

CHAMINADE UNIVERSITY OF HONOLULU
Ed 649 Montessori Philosophy
Spring GRAD 2009

INSTRUCTOR:

(Ms) Jerry C. Richmond
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OFFICE HOURS:

By appointment

**TIME and
LOCATION:**

Online; <http://www.chaminade.ecollege.com>

**ACCESS:
(for online courses
ONLY)**

Login with your CUH ID; your password is the last four digits of your Social Security number or “chaminade”

If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu

LIVETEXT:

Submission of Signature Assignment and other assignments as identified by instructor require a *LiveText* account. Login to *LiveText* at www.livetext.com . (Please contact C-TRAC@808-739-8539 if you need help)

**M.ED.
PROGRAM
OUTCOMES:**

The M.Ed. program prepares graduate candidates who are able to apply practice, theory, leadership, scholarship and communication. Therefore, the successful candidate:

All 5 M.Ed. program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in **BOLD**.

1. (PRACTICE) demonstrates on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development;
2. **(THEORY) differentiates between and critique major theories currently driving the field as important empirical, historical, philosophical and conceptual studies;**
3. (LEADERSHIP) applies reform-based practice characterized by caring, mutual respect for diverse populations, collaboration and actively involving students in experiences that allow the construction of meaning and promotion of self-responsibility for learning;
4. **(SCHOLARSHIP) demonstrates the ability to critique and analyze academic literature and research methodology; and**
5. (COMMUNICATION) composes academic prose for a variety of audiences including peers, professors, and the larger professional community.

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STUDENT LEARNING OUTCOMES:	Outcomes/MACTE Standards addressed	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
	1. MACTE COMPETENCY 1.a & b 2. MACTE COMPETENCY 1.c 3. MACTE COMPETENCY 3.a 4. Theory 5. Scholarship	Readings, assignments, reflections, field observations Reflections Readings and reflections Signature assignment, readings, reflections and responses Assignments

TEXTS:

Lillard, A. S. (2005). *Montessori: The Science behind the Genius*. New York: Oxford University Press ISBN 0-19-516868-2

Montessori, M. (1964/1912). *The Montessori Method*. New York: Schocken Books ISBN 0-8052-0088-6

Montessori, M. (1991). *To Educate the Human Potential*. Thiruvanniyur, Madras, India: Kalakshetra Press

Trudeau, C.M. (2005). *Montessori's Years in India*. Junction City, OR: Jon Bogart

Highly Recommended

American Psychological Association. (2005). *Publication Manual of the American Psychological Association*. Washington DC: Author

ACADEMIC REQUIREMENTS:

Attendance and Participation: You will have weekly assignments and both your attendance and participation will be part of your grade. If there is an emergency and you cannot go online during the week, you must let me know prior to the absence. **Missed work may NOT be made up once the week has passed so be prepared with a back-up plan if your computer crashes or you will be out of town.** Be prepared to discuss readings in the week that they are due.

Assigned Questions: These will be assigned from your readings. Answers should be based on content from the texts (citations included) and include a reflective statement/response to the question as to how this topic has impacted your thinking as a teacher/guide for children. This assignment is designed to help you integrate content from the readings. ***Write one double-spaced page per question for a total of 8***

Posted Responses: Post a response to the work of your classmates, both the weekly assigned questions and the other assignments. You should vary your responses so that you have a chance to respond at least once to each

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person in the class. Specific dates and requirements for postings are at the end of the syllabus. This assignment is designed to help you better understand the readings and to create inter-subjectivity among yourselves as classmates. **20 required postings, each ½ page minimum. Due weekly**

Timeline Assignment: You will write a mini-history (4-5 pages) with accompanying timeline of the life and times of both Maria Montessori and the 100 years of the Montessori approach. This assignment is designed to support you in becoming more aware of the impact of history on the founder of the movement, as well as the context and influences on the genesis of the methods. **Due 5th class session**

Field Observations: You will do three observations in a Montessori early childhood setting. Each observation will focus on a different aspect of the environment. The purpose of the assignment is to further develop your skills of observation and analysis in a Montessori setting. **Due 7th week of class.**

