Course Number:	EDUC 764/ED 432A
Course Title:	Culturally Appropriate Practice and the Montessori Methods
Credit:	3 Credits
Department Name:	Education Division

Instructor Name:	Susan Costello, MEd.
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Office Hours:	By appointment
Instructor Information:	Susan Costello, MEd
Other Contact Information (Zoom):	

Term Dates:	Summer 2017 (July 3, 2017-September 9, 2017)
Class Meeting Days:	July 3, 2017-July 7, 2017
Class Meeting Hours:	8:30 a.m. - 5:30 p.m.
Class Location:	Brogan Hall 101

AMS Curriculum Summary:
- **AMS Course Component Name**: Practical Life/Everyday Living Curriculum/Art
- **Hours:** 40 Hours
- **Specified Dates**: July 3, 2017-July 7, 2017
- **Instructor(s)**: Susan Costello, MEd.
- **Course Description:** This course covers philosophy and rationale of practical life including ground rules to grace and courtesy, control of movement, care of the person, care of the environment, food and nutrition, and philosophy and rationale for art including basic skills, two-dimensional work (easel or table), three-dimensional work, and art appreciation and history.

Textbooks:
Montessori, M. (1966). *The secret of childhood*. New York: Ballantine Books. ISBN 0-345-30583-3
http://montessorimethods.weebly.com/textbooks.html

Montessori, M. (1967). *The discovery of the child*. New York: Ballantine Books. ISBN 0-345-33656-9
http://montessorimethods.weebly.com/textbooks.html

Bredekamp, S., & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3d ed.). Washington D.C: NAEYC. ISBN: 978-1-928896-64-7 http://montessorimethods.weebly.com/textbooks.html

Culturally Appropriate Practice and Montessori Methods Manual- Purchase online at:
http://montessorimethods.weebly.com/manuals.html

Catalog Description:
Overview of the concepts of order, coordination, concentration and independence as the fundamental building blocks of the practical life curriculum for children from ages two and a half to six in a Montessori classroom. Includes appropriate models, inclusion of practical living activities, and relationship to other content areas according to the Montessori philosophy. Research component is required.

Conceptual Framework:
The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Major Course Topics:
Practical Life:
1. Guide students as they develop a basic understanding of the rationale and sequence of the practical life curriculum in a Montessori early childhood environment.

2. Describe, define and provide opportunities for the students to analyze and model the leadership role of an adult in the practical life area of a Montessori early childhood environment.

3. Provide opportunities, through explanation, demonstration, and modeling, for students to learn to create the practical life curriculum of the prepared environment, in accordance with Montessori principles of design, with particular focus on culturally appropriate materials and activities in the practical life area of the early childhood environment.

4. Provide opportunities to practice strategies for, the implementation and evaluation the practical life area of the early childhood prepared environment in terms of meeting developmental needs.

5. Share, and show students how to find, current peer-reviewed research articles, particularly in the areas of the inter-relationships of motor and cognitive development, creation of community and culturally appropriate practice.

6. Provide guidance to relate all the knowledge to HTSB, NAEYC, and MACTE standards and how adaptation accommodations can be made to fit the needs of the non-Montessori environment.

Art:

1. CREATIVE EXPRESSION
2. BASIC SKILLS
   a. Use of Scissors – Snipping, Cutting
   b. Use of Glue – Liquid, Stick
   c. Use of Paper Punch
   d. Use of Markers
   e. Use of Stapler
   f. Use of Tape
3. COLLAGE
   a. Torn Paper
   b. Cut Paper
   c. Patterned Paper
   d. Tissue Paper
   e. Mosaics
   f. Yarn Picture
4. DRAWING
   a. Scribble Pictures-Crayon, Colored Pencils
   b. Crayons on Plexiglass
   c. Charcoal Pencil or Charcoal Sticks
   d. Chalk and Pastels
   e. Colored Pencils
   f. Oil crayons or Craypas
   g. Watercolor Crayons
5. PAINTING
   a. Blackboard Painting with Water
   b. Finger Painting
   c. Care of Brushes
   d. Tempera-Primary Colors
   e. Tempera Blocks: Black & White, Colored
   f. Fold Painting
   g. Watercolors: Wet and Dry Paper
   h. Reverse Paintings with Bleach
   i. Straw Painting
   j. Painting With Bubbles
   k. Painting With Glue
   l. Soap and Body Painting
   m. Resist: Crayon & Oil
   n. Crayon Engraving
   o. Chalk and Starch
   p. Chalk Engraving "Double Chalk Talk"
   q. Tempera Batik
   r. Cloth Batik
   s. Masterpiece Art Impression
6. PRINTMAKING
   a. Stamping
   b. Texture Rubbings
   c. Sponge Printing
   d. Gadget or Found Object Printing

  e. Vegetable or Fruit Printing
  f. Fish Printing (Giyotaku)
  g. Parts of the Body Printing
  h. Styrofoam Printing
  i. Stenciling
  j. Spatter Painting
  k. Melted Crayon Printing
  l. Clay Printing
  m. Silk Screening
  n. Collagraph
  o. Marble Printing
  p. String Block Printing
  q. Glue Line Printing
  r. Brayer/Glass Printing
  s. Monograph and Sun Printing
  t. Tapa-Like Printing

