

Chaminade University of Honolulu

EDUC 622 Teaching in the Area of Specialization: Secondary English

Semester/Year Winter Masters 2020-2021	Instructor: Jessica Kato, MEd
Course# and Credits: EDUC 622, 3 credits	Email: jessica.kato@adjunct.chaminade.edu jessicakato80@gmail.com
Course Title: Teaching in the Area of Specialization: Secondary English	Telephone: 808-674-7580
Course Format: Online	Office Hours: By appointment using the virtual meeting center, Webex
Class Location: chaminade.college.com	Required Textbook: Burke, Jim (2012). <i>A Completely New Guide to Classroom, Curriculum, and the Profession</i> : Portsmouth, NH. ISBN-13: 978-0325028408
Class Time/Day: January 11, 2021-March 27, 2021	

Catalog Course Description: Students learn a variety of instructional methodologies and approaches. This includes a survey of theory, practice and trends in adolescent literacy and English language instruction; the role of culture in language learning and multimodal literacy and technology; challenges and possibilities in teaching reading, writing, speaking, listening, viewing and thinking in Hawaiian secondary schools.

O&P Requirements: Ten hours of Observation and Participation in a secondary English Language Arts classroom as directed by Field Services Office **due to COVID 19, this requirement may be waived or modified upon collaboration with Instructor*

Guiding Philosophy: The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

Education Division Mission Statement: The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values:

1. Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
2. Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division 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.
3. Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
4. Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
5. Education for Adaptation and Change (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

Licensure Program Learner Outcomes (PLOs)

1. PLO1: Content Knowledge (Knowledge of subject matter).
2. PLO2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
3. PLO3: 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. PLO4: Educational Technology (Knowledge of and application of appropriate technology for student learning).
5. PLO5: 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. PLO6: 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. PLO7: 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. PLO8: 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).

Course Learning Outcomes: By the end of this course students will

1. Demonstrate knowledge of effective, research-based instructional practices which promote learning in the English Language Arts.
2. Apply understanding of instructional practices and technologies to support learners from diverse cultural and linguistic backgrounds.
3. Identify a variety of assessment tools and practices to plan, guide and evaluate effective instruction.
4. Describe the components of a learning environment which motivates all students to be effective users of the English language.

Essential Questions Addressed in this Course:

How can students be taught to communicate effectively with a variety of audiences for different purposes?

In what ways can students' understanding of a wide range of texts from many periods and genres be effectively developed?

How can teachers build understanding and respect for diversity in language use across cultures?

Grading Scale: (Check eCollege regularly for points, updated throughout the course.)

A 90 – 100 C 70-79
B 80 – 89 F Below 70

Education Division Attendance Policy: 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 as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

Excused Absences. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to

the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules. For this class, the online portion applies:

- Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. In this course, logging on twice a week for 10 weeks is required.
- If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
- Any student who stops participating in an online course without officially withdrawing may receive a failing grade.

Academic Honesty: In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other

penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

Disability and Full Inclusion Statement: 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 Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address. 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.

Knowledge/Skill/Disposition (KSD): The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values. Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course. Referrals can also be made to the Dean for our students taking non-education courses

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Weekly Schedule – Reminders and possible changes may be added in the "Weekly schedule" under Course Home, so please check there if you see this in "what's new" on the home page. Note: this is likely to change slightly after the composition of the class is known.

Weekly schedule: See "Course Checklist" on the home page for this course

Notes on assignments

Join EC Ning – a valuable, free resource is available to anyone teaching or preparing to teach English. Join by the end of Week One, use and participate throughout the course and beyond.

O&P – ten hours of classroom observation/participation. Begin as soon as possible; submit in parts as directed in eCollege, with final project to be shared with the class as a PowerPoint in Doc Sharing. If you are currently as secondary English teacher, no paperwork needed for the ten hours of “observing yourself.” *Due to COVID-19 this requirement may be waived or modified upon consultation with Instructor

Textbook reading (*The English Teacher’s Companion*, 4th ed.) – to be read in ways that work best for you, from quick skimming to careful, close reading, depending on your needs and the class assignment. Some of the 500 pages are connected to the ELA common core standards, weeks 1-5; other parts connect to your signature assignment (three related lesson plans); and one section has choices of topics that interest you (e.g., chapter 12- service-learning, 16- ELL and other special needs, 18 – culture. The Issues in Teaching English section will be discussed in Week 9, “Student-led discussions” described below.)

Journals and/or Discussion Boards – There will be some dialogue journals between student and instructor. This is your opportunity to ask any personal questions and share your thoughts directly with me. The discussions are based on textbook reading and other resources presented in the course with an initial post due by the date given (Saturday at midnight) and two follow-up post by the following night (Sunday). *Feel free to post your initial post earlier than the due date, so your classmates have more time to respond.* Please keep your audience in mind (classmates and instructor) as you prepare thoughtful posts. Write succinctly, proofread and do your best to make the discussions meaningful and enjoyable.

Unit Plan- The entire course will be based on a unit you will design using the UbD framework. There will be multiple lesson plans due throughout the course that will culminate in a UbD unit plan that will be your final assignment. Basically, all of your planning this semester will be centered on the unit plan you create using UbD.

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