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# *Sul Ross State University*

## *EDUA/EDSR 3307*

### *Technology in the Instructional Setting*

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**Department of Education**  
**Fall 2026 Syllabus**  
**M/W 4:30-5:45 PM CST**  
**MAB 308 and Microsoft TEAMS (link posted in blackboard)**

Instructor: Jennifer Miller-Ray, Ph.D.  
Associate Professor of Education

**Office**

BAB 102, Alpine

Office Phone: 432-837-8013

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**Office Hours: Tuesday 3-6 pm & Thurs. 9-12 pm & by appointment**

[Book time with Miller, Jennifer](#)



## *Connecting with Students for Success*

As a part of a research study, I am committed in this course to the following:

I will know  
your name

I will provide  
user-friendly,  
timely feedback  
on your  
assignments

I will hold high  
standards and  
support you to  
achieve them

I will hold an  
individual  
meeting with  
each student  
during the  
semester

### **Course Description:**

This course prepares teachers to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology.

### **Required Textbook**

Miller-Ray, J. (2026). GET LIT (Literacy in Technology): Supporting Literacy with Multisensory Learning in Elementary Schools (Preliminary Edition). [Course text — 8 chapters with embedded study guides, discussions, and assignments.] Available in SRSU bookstore and integrated into blackboard.

### **Suggested / Supplemental Resources**

- Burns, M. (2021). EdTech Essentials: The Top 10 Technology Strategies for All Learning Environments. ASCD.
- Hernandez, M. (2024). Storytelling With Purpose: Digital Projects to Ignite Student Curiosity. ISTE.
- [TCEA TechNotes Blog – Insights and Resources for Educational Technology and Teaching Innovation](#)
- CAST (2024). CAST Universal Design for Learning Guidelines version 3.0. Retrieved from <https://udlguidelines.cast.org>

## **Required Technology and Software**

- Computer or Laptop
- Handheld Device: Smart Phone or Tablet
- Webcam and Vlogging Kit
- Office 365 Account (available through SRSU)
- Google Account (Google Classroom, Google Drive, Gemini, NotebookLM)
- Access to at least two free GenAI tool (e.g., Microsoft Co-Pilot, Gemini, NotebookLM, ChatGPT, Claude, Perplexity, MagicSchool) for disclosed, assignment-directed use.
- Canva

## **Student Learning Outcomes (SLO)**

As a result of course readings, activities, and assignments students will be able to:

- SLO 1: Students will demonstrate effective lesson planning.
- SLO 2: Students will demonstrate written and oral proficiency through a variety of instructional strategies.
- SLO 3: Students will demonstrate effective evaluative processes for assessing student learning.

## ***Marketable Skills:***

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 teach classroom management.
5. Student have the ability to effectively use technology to communicate.

## **Course Objectives and TExES Competencies Addressed:**

Students will read, reflect on, examine, analyze, and evaluate a variety of resources relating to the Course Standards listed below:

## **Technology Applications EC–12 Standard VII**

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

## **TExES Competencies Covered in ED 3307:**

Competency 003: The Technology Applications teacher knows how to plan, organize, deliver and evaluate instruction that effectively utilizes

current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.

The beginning teacher:

- A. Knows how to implement developmentally appropriate instructional practices, activities and materials to improve student learning.
- B. Knows how to implement lessons using diverse instructional strategies.
- C. Demonstrates knowledge of issues related to the equitable use of technology for diverse populations.
- D. Knows how to implement instruction that allows students to solve problems by posing questions, collecting data and interpreting results.
- E. Knows how to develop and facilitate collaborative tasks among group members, incorporating diverse perspectives while exploring alternative solutions.
- F. Knows strategies to help students learn how to locate, retrieve, analyze, evaluate, communicate and retain content-related information from a variety of texts and digital sources.
- G. Knows how to evaluate student projects and portfolios using various assessment methods (e.g., formal, informal).
- H. Knows how to promote effective self-evaluation and use of feedback from peers.
- I. Knows the relationship between instruction and assessment.
- J. Knows how to adjust instruction based on assessment results.
- K. Demonstrates knowledge of emerging technology and its role in education.
- L. Knows the importance of self-assessment and planning for professional growth.

Competency 009: The Technology Applications teacher knows how to design, produce and distribute multimedia products.

