided questions, designing instruction, developing graphic representations of text and vocabulary written reflections, reading response activities, and other appropriate assignments. Students will lead and/or participate in weekly assignments graded with assignment rubrics.

Pyramid of a Professional: **Due Sunday, WK 5**

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                    ┌──────────────────┐
                    │ CURRENT          │
                    │ POSITION (begin  │
                    │ here)            │
              ┌─────┴──────────────────┴──┐
              │ TRANSITION #2 (steps to   │
              │ current position)         │
        ┌─────┴───────────────────────────┴──┐
        │ TRANSITION #1 (first experience)   │
  ┌─────┴────────────────────────────────────┴──┐
  │ FOUNDATION (end here)                        │
  └──────────────────────────────────────────────┘
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The objective of this assignment is to help you gain some insight from a professional presently involved in teaching. You will interview a teacher and write a report based on what you learn from him or her. Your report will be submitted through Blackboard/ WK 5. Instructions below:

1. In the Letter of Introduction, requested permission to interview the teacher.
   If permission is granted, schedule a time for the interview, and interview him/her. Conduct your interview, however is most convenient for the teacher: phone, email, face-to-face, etc.

2. Although you will write this report in paragraph form, conceptualize a step pyramid as a way of building a career. Visualize a step pyramid as you write the four paragraphs for your report. The apex of the step pyramid is the individual's current position; the base of the step pyramid is the foundation upon which the individual built his/her career; the transitions are the steps leading from the foundation to the apex.

3. Begin at the apex and take the two steps down to the foundation.

- Current Position -- Describe the in-service teacher's current position, then complete this paragraph with his/her responses to questions concerning:
    1) the qualities he/she expects in an effective teacher,
    2) the components of teaching he/she finds most rewarding,
    3) the components of teaching he/she finds most challenging, and
    4) the advice he/she can give a pre-service teacher.
- Transition 2 – Complete this paragraph with the in-service teacher's responses to questions describing the situation that resulted in achieving his/her current position. In other words, what lead them to their current position?
- Transition 1 – Complete this paragraph with the in-service teacher's responses to questions concerning:
    1) his/her first teaching experience, and
    2) the advice he/she can give a first-year teacher.
- Foundation – Complete this paragraph with the in-service teacher's responses to questions concerning:
    1) the decision to pursue a career in teaching,
    2) the manner in which the in-service teacher prepared for his/her career, and
    3) the advice he/she can give for building the foundation for a successful

    career in education.

Use this course as an opportunity to fine-tune your writing skills.

Field Experience Reports (APA Format): 10 @ 10 points each= 100 points

- Download the document from Blackboard under the *Course Resources* link to help guide your observations. Write your report using Times New Roman; 12-point Font; Single Space.
- The objective of the field experience activity is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The course goals, objectives, content, and your specific areas of interest will guide the focus for the field observations. The goal of the experience is to provide you with the essentials for becoming a reflective practitioner.
- During the observations, you will use the One Teach, One Assist Form guidelines to help you focus your observations.
- You will also document student reactions to instructional techniques, classroom management strategies, your personal thoughts, and other generalities about the learning environment you are observing.
- The focus of the field experience is about student engagement and classrooms being "learner centered." Questions to think about as you observe include: What effects do different aspects such as activating prior knowledge or beginning class promptly – have on learners? What effects do things like having set procedures for entering the classroom, getting the teacher's attention, sharpening pencils, collecting papers, and dismissing at the end of the period have on the learners? What effects do such things as connecting the lesson to the students' interests and beginning the lesson by stating its purpose or objective have on the learners? What effects do things like seating arrangements, posted rules, classroom ambience, number of students in a group, and time of day have on the learners? How do students respond to various situations that occur during the observation? How would you describe the learners? What surprised you? What inspired you? What was significant? What did you learn from the observation that you can take with you?
- Reflect on what you observed. Complete your Field Reports and submit them to Blackboard.

- Use Times New Roman/12 pt. font.; 1-1/2 pages single spaced.
- Recommended: Observe in 1-hour increments.
- **Due Dates**: (**All Field Reports Essays are due on Sunday by midnight**). Use the report headers to complete your Reports/Essays in APA Format. More information will be provided.
- Field Report #1: WK 4 by Sunday
- Field Report #2: WK 5 by Sunday
- Field Report #3: WK 6 by Sunday
- Field Report #4: WK 7 by Sunday
- Field Report #5: WK 8 by Sunday
- Field Report #6: Week 9 by Sunday
- Field Report #7: Week 10 by Sunday
- Field Report #8: Week 11 by Sunday
- Field Report #9: Week 12 by Sunday
- Field Report #10: Week 13 by Sunday   Schedule accordingly and plan wisely.