Research Paper: The final project includes a research paper and presentation that allows you to investigate a topic of your choice as it relates to the Montessori approach. **Due the 10th class session.**

PARTICIPATION:

Attendance and Participation: Full points will be awarded to those who turn in assignments on time, and who participate with enthusiasm, flexibility, and positive energy, in discussions and the various activities. Points will be deducted for late postings. **For an A in this class you must go beyond the minimum required postings.**

Criteria

Assigned Questions: Full points will be awarded to papers that are submitted on time, are thorough in their response, include a reflective section, and are written to graduate standards of writing. Points will be deducted for incorrect answers or unfounded opinions. Courtesy and an open mind are requirements. If I need to delete a posted question due to unfounded opinion, the posting will not receive any points

Posted Responses: Responses to (a) posted introduction-4 minimum, (b) Posted questions-8 minimum, (c) Timeline Assignment-2 minimum, (d) Observations-3 minimum, (e) Final assignment-3 minimum, for a total of 20 responses. For full points your responses will be clear, and written to graduate writing standards (see APA manual). Unfounded opinions and argumentative/rude responses will be deleted and will receive no points.

Timeline Assignment: Full points will be awarded to papers that meet the requirements stated on the rubric. Points will be deducted for late

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submissions and poorly written papers that do not include all required content. Complete rubric posted by Week 2.

Field Observation: Full points will be awarded to observations that meet the requirements stated on the rubric. Points will be deducted for late submissions and poorly written reports that do not include all required content. Complete rubric posted by Week 3

Research Paper: Full points will be awarded to projects that meet the requirements stated on the rubric. Points will be deducted for late submissions and poorly written papers that do not include all required content. Complete rubric posted by Week 3

Policy Incompletes may be given if the student is unable to complete a portion of the work due to circumstances beyond his/her control. The incomplete contract must be signed by the student and the instructor. It will specify when the work must be completed. Usually the work must be completed in 90 days; if it is not the incomplete will revert to the grade the student would have earned as specified on the incomplete form.

Assignments

Attendance/Participation	50 points
Timeline Assignment <u>SIGNATURE</u>	40 points
Assigned Questions (8)	40 points
Posted Responses (20)	20 points
Field Observation	15 points
Research Paper	35 points
Total	200 points

Grading Scale

A = 180-200 points

B = 160-179 points

Anything under 160 points is not a passing grade and the class will have to be re-taken

All written course assignments must follow American Psychological Association (APA) standards (5th edition) for writing student papers (See chapter six of APA manual).

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POLICIES:

own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
 2. Paraphrasing the work of another without proper author acknowledgment.
 3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
- In the cases of alleged academic dishonesty (such as plagiarism, cheating,

Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The incomplete contract must be signed by the student and the instructor. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.

Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

Postings should be made in the appropriate week's unit content item by cut and paste method. Also attach the document itself. All responses are to be made as threaded discussions. Clicks directly on the "respond" tab under the person's posting that you want to respond to.

Scroll to the next page for assignments and due dates.
Be sure to read *all* weekly messages for specifics and additional required readings.

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Syllabus may be changed to meet the needs of the class

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<u>Week</u>	<u>Topics</u>	<u>Readings</u>	<u>Assignments</u>
One <i>April 6-12</i>	Introduction to Course/Syllabus Introductions to Classmates	eCollege: Syllabus, Introduction to Course Texts: Preview Video: <i>A Montessori Journey</i>	Go online and post an introduction . (See Weekly Message #1 for specifics) Due Fri April 10 Post in the <i>Introductions</i> section
Two <i>April 13-19</i>	Who Was Montessori and What is the Montessori Approach: The Early Years and Influences	eCollege: Weekly Message and Min-Lecture #2 Text: Montessori, <i>The Montessori Method</i> , Ch 1-4 Videos: 1- <i>The Wild Child</i> 2- <i>Maria Montessori: Her Life and Legacy</i> 3- <i>Vygotsky</i> (optional) 4- <i>Cognitive Development</i> (optional)	Post your answer to assigned question. See Weekly Message #2 for specifics Due Fri April 17 Post 4 responses to introductions Post 1 response to classmates' work. Due Sun April 19 Post responses to classmates' introductions in Introductions section. Post all else in Week Two section
Three <i>April 20-26</i> 4/23 CLASS LIVE	The Diffusion of a Movement: Montessori's Major Contributions	eCollege: Weekly Message and Mini-Lecture #3 Texts: Montessori, <i>The Montessori Method</i> , Ch 5, Lillard, Montessori - <i>The Scientist Behind the Genius</i> , Ch 1 Videos: 1- <i>Intro to Montessori</i> 2- <i>Starting from Year Zero</i>	Post your answer to assigned question. See Weekly Message #3 for specifics Due Fri April 24 Post 1 response to classmates' work. Due Sun April 26 Post in the Week Three Section