7. 3-D ART
  a. Paper Mache
  b. Cardboard Construction
  c. Play Dough/Salt-Baker's Dough/Clay: Modeling and Earth
  d. Styrofoam Construction
  e. Wood Sculptures
  f. Foil Sculptures
  g. Yarn Creations/ Sculptures
  h. Paper Sculpture and Creations of Many Sorts
  i. Mud Art
  j. Sand Casting

8. RESOURCES AND LINKS

Program Learning Outcomes (PLOs):
Successful teacher candidates in Chaminade University of Honolulu's initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

1. **Content Knowledge** (*Knowledge of subject matter*)
2. **Developmentally Appropriate Practice (***Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning*)
3. **Pedagogical Content Knowledge** (*Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner*)
4. **Educational Technology** (*Knowledge of and application of appropriate technology for student learning*)
5. **Assessment for Learning** (*Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*)
6. **Diversity** (*Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning*

environments)

7. **Focus on Student Learning** (*Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology*)
8. **Professional & Ethical Dispositions and Communication** (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES (2013)
I. **Knowledge**
  A. Montessori Philosophy
  B. Human growth and Development
  C. Subject matter for each Course Level* not to exclude:
      1. Cosmic education
      2. Peace education
      3. Practical life
      4. The arts
      5. Fine and gross motor skills
  D. Community resources for learning
II. **Pedagogy** Adult Learner understands:
  A. Correct use of Montessori materials
  B. Scope and sequence of curriculum (spiral curriculum)
  C. The prepared environment
  D. Parent/teacher/ family/community partnership
  E. The purpose and methods of observation
  F. Planning for instruction
  G. Assessment & documentation
  H. Reflective practice
  I. Support and intervention for learning differences
  J. Culturally responsive methods
III. **Teaching with Grace and Courtesy** Adult Learner demonstrates and implements:
  A. Classroom leadership
  B. Authentic assessment
  C. The Montessori philosophy and methods (materials)
  D. Parent/teacher/ family partnership
  E. Professional responsibilities
  F. Innovation and flexibility

Course Learning Objectives:

At the end of this course, the students will:

CLO 1 MACTE 1 *(HTSB 1,2,5)* *(NAEYC 1,5)*	Demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years.

CLO 2 **MACTE 1** *(HTSB 1,2,5)* *(NAEYC 1,5)*	Comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1⁄2) through six (6) years of age.
CLO 3 **MACTE 1** *(HTSB 9,10)* *(NAEYC 5)*	Demonstrates evidence of personal growth through self-evaluation and introspection
CLO 4 **MACTE 2** *(HTSB 1,2,3,4,5)* *(NAEYC 1,5)*	Utilizes cultural sensitivity in support of the development of individual children.
CLO 5 **MACTE 2** *(HTSB 1,2, 3, 4,5, 8)* *(NAEYC 1,3)*	Demonstrates the principles of Montessori environmental and material design.
CLO 6 **MACTE 2** *(HTSB 15,6,7)* *(NAEYC 1,3,4)*	Articulates the rationale and sequence of the Montessori curriculum.
CLO 7 **MACTE 3** *(HTSB 5, 6,7, 8)* *(NAEYC 3,4)*	Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations.

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	**X**	**X**	**X**					
CLO 2	**X**							**X**
CLO 3	**X**	**X**				**X**	**X**	**X**
CLO 4	**X**	**X**			**X**	**X**	**X**	**X**
CLO 5								
CLO 6	**X**	**X**	**X**					
CLO 7	**X**	**X**	**X**				**X**	

Essential Questions Addressed in This Course

Essential Questions	Related CLO's	Related PLO's
What are the key components of Montessori's philosophy of practical life and how are these practiced in the classroom?	1, 2, 3	1,2,

What is the purpose of practical life to the overall philosophy and methodology of Montessori teaching and learning?	6, 7	1,2,3,4, 5, 6, 7, 8
What competencies and practical experiences in making, presenting practical life lessons, and setting up a practical life area in a classroom based upon scope and sequence; are essential to the professional development of Montessori teachers?	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8