Field Experience Log: Due: WK 13/Sunday
- The Field Experience Log is a **TEA requirement** that will be filed in your permanent SRSU folder as proof of your classroom observations. **To receive a grade for this course, the Field Observation Log must be completed and turned into Blackboard by WK 13. The log must include a description of observations and student signature. This documentation must also be submitted into SLL.**

Final Exam or Alternative Final Exam (dependent on your content readiness)

- **You will take the 240 Tutoring Practice Exam (as your final) on Monday/WK 16 (subject to change if necessary).**
- The objective of 240 Tutoring is to help you prepare for the TExES Test in your content area. You will use this program in Block I and again in Block II if you do not pass the test at the end of Block I. During Block I, you are to work in 240 Tutoring. You must supplement it with the Pearson Study Manual (required) and passthetexes.com workbook (optional). FYI: You must complete the assigned study plan in 240 Tutoring before the system will let you take the Practice Test at the end of the term.
- Consider setting and following a regular weekly practice schedule. Such a routine will build your content knowledge as well as boost your confidence for the eventual exam.

Sul Ross Lesson Plan (integrate the ELPS): Due: Sunday/WK 12
- Let's give you some context about this assignment below. Read information below and get familiar with various resources you will need.
- You will need to read the Sul Ross Lesson Plan Template instructions. It is not discipline specific, but a template you will use within your area of certification.
- The Sul Ross Lesson Plan template is in Blackboard under Course Resources.
- Throughout this course, we will discuss the importance of knowing whom your students are to provide effective instruction for them.
- You will write a lesson plan that delineates how you would teach and support students' content learning in your discipline.
- Use your content areas and language standards found in the TEKS. You may access the TEKS here [Texas Essential Knowledge and Skills | Texas Education Agency](#); select your subject according to the TEKS Chapter. Then select your grade level by subchapter. Then select a Knowledge and Skill Statement (K&S) represented by a number in parenthesis. The K&S represents what a student must "know".
- Under the K&S you will locate the Student Expectations (SEs). The SEs are represented by a Capital Letter in parenthesis. The SE represents what students must be able to do. The SE identifies the VERB(S), Content, and Context. You will learn more about this in the TEKS Breakdown module in Bb.

- Another good resource to locate important "vocabulary" for your selected TEKS is Lead4ward.com. Go to the "Resources" tab, locate your grade, locate your subject under the "Academic Vocab" tab. Clink on your subject to access the "Academic Vocabulary" provided by Lead4ward. Here is the link: Resources - lead4ward (Find the "Academic Vocab" tab and select the grade level and subject accordingly).
- Your lesson plan must take into account the students' needs and accommodations. Consider the variety of learners in public education who may require different supports and strategies including English Language Learners (ELLs), students with IEP or 504 plans, struggling readers, underperforming students, students with gaps in academic knowledge and gifted students.
- Again, this course is meant to help you learn how to integrate literacy (reading, writing, listening, speaking, researching) in your discipline. Therefore, your Lesson Plan must also include an English Language Proficiency Standard (ELPS) along with the selected TEKS for the unit. You may access a PDF version of the ELPS here ELPS.pdf (utexas.edu).
- Your Lesson Plan will be graded with the Sul Ross Lesson Plan Rubric.

- In addition, my evaluation of your lessons will look for:
  - Establishing and maintaining high expectations for learners.
  - Using instructional strategies to facilitate conceptual learning and literacy (internalization).
  - Providing content for learners.

Guidelines to Writing the Lesson Plan

In the following section, you will read about what you will do for each section of the Sul Ross Lesson Plan Template. Time management is critical to the successful completion of the student learning outcomes. Begin planning for your Sul Ross Lesson Plan as soon as possible. Work steadily and regularly. Saving time for revisions and edits will allow you to represent your best thinking in your lesson plan internalization assignments.

On the Sul Ross Lesson Plan Template: Please pay attention to due dates for each section of the Lesson Plan Template.