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Four <i>April 27- May 3</i>	Special Qualities and Characteristics of the Child: Normalization, The Spiritual Embryo, and the Will	eCollege: Weekly Message and Mini-Lecture #4 Texts: Montessori, <i>The Montessori Method</i> , Ch 12,14 Lillard, <i>Montessori - The Science Behind the Genius</i> , Ch 2, 3 Video: <i>Imagine a School</i>	Post your answer to assigned question. See Weekly Message #4 for specifics Due Fri May 1 Post 1 response to classmates' work. Due Sun May 3 Post in the Week Four Section
Five <i>May 4-10</i>	The Prepared Environment The Cycle of Work	eCollege: Weekly Message and Mini Lecture #5 Texts: Montessori, <i>The Montessori Method</i> , Ch 7-11 Lillard, <i>Montessori - The Science Behind the Genius</i> , Ch 4-7, 9	Post your answer to assigned question. See Weekly Message #5 for specifics Post your Timeline Assignment Both Due Fri May 8 Post 1 response to classmates' work. Post 2 responses to Personal Histories Both Due Sun May 10 Post answer/response in the Week Five Section Post Timeline/responses in Timeline Section
Six <i>May 11-17</i> 5/14 CLASS LIVE	The Role of the Adult Giving Lessons Discipline The Spirit of a Scientist	eCollege: Weekly Message and Mini-Lecture #6 Texts: Montessori, <i>The Montessori Method</i> , Ch 6, 15, 21, 22 Lillard, <i>Montessori - The Science Behind the Genius</i> , Ch 8	Post your answer to assigned question. See Weekly Message #5 for specifics Due Fri May 15 Post 1 response to classmates' work. Due Sun May 17 Post in the Week Six Section
Seven <i>May 18-24</i>	Montessori's Year's In India The Cosmic Curriculum	eCollege: Weekly Message and Mini-Lecture #7 Texts: Trudeau, <i>Montessori's Years in India</i> Montessori, <i>To Educate the Human Potential</i>	Post your answer to assigned question. See Weekly Message #7 for specifics Post your Observation Report Both Due Fri May 22 Post 1 response to classmates' work. Post 3 responses to Observations

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		Video: <i>Educating for Peace</i>	Both Due Sun May 24 Post answer/response in the Week Seven Section Post Observations/responses in Observations Section
Eight <i>May 25-31</i>	Montessori Today: What Does Research Tell Us? A Possible Future	eCollege: Weekly Message and Mini-Lecture #8 Text: Lillard, <i>Montessori - The Science Behind the Genius</i> , Ch 10	Post your answer to assigned question. See Weekly Message #8 for specifics Due Fri May 29 Post 1 response to classmates' work. Due Sun May 31 Post in the Week Eight Section
Nine <i>June 1-7</i>	Montessori in Diverse Settings: Where Culture and Cognition Overlap	eCollege: Weekly Message and Mini-Lecture #9 Selected Readings	Post your answer to assigned question. See Weekly Message #9 for specifics Due Fri June 5 Post 1 response to classmates' work. Due Sun June 7 Post in the Week Nine Section
Ten <i>June 8-14</i> 6/11 CLASS LIVE	Celebration of Learning		Post your Research Paper Due Fri June 12 Post 3 responses to the Final Projects Due Sun June 14 Post all in the Research Paper Section

♥Post aloha to your classmates in the Week Ten discussion section♥

This schedule is tentative and is subject to change in order to better meet the needs of the students. Any changes will be announced via eCollege email.