The beginning teacher:

- A. Demonstrates an understanding of the impact that digital publications have on current and emerging media environments.
- B. Knows how to apply copyright laws, licenses, and fair use (including Creative Commons and public domain) as well as use digital information such as attributing ideas and citing sources.
- D. Knows how to explain the ethical impact that digital publishing and audio and video production have on society.
- C. Knows how to create pre-planning designs such as rough sketches, storyboards and brainstorming.
- A. Knows how to design and implement procedures to track trends, set timelines and review and evaluate progress for project completion.
- G. Knows how to create a portfolio to document work experiences and samples

**Class Expectations:** Throughout the course, students will be required to complete written and multimedia assignments, participate in discussions, collaborate with peers, and prepare oral presentations. Candidates are expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner. Candidates are expected to attend class virtually and fully participate, which means that the web cam is turned on with active participation. Please refer to TEAMS guidelines posted in blackboard to earn full participation credit. If a class session must be missed for personal or professional reasons, please contact

the instructor prior to the session and arrange with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format and evaluated using the following criteria.

***Dropping a Class.*** During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions Friday, November 6, 2026.

## **Assignments & Grading Breakdown**

*Total: 1000 required points (+ up to 50 optional extra credit points from STEAM Literacy Unleashed community events, attend TSTA-AE meeting and course evaluation — see below). \*Subject to change.*

| Week | Assignment / Activity                                                                                            | Due Date | Points |
|------|------------------------------------------------------------------------------------------------------------------|----------|--------|
| 1    | Introduction Activity                                                                                            | 8/31     | 20     |
| 1    | Digital Literacy Assessment & Self-Review                                                                        | 8/31     | 80     |
| 2    | Get Lit Ch. 1: Build Your Own Study Guide                                                                        | 9/8      | 10     |
| 2    | Get Lit Ch. 1 Discussion: Link Between Reading Attitudes and Academic Performance                                | 9/8      | 10     |
| 2    | Get Lit Ch. 1 Assignment: STEM Literacy Unleashed (in-class group work — prepares Eagle Pass Showcase)           | 9/8      | 10     |
| 3    | AI Prompt Lab: Prompt Writing, Critical Evaluation & Tool Comparison                                             | 9/14     | 40     |
| 4    | Get Lit Ch. 2: Build Your Own Study Guide                                                                        | 9/21     | 10     |
| 4    | Get Lit Ch. 2 Discussion: Low-Tech vs. High-Tech Reflection                                                      | 9/21     | 10     |
| 4    | Get Lit Ch. 2 Assignment: STEM Literacy Unleashed Challenge (in-class group work — prepares Eagle Pass Showcase) | 9/21     | 10     |
| 4    | Get Lit Ch. 2 Quiz                                                                                               | 9/21     | 10     |
| 5    | Language Learner AI Toolkit (Linguistically Responsive Practice)                                                 | 9/28     | 40     |
| 6    | Get Lit Ch. 3: Build Your Own Study Guide                                                                        | 10/5     | 10     |
| 6    | Get Lit Ch. 3 Discussion: Phonological Awareness Application Evaluation and Review                               | 10/5     | 10     |
| 6    | Get Lit Ch. 3 Assignment: STEM Literacy Unleashed                                                                | 10/5     | 10     |
| 6    | Get Lit Ch. 3 Quiz                                                                                               | 10/5     | 10     |
| 7    | Inclusive AI Tool Audit (Special Education & Accessibility)                                                      | 10/12    | 40     |
| 8    | Get Lit Ch. 4: Build Your Own Study Guide                                                                        | 10/19    | 10     |
| 8    | Get Lit Ch. 4 Discussion: Automaticity — The Bridge Between Decoding and Comprehension                           | 10/19    | 10     |
| 8    | Get Lit Ch. 4.1 Assignment: STEM Literacy Unleashed                                                              | 10/19    | 10     |
| 8    | Get Lit Ch. 4.2 Assignment: Digital Fluency Studio                                                               | 10/19    | 10     |