Lesson Plan: "Name, Grade/Subject, Date, TEKS, ELPS"

- Due Sunday/WK 3; Complete the WK 3 Module.
- Fill in your full name, grade and subject, and the date.
- Next, copy and paste into the appropriate space on the lesson plan template the TEKS and ELPS that you have chosen to teach.
- Submit this section of the Lesson Plan under WK 3.
- This section of the Lesson Plan will be graded with the Lesson Plan Rubric using the appropriate section.

Lesson Plan Activity: "Deconstructing/Unpacking the TEKS & Objective

- Due Sunday/WK 4
- **Deconstructing/Unpacking the TEKS**: Complete the WK4 module in Blackboard. Review the module titled: "Unpacking the TEKS".
- Next, you will "*Deconstruct/Unpack the TEKS*" you have selected to target in the Lesson Plan. You are required to unpack the TEKS in this section before you continue with the lesson plan. The purpose for this is to stay in alignment with the selected TEKS for the Lesson Plan. Please follow the same steps as in the video.
- Identify and **bold** key terms within the standard.
- Submit the Deconstructing/Unpacking the TEKS activity under WK 4.
- Now you are ready to develop your Lesson Objectives. Use the four-part formula found below on pages 13-15 and in the WK 4 module. Include the WHO? WHAT? HOW? And HOW MUCH? In your objective.

- Lesson Plan Objective: Add the Lesson Plan Objective to your Lesson Plan.
- Submit under WK 4.

Lesson Plan: Essential Question

- Due Sunday/WK 5
- **Essential Question:** Complete the Week 5 Module
- In this section, please draft an "Essential Question". The Essential Question should encompass the important understandings and core concepts that you want students to develop after the lesson has been taught. The essential question should go beyond listing of skills and facts. ***Clearly show alignment with TEKS and the subject-specific competencies.***
- Submit this section of the Lesson Plan under WK5.
- This section of the Lesson Plan will be graded with the Sul Ross Lesson Plan Rubric using the appropriate section.

Lesson Plan: Academic Language & Academic Supports for Students & Materials.

- Due Sunday/ WK 6
- **Academic Language**: Complete the WK6 module in Bb. Review "Academic Language".
- **Academic Supports for Students:** Complete the WK6 module in Bb. Review "Academic Supports".
- **Materials**: Complete the WK 6 module in Bb. Review "Materials".
- Submit all three sections for WK 6 within the Lesson Plan Template.
- All three sections of the Lesson Plan will be graded with the Sul Ross Lesson Plan Rubric using the appropriate section.

Lesson Plan: Differentiation

- Due Sunday/ WK 7
- **Differentiation:** Complete Module 7 in Bb. Review the concept of "Differentiation" as it relates to instruction.
- Submit this section of the Lesson Plan under WK 7.
- This section of the Lesson Plan will be graded with the Sul Ross Lesson Plan Rubric using the appropriate section.

Lesson Plan: Assessment/Evaluation (Summative & Formative)

- Due Sunday/WK8
- Assessment/Evaluation: Complete Module 8 in Bb. Review Summative and Formative assessment.
- Submit this section of the Lesson Plan under WK 8.
- This section of the Lesson Plan will be graded with the Sul Ross Lesson Plan Rubric using the appropriate section.

Lesson Plan: Introduction of Lesson/Activating Thinking

- Due Sunday/ WK 9
- **Introduction of Lesson**/Activating Thinking: Complete module 9 in Bb. Review "Introduction of Lesson."
- Submit this section of the Lesson Plan Unit under Coursework Share WK 9.
- This section of the Lesson Plan will be graded with the Sul Ross Lesson Plan Rubric using the appropriate section.

Lesson Plan: Body of Lesson

- Due Sunday/ WK 10
- **Body of Lesson:** Teaching Strategies and Learning Task(s): Complete Module 10 in Bb. Review the module for Body of Lessons/Teaching Strategies and Learning Task(s).
- Submit this section of the Lesson Plan under WK 10.
- This section of the Lesson Plan will be graded with the Sul Ross Lesson Plan Rubric using the appropriate section.

Lesson Plan: Closure

- Due Sunday/ WK 11
- **Closure:** Complete Module 11 in Bb. Review the "Closure".
- Submit this section of the Lesson Plan under WK 11.
- This section of the Lesson Plan will be graded with the Sul Ross Lesson Plan Rubric using the appropriate section.

Final Lesson Plan   • Due Sunday/WK 12 TIPS: **What to AVOID in the Lesson Plan.**

- Instruction or assessment that focuses primarily on memorization or rote application of facts, skills, or procedures.
- NO WORKSHEETS
- Vague or incomplete planning procedures.
- Lack of alignment between standards, objectives, learning tasks, and/or assessments and the central focus.