Key Teaching-Learning Strategies This is an online course. The key instructional, learning, strategies and activities include:

- Readings
- Class and Online Lessons
- Class and Online discussions
- Written assignments
- Writing a Rationale
- Individual research
- Self-Reflection
- Rubrics
- Setting up Practical Life Areas
- Practicing working with practical life materials
- Creating Practical Life Materials
- Demonstrating and Performing How to Present Lessons in Practical Life

Course learning Objectives	Instructional Activities	Assessment/s
CLO 1	Readings, Online Discussions, Making materials and lesson plan, setting up shelves, writing rationale.	Online Discussions, Making materials and lesson plan, setting up shelves, writing rationale.
CLO 2	Readings, Online Discussions, Making materials and lesson plan, setting up shelves, writing rationale.	Readings, Online Discussions, Making materials and lesson plan, setting up shelves, writing rationale.
CLO 3	Readings, Class and Online lessons, Online Discussions, Individual Research.	Self-reflections, self-assessments as a result of practice and setting up areas, creating and demonstrating activity and lesson plan.
CLO 4	Readings, classroom and online discussions and lessons, writing rationale, and individual research.	Writing rationale, demonstration of competencies in presenting, demonstrating and creating lessons.

CLO 5	Readings, class and online lessons, setting up according to scope and sequence, creating an activity and lesson and writing a rationale.	Setting up according to scope and sequence, creating an activity and lesson and writing a rationale.
CLO 6	Class and online lessons, setting up according to scope and sequence, creating an activity and lesson and writing a rationale.	Setting up according to scope and sequence, creating an activity and lesson and writing a rationale.
CLO 7	Class and online lessons, setting up according to scope and sequence, creating an activity and lesson and writing a rationale.	Setting up according to scope and sequence, creating an activity and lesson and writing a rationale.

ASSIGNMENTS

Please click here to view all the assignments for this course.

Grading Scale:
A- 90% - 100%
B- 80% - 90%
Below 79% Must Retake the Class

University Policies:

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the* Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: "Plagiarism is the offering of work of another as one's 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 acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
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.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grade Dissemination (Clearly share how and when students will learn of their grades.):
Example: Graded tests and materials in this course will be returned individually only by request.
You can access your scores at any time using the Grade Book function of our University Learning
Management System. My goal will be to return graded assignments within one week of the due date.

Course Policies
Late Work Policy :
There are no make-ups for in-class writing, quizzes or exams. Essays turned in late will be assessed
a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will
not be accepted if overdue by more than seven days.

Grades of "Incomplete":
The current university policy concerning incomplete grades will be followed in this course.
Incomplete grades are given only in situations where unexpected emergencies prevent a student
from completing the course and the remaining work can be completed the next semester. Your
instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be
finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on
your transcript.

Rewrite Policy:
Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a
revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an
additional column that evaluates the changes made specifically.

Writing Policy:
Example: Commentary on written work will be delivered in written format, at the end of the
assignment. However, upon request, an alternate delivery method can be used. If desired, instructor
comments can be made verbally and delivered to the student as an mp4. This approach yields far
fewer written comments, but much more commentary in general is delivered, due to the speed and
specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All
papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of
college level students. Use of APA/MLA is required for all papers. If you need writing assistance,
please seek help from Student Support Services and the Academic Achievement Program. All papers
are to be word-processed, proofread, and solely the work of the author.

Group Work Policy:
Example: Everyone must take part in a group project. All members of a group will receive the same
score; that is, the project is assessed and everyone receives this score. However, that number is only
90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every
person in the group will provide the instructor with a suggested grade for every other member of
the group, and the instructor will assign a grade that is informed by those suggestions. Also,
everyone must take part in a group essay. The grading criteria are the same as the group project.
Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Appropriate Technology:
You are expected to work with appropriate technology including mobile devices for your course
work.

Student Expectations
Disability Access
The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance
Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at 808 735-4845 and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy (Offer specifics about your expectations for attendance – physically and mentally – perhaps a word on engagement and what it means to be "present". How many absences are acceptable/expected? Will students get points for attendance and/or participation? You may also describe expectation of courtesy here, i.e., when discussing, we will create an active, open environment, which encourages diverse thought and comments. We strive to create evidence-based arguments and attack the idea, never the person):

Professionalism Policy:
Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time, be attentive, and respectful for all class meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade.

Academic Conduct Policy
The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:
- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else's work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

One-on-One Tutoring
Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at (808) 735-4724.