|       |                                                                                                              |       |     |
|-------|--------------------------------------------------------------------------------------------------------------|-------|-----|
| 8     | Get Lit Ch. 4 Quiz                                                                                           | 10/19 | 10  |
| 9     | Get Lit Ch. 5: Build Your Own Study Guide                                                                    | 10/26 | 10  |
| 9     | Get Lit Ch. 5 Discussion: The Subtraction Question                                                           | 10/26 | 10  |
| 9     | Get Lit Ch. 5 Assignment: STEAM Literacy Unleashed                                                           | 10/26 | 10  |
| 9     | Get Lit Ch. 5 Quiz                                                                                           | 10/26 | 10  |
| 10    | OER Curation & Remix Project                                                                                 | 11/2  | 50  |
| 11    | Get Lit Ch. 6: Build Your Own Study Guide                                                                    | 11/2  | 10  |
| 11    | Get Lit Ch. 6 Discussion: Keyboarding as a Literacy Skill                                                    | 11/2  | 10  |
| 11    | Get Lit Ch. 6 Assignment: STEAM Literacy Unleashed — Makerspace Capstone (in-class group work; build begins) | 11/2  | 20  |
| 11    | Get Lit Ch. 6 Quiz                                                                                           | 11/2  | 10  |
| 12    | Get Lit Ch. 7: Build Your Own Study Guide                                                                    | 11/9  | 10  |
| 12    | Get Lit Ch. 7 Discussion: Multisensory Literacy Lab                                                          | 11/9  | 10  |
| 12    | Get Lit Ch. 7 Assignment: STEAM Literacy Unleashed — A Community Innovation Challenge                        | 11/9  | 10  |
| 12    | Get Lit Ch. 7 Quiz                                                                                           | 11/9  | 10  |
| 13    | AI-Assisted Instructional Design: Screencast + Google Classroom Module                                       | 11/16 | 100 |
| 14    | Get Lit Ch. 8: Build Your Own Study Guide                                                                    | 11/23 | 10  |
| 14    | Get Lit Ch. 8 Discussion: Career Explorations                                                                | 11/23 | 10  |
| 14    | Get Lit Ch. 8 Assignment: STEAM Literacy Unleashed                                                           | 11/23 | 10  |
| 14    | Get Lit Ch. 8 Quiz                                                                                           | 11/23 | 10  |
| 14    | Google Classroom / LMS Module Build (completed)                                                              | 12/2  | 100 |
| 15–16 | ePortfolio (Capstone)                                                                                        | 12/9  | 100 |
| 16    | Class Participation                                                                                          | 12/2  | 100 |

**A: 900–1000 B: 800–899 C: 700–799 D: 600–699 F: Below 600**

### **Extra Credit Opportunities:**

- Eagle Pass STEAM Showcase — Friday, September 18, 2026 (up to 10 extra credit points). Optional; presents the Ch. 1–2 STEAM Literacy Unleashed group work completed in class. 20 bonus points
- Dartmouth Makerspace Capstone Showcase — Saturday, December 5, 2026 (up to 30 extra credit points). Optional; presents the Ch. 6 Makerspace Capstone group project built in class starting Week 11. 20 bonus points.
- Course Evaluation available at the end of the course. 5 bonus points
- Attending TSTA-AE Meeting: Education Club, 5 bonus points

Class Participation should be active and relevant to the topic of discussion. To prepare, be ready to share: (1) the most important ideas/concepts in the assigned readings and their classroom implications; (2) your own experience related to those ideas; and (3) anything you found interesting, new, surprising, or perplexing.

MS Teams Guidelines: Refer to and follow the Distance Learning/MS Teams Guidelines posted in Blackboard as a participation requirement.

## **Fall 2026 — M/W Course Calendar**

*\*Schedule is subject to change. Dates are placeholders pending the official Fall 2026 registrar calendar.*