Internalization of Lesson Plan and Instruction (Due Sunday/ WK 15):

Explore the concept of internalization in education. The assignment aims to deepen your understanding of how internalization contributes to meaningful learning by moving beyond rote memorization to fostering a deep, personal grasp of new knowledge. Through this exploration, you will develop a foundational understanding of internalization, setting the stage for further application in instructional design and classroom strategies.

Regarding your complete lesson plan, you will write a 4-5 page justification for the strategies you have chosen. This justification should articulate how the selected activities and instructional approaches facilitate internalization. You are expected to draw on theoretical insights from the course readings and your observations of effective teaching practices. Provide concrete examples from these sources to support your rationale.

   Topic 1: Learning Environment.

   Topic 2 Engaging Students in Learning
   Topic 3: Deepening Student Learning
   Topic 4: Subject-Specific Pedagogy

   Topic 5: Analyzing Teaching Effectiveness

- **Topic 1: Promoting a Positive Learning Environment**: Answer the following question. How do you demonstrate respect and provide opportunity for students with varied backgrounds and needs to engage in the lesson?

- **Topic 2: Engaging Students Learning**:
   - ☐ Explain how your instruction has potential to engage students in developing related skills in your discipline.
   - ☐ Describe how your instruction connects students' prior academic knowledge with new knowledge.

- **Topic 3: Deepening Student Learning during Instruction:** Answer the following questions.
  - ☐ Discuss how your chosen strategies align with the principles of internalization, such as fostering deep understanding, promoting meaningful engagement, and encouraging reflective thinking. This component of the assignment will demonstrate your ability to critically evaluate and apply educational theories to practical teaching scenarios.
- **Topic 4: Analyze Teaching:** Answer the following questions. For the questions below consider the diversity of learners that you will one day teach.
  - ☐ Who will require different strategies/supports?
  - ☐ What changes would you make to your instruction for the whole class to better support students' conceptual learning.
  - ☐ What changes would you make to your instruction for students who are English Language Learners to better support students' learning?
  - ☐ What changes would you make to your instruction for students who are struggling with the content?
  - ☐ What changes would you make to your instruction for students who have learning gaps with academic knowledge to better support student learning?
  - ☐ What changes would you make to your instruction for students who are gifted students?

- **Topic 5: Analyze Teaching Part 2:** Answer the following question.
  - o Why do you think these changes would improve student learning?
  - o Support your explanation with principles from research and theory. You may reference articles and your textbook. Use APA format.

Final Exam: 240 Tutoring Practice Test #1 or Alternative Exam; Monday/

WK 16/2 p.m. Section VII. Policies

Attendance. Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but not limited to: Turning in work as original that was used in whole or part of another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites or generative A.I. without citation.

AI Integrity Policy. This policy outlines the acceptable use of Artificial Intelligence (AI) tools in this course. The goal is to ensure that students understand the ethical considerations, responsibilities, and academic integrity expectations related to AI usage.

Acceptable Use of AI Tools

1. Students may use AI tools to enhance their understanding of course material. This includes utilizing AI for study aids, language translation, and practice exercises, provided these tools are not used in ways that violate the integrity of assessments or assignments.
2. AI tools can be used for grammar checking, citation generation, and research organization. However, students must properly attribute all sources and avoid over-reliance on AI-generated content. Original thought and critical analysis should be the primary focus.
3. AI can facilitate collaborative learning and discussion, but students must disclose when AI tools are used in collaborative settings. The use of AI should not replace human interaction and critical thinking.

Prohibited Uses

1. Using AI tools to generate answers for quizzes, exams, or other assessments is strictly prohibited. This includes using AI to write essays, solve problems, or complete assignments without proper attribution.
2. Presenting AI-generated content as one's own work without proper attribution is considered plagiarism. Students must clearly distinguish between their own work and any AI-generated assistance.
3. AI tools should not be used to engage in unethical or inappropriate behavior, such as generating harmful, offensive, or misleading content.

Consequences of Violations

Violations of this policy will be treated as breaches of academic integrity and may result in disciplinary action, including but not limited to:

- ☐ A failing grade on the assignment
- ☐ A failing grade for the course
- ☐ Referral to the institution's academic integrity board

Best Practices for Using AI Tools

1. Always disclose the use of AI tools when submitting assignments or participating in discussions.
2. Evaluate AI-generated content critically and ensure that it aligns with course objectives and academic standards.
3. Use AI as a supplementary tool rather than a replacement for original analysis and creative thinking.

Seeking Guidance

If you are uncertain about the appropriate use of AI tools in a specific context, please consult with me before proceeding. As the instructor of this course, I am available to clarify the policy and provide guidance on acceptable practices.

AI Policy Required for Inclusion in All Syllabi

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Students are encouraged to use generative AI tools in coursework.

The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).

Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains which AI content-generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate.

Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in

cover letters that accompany the essay submission.

Grading. Rubrics are provided for many of the assignments completed in this course. While these can help guide you toward successfully completing each assignment, *it is not enough* to read the rubrics and ignore the assignment descriptions. Reading **both** the criteria listed in the rubrics and the details provided in the assignment descriptions (and bringing questions to class *prior* to the due dates) will best prepare you for successful completion of this course.

Use the rubrics for your benefit – become accustomed to using them and they will guide you toward completing assignments that are more effective. Get familiar with the course rubrics listed below:

- Sul Ross Lesson Plan Rubric
- Your assignment descriptions provide you with identifying which rubrics to use to complete assignments.

Late Work. It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for quizzes, exams, and presentations. If an emergency arises, please contact me to make arrangements. Otherwise: * **Meet due dates for all assignments**. *Most* assignments are due on Blackboard by midnight.

Section VIII. Notes on University Programs and Services

Required by American with Disabilities Act SRSU Disability Services. SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact SRSU's Accessibility Services Director Ronnie Harris, LPC, Counselor, at 432-837-8203 or email ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and

the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Technical Support. If you find yourself having technical difficulties, you can contact SRSU 24/7 Blackboard Technical 888.837.6055.

Content Support. If you find yourself having content-difficulties, please do not hesitate to contact the instructor of the course at drodriguez5@sulross.edu.

Section IX. Texas Administrative Code

§228.57. Educator Preparation Curriculum.

(a)   The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
(b)   The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.

(c)   The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
(1)   the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:
(A)   professional ethical conduct, practices, and performance;
(B)   ethical conduct toward professional colleagues; and
(C)   ethical conduct toward students;
(2)   instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);
 (3)   instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC,

§21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;

(4)   the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;

(5)   the importance of building strong classroom management skills;

(6)   the framework in this state for teacher and principal evaluation;

(7)   appropriate relationships, boundaries, and communications between educators and students;

(8)   instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

 (A)   be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

(B)   provide effective, evidence-based strategies to determine a person's degree of digital literacy;

(C)   cover best practices in:

(i)   assessing students receiving virtual instruction, based on academic progress; and

(ii)   developing a virtual learning curriculum; and

(D)   include resources to address any deficiencies identified by the digital literacy evaluation;

(9)   instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC

§21.044(a-1)(1)-(3); and

(10)   instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by

the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on

the use of instructional materials that incorporate the method of three-cueing, as defined by TEC,

§28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

(b)   The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

(1)   the relevant TEKS, including the English Language Proficiency Standards;

(2)   reading instruction, including instruction that improves students' content-area literacy;

(3)   for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

(4)   the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

(e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in

§230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

(1)   child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

(2)   Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

(3)   Science of Teaching Reading Standards.

(f)   For candidates seeking certification in the Principal certification class, the curriculum shall also include the   skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

This syllabus may be amended by the instructor.