| Week | Week Of | Topic / Focus                                                             | Readings                                                   | Standards / Notes                                                                                                                                                                                                      |
|------|---------|---------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Aug 24  | Course Overview & Digital Footprint                                       | Get Lit, Front Matter & Preliminary Edition Notice         | Baseline AI/digital literacy self-assessment                                                                                                                                                                           |
| 2    | Aug 31  | Get Lit Ch. 1 — Creative Spaces for Young Minds                           | Get Lit Ch. 1                                              | TEKS Technology Applications, Standard VII                                                                                                                                                                             |
| 3    | Sep 7*  | AI Literacy for Students: Teaching the Tool                               | AI4K12 Five Big Ideas; ISTE AI guides                      | Prompt Lab: write prompts, critically evaluate output, and compare 2–3 AI tools side by side. TExES 241 (CS) & 242 (Tech Apps); grade-band AI progressions.<br><b>*No class Mon 9/7 — Labor Day; session held Wed.</b> |
| 4    | Sep 14  | Get Lit Ch. 2 — Making Sounds Real                                        | Get Lit Ch. 2                                              | Sound-symbol correspondence, phonics technology. In-class group work; optional Eagle Pass Showcase Fri 9/18 (extra credit).                                                                                            |
| 5    | Sep 21  | AI and the Language Learner: Linguistically Responsive Practice           | CAST (2018). UDL Guidelines v2.2                           | ELPS alignment; Regions 15, 18, 19, 20 bilingual/DL relevance                                                                                                                                                          |
| 6    | Sep 28  | Get Lit Ch. 3 — Multisensory Approaches Supporting Phonological Awareness | Get Lit Ch. 3                                              | CAST UDL Guidelines v2.2                                                                                                                                                                                               |
| 7    | Oct 5   | AI in Special Education & Inclusive Settings                              | IDEA/ARD-relevant AI tool literature; UDL-AI intersections | IDEA obligations; ARD compliance; UDL-AI intersections                                                                                                                                                                 |
| 8    | Oct 12  | Get Lit Ch. 4 — Building Bridges to Fluency                               | Get Lit Ch. 4                                              | Automaticity: decoding-to-comprehension bridge                                                                                                                                                                         |
| 9    | Oct 19  | Get Lit Ch. 5 — Next-Generation Comprehension                             | Get Lit Ch. 5                                              | The Subtraction Question discussion                                                                                                                                                                                    |
| 10   | Oct 26  | Open Educational Resources (OER)                                          | OER Commons; Creative Commons licensing guides             | Copyright, licensing, and fair use (TExES Competency 009)                                                                                                                                                              |
| 11   | Nov 2   | Get Lit Ch. 6 — Writing with the Whole Body                               | Get Lit Ch. 6                                              | Makerspace Capstone group build begins (UDL). Optional Dartmouth Showcase Sat 12/5 (extra credit).                                                                                                                     |
| 12   | Nov 9   | Get Lit Ch. 7 — The Innovation Bridge                                     | Get Lit Ch. 7                                              | Multisensory Literacy Lab discussion; STEAM Literacy Unleashed: A Community Innovation Challenge (see community events below)                                                                                          |

|    |         |                                                                                    |                        |                                                                      |
|----|---------|------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------|
| 13 | Nov 16  | AI-Assisted Instructional Design & Facilitation                                    | prompt-literacy guides | Prompt literacy; instructional planning competency (all cert. areas) |
| 14 | Nov 23* | Get Lit Ch. 8 — Connecting Digital Literacies & Industry + Google Classroom Module | Get Lit Ch. 8          | *No class — Thanksgiving; work due before break.                     |
| 15 | Nov 30  | ePortfolio Development                                                             | —                      | Portfolio conferencing / peer review                                 |
| 16 | Dec 7   | Course Wrap-Up & ePortfolio                                                        | —                      | Final assignments                                                    |

### **STEAM Literacy Unleashed — Community Events (Optional Extra Credit)**

Each Get Lit chapter includes a built-in STEAM Literacy Unleashed assignment, completed as in-class group work (see the Assignments & Grading Breakdown table above). Two confirmed community events give students the option to showcase that group work for extra credit — attendance and presentation are optional, not required:

- Friday, September 18, 2026 — International Moon Night/Batman, Eagle Pass Campus. Optional showcase of the Ch. 1–2 group work (up to 10 extra credit points).
- Saturday, December 5, 2026 — STEAM Literacy Unleashed with Dartmouth University. Optional showcase of the Ch. 6 Makerspace Capstone group project (up to 30 extra credit points).

Details, location logistics, and full extra-credit rubrics for both events will be posted in Blackboard closer to each date. ADA Statement (Required)

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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the Accommodation Request Form located on our website. Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

### **Statement Regarding Generative Artificial Intelligence (AI)**

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.

### **Note on GenAI Use in This Class:**

This course is centered in part on building AI literacy for professional teaching practice. That means you will be expected to engage with, evaluate, and critically reflect on generative AI tools as part of your learning — not avoid them. At the same time, AI tools are aids to your thinking, not replacements for it. The standard in this course is transparent, intentional, and critically reflective AI use.