Weekly Course Calendar

Week	Dates	Topics & Readings	Assignments	TAC 235 Standards
1	Jan. 15-18	**Module 1:** Introductions & Orientation Ch 1: Understanding How Students Use Language	• DB 1: Introduce yourself • Syllabus/Calendar Review	**TAC 235(d)(1)(A):** Understand major concepts/tools of inquiry **TAC 235(d)(4)(A):** Analyze materials for alignment to objectives
2	Jan. 19-25	Ch 2: Language Skills Required by State Standards	• DB 2: Concepts, language features, thinking skills, scaffolds • TEKS Locating Practice	**TAC 235(d)(2)(A–E):** Identify/social vs. academic language, abstract concepts, language demands, scaffolds **TAC 235(d)(3)(B):** Plan recursive lesson/unit integrating content & language
3	Jan. 26- Feb. 1	Ch 3: Cultivating Academic Language Acquisition	• DB 3: Motivation vs. silence; visuals/examples/metaphors vocabulary list • LP Profile	**TAC 235(d)(1)(B–C):** Demonstrate tools of inquiry (b–c) **TAC 235(d)(3)(C–E):** Use multiple representations; prepare questions; teach vocabulary explicitly
4	Feb. 2 - 8	Ch 4: Content-Area Variations of Academic Language	• DB 4: Pinpoint thinking, expressions, grammar • TExES Competency Deconstruction • Draft LP Objective • One Teach, One Assist Form (hour 1) • Log hour 1 in SL&L	**TAC 235(d)(1)(D):** Share multiple methods/materials **TAC 235(d)(3)(A):** Map content ↔ language structures
5	Feb. 9 - 15	Ch 5: Facilitating Whole-Class Discussions	• DB 5.1: Organizing listening/thinking • DB 5.2: Mock discussion script • One Teach, One Assist Form (hour 2) • Log hour 2 in SL&L	**TAC 235(d)(3)(D):** Deliver instruction/questions for language development
			• Pyramid of a Professional interview • LP Essential Question	**TAC 235(d)(3)(G):** Facilitate sustained discussions **TAC 235(e)(1)(C):** Model respectful communication

6	Feb. 16- 22	Ch 6: Academic Listening & Speaking in Groups	• DB 6: 5–8 think-pair-share prompts • LP: Academic Language, Supports & Materials • One Teach, One Assist Form (hour 3) • Log hour 3 in SL&L	**TAC 235(d)(2)(F):** Scaffold productive struggle **TAC 235(d)(3)(C):** Use multiple representations
7	Feb. 23- Mar. 1	Ch 7: Language for Reading Complex Texts	• DB 7.1: Differentiation • DB 7.2: Monitoring procedures • Dyslexia certificate due • LP Differentiation • One Teach, One Assist Form (hour 4) • Log hour 4 in SLL	**TAC 235(d)(1)(D):** Share multiple methods **TAC 235(d)(3)(E):** Teach vocabulary explicitly **TAC 235(d)(3)(H):** Provide meaningful contexts
8	Mar. 2 - 8	Ch 8: Language for Creating Complex Texts	• DB 8.1: Model assessment + answer key • DB 8.2: Alignment analysis LP Assessment/Eval • One Teach, One Assist Form (hour 5) • Log hour 5 in SLL	**TAC 235(d)(3)(F):** Integrate evidence-based practices
Spring Break	March 9-15			
9	Mar. 16 - 22	Ch 9: Building Language Development into Lessons & Assessments	• DB 9.1: Effective assessment types (cite strategy) • DB 9.2: Create rubric • LP Introduction • One Teach, One Assist Form (hour 6) • Log hour 6 in SLL	**TAC 235(d)(3):** Research-based integration of content & language **TAC 235(d)(3)(I):** Communicate content–language connections
10	Mar. 23 - 29	Ch 10: Concluding Thoughts on Academic Language	• DB 10: Reflection on language as thinking tool (propose improvement) • LP Body of Lesson • One Teach, One Assist Form (hour 7) • Log hour 7 in SLL	**TAC 235(d)(3)(J):** Model academic language as resource for sense-making
11	Mar. 30–Apr. 5	Module 6: Lesson Plan Closure & Reflection	• Article on closure • LP Closure • One Teach, One Assist Form (hour 8) • Log hour 8 in SLL	*(synthesizes prior TAC 235 targets)*

12	Apr. 6 - 12	Module 7: Final Lesson Plan & Video Prep	• Submit Final LP • Begin Instructional Video Presentation planning • One Teach, One Assist Form (hour 9) • Log hour 9 in SLL	**TAC 235(d)(1)(E):** Stay current on best practices/resources
13	Apr. 13 - 19	Module 7: Video Presentation & Field Log	• Submit Instructional Video + peer feedback • Submit Field Experience Log One Teach, One Assist Form (hour 10) Log hour 10 in SLL	
14	Apr. 20 - 26	Module 8: Video Commentary Prep	• Plan Internalization of LP and Instruction	**TAC 235(d)(1)(E):** Stay current on best practices/resources
15	Apr. 27–May 3	Module 8: Submissions	• Submit Internalization of LP and Instruction. • Complete 240 Tutoring Study Plan	
16	May 4	Final Exam & Wrap-Up	• Final 240 Tutoring Practice Exam (upload score report) • Celebration & next steps toward certification!	
		Amendments to this syllabus may be made at the discretion of the instructor at any time.		