Disclosure Requirement: Any assignment involving a GenAI tool (ChatGPT, Claude, Gemini, Copilot, Perplexity, etc.) requires a brief disclosure statement naming the tool and describing how it was used. See the tables below for allowable and non-allowable examples (not exhaustive).

| Example of an Allowable Use                                                                                                              | Why Is This Allowed?                                                                                              | Things to Keep in Mind                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Prompting a GenAI tool to generate ideas for a class project or AI-literacy assignment.                                                  | Exposes you to ideas beyond your own starting point and supports iteration.                                       | Brainstorm your own ideas first; watch for AI-introduced bias.                     |
| Using GenAI for writing support (clarity, tone, grammar) on non-discussion assignments.                                                  | Supports communication skill development when used to revise, not originate.                                      | Write your own first draft. The Writing Center is also available.                  |
| Using GenAI as a study aid (practice questions, flashcards, self-assessment rubrics).                                                    | Can scaffold review without replacing your engagement with the material.                                          | Double-check accuracy; AI tools fabricate information.                             |
| Using GenAI to evaluate, critique, or audit an AI tool for the Language Learner, Special Education, or Instructional Design assignments. | These assignments are explicitly about critically evaluating AI — direct, disclosed use is the point of the task. | Disclose which tool you used and how, per the assignment instructions.             |
| Using AI/GenAI tools recommended due to a disability (transcripts, captions, alt text, translation).                                     | Supports accessible, equitable participation.                                                                     | Talk with Disability Services about additional AI-based accommodations if helpful. |

| Example of a Non-Allowable Use                                                                     | Why Is This Not Allowed?                                                                                     |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Prompting a GenAI tool to write your discussion post for you.                                      | Discussion is meant to build community and reflect your own thinking; outsourcing it subverts both goals.    |
| Prompting GenAI to design your presentation, screencast script, or ePortfolio content in full.     | These are meant to demonstrate your own instructional design and communication skills.                       |
| Modifying AI-generated work slightly to make it appear as your own.                                | Surface-level edits support surface learning, not the deep learning these assignments are designed to build. |
| Prompting GenAI to summarize a Get Lit chapter or assigned reading instead of reading it yourself. | Offloads the thinking and productive struggle the reading is meant to build.                                 |
| Submitting AI-generated data analysis or evaluation as your own without disclosure.                | GenAI tools are prediction machines, not analysis tools, and undisclosed use misrepresents your work.        |
| Copying AI-generated text into your written work without disclosure or citation.                   | Misattributes authorship; find and cite an original human source where possible.                             |

If you find yourself turning to GenAI to do your work for you, set up a meeting with Dr. Miller-Ray to discuss how activities and assignments can be adapted to support your learning. GenAI tools are known to produce misinformation and fabricated information — it is your responsibility to verify the accuracy, credibility, and trustworthiness of any AI-generated information you use.

## Student Responsibilities

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 him/herself with the requirements of such laws.

## **SRSU 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 a 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

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## **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

## **Libraries**

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

## Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

### Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726.

### Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

*19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.*

## Course Readings

- Miller-Ray, J. (2026). GET LIT (Literacy in Technology): Supporting Literacy with Multisensory Learning in Elementary Schools (Preliminary Edition).
- CAST (2018). Universal Design for Learning Guidelines version 2.2. <http://udlguidelines.cast.org>
- Crompton, H. (2017). ISTE Standards for Educators: A Guide for Teachers and Other Professionals. ISTE.
- ISTE. Artificial Intelligence in Education — guides, courses, and resources. <https://iste.org/AI>
- ISTE. <https://iste.org> (general site — standards, professional learning, and edtech resources).
- Texas Education Agency. Technology Applications TEKS. <https://tea.texas.gov/educators/subject-areas/technology-applications>
- AI4K12. Five Big Ideas in AI. (Grade-band AI literacy framework.)
- Mollick, E., & Mollick, L. Co-Intelligence (excerpts) — AI-assisted instructional design.
- OER Commons / Creative Commons licensing guides — Open Educational Resources.
- Miller, J., Tomas, T., Maryboy, N., & Begay, D. (2018). A Rural Navajo Reservation Makerspace. Dimensions, (September/October), 50–52.
- Nicol, J. (2024, May 14). Teaching and learning with a UDL mindset. The UDL Project.
- Ellis, B. (2024, November 13). Creating inclusive classrooms with UDL and differentiation. TCEA TechNotes Blog.

- Smith System. (2024, May 31). How to create UDL classrooms that 'bust the barriers' for students. Smith System Blog.
- Miller-Ray, J., Brown, A., Ritzi, C., Morales, C., Williamson, S., Qvarnstrom, J., & Perez-Gallego, J. (2024). Total Eclipse En Frontera. Bulletin of the AAS, 56(9).
- [Additional AI literature — to be added]