Course Number:	EDUC 649/ED 466
Course Title:	Montessori Philosophy
Credit:	3 Credit
Department Name:	Education Division

Instructor Name:	Elizabeth Park, Ph.D.
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Instructor Information:	Elizabeth Park, Ph.D.
Other Contact Information (Zoom):	https://zoom.us/my/epark

Term:	Winter 2021
Dates:	January 11, 2020 - March 20, 2020
Zoom Meetings (Recommended):	Week 3, 5, and 7 Sundays 12 p.m. HST
Class Location:	Canvas

AMS Curriculum Summary:
- **AMS Course Component Name**: Montessori Philosophy
- **Hours:** 40 Hours

Required Textbook(s):

Lillard, A.S. (2017). *Montessori: The science behind the genius* (3rd ed.). New York, NY: Oxford
University Press. ISBN-10: 0199981523. You can click here to see this book on Amazon.

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

You can also get free book download at
https://archive.org/details/montessorimethod0000mari/page/n8
You can also get free audiobook download at
https://archive.org/details/montessori_method_0906_librivox

Montessori, M. (1966). *The secret of childhood*. New York, NY: Ballantine Books. ISBN:
0-345-30583-3. You can click here to see this book on Amazon.

Recommended Textbook(s):

Montessori, M. (1991). *To educate the human potential*. Oxford, England: Clio Press. ISBN
1-85109-094-0.

Catalog Description:
This course provides an overview of Maria Montessori's life and her methods with an emphasis on the cultural and historical context of her work. The focus is on the philosophy that Montessori based on discoveries and insights, principles, laws, and truths about the nature of children and learning. Particular emphasis is placed on the overarching philosophical framework for the approach. Required course for Montessori Credential, cross-listed with ED 466.

Mission Statement:
The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:
1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:
1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

Learners will be able to		InTASC & Marianist	MACTE
PLO 1	Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Early Childhood (ages 2 ½ to 6 years old) students.	InTASC 1-3	MACTE I & II
PLO 2	Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 6 years old) students.	InTASC 4-5	MACTE I
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (ages 2 ½ to 6 years old) students.	InTASC 6-8	MACTE II
PLO 4	Analyze the values, commitments, and ethics of the teaching profession within the school community.	InTASC 9-10	MACTE III
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	Marianist Education	MACTE II & III

COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES (2013):

Learners will be able to	

I. Knowledge
Adult Learner understands:
	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 the 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 Outcomes:

Learners will be able to	
CLO 1	Demonstrates an understanding of and implements Montessori philosophy with an emphasis on the early childhood years.
CLO 2	Comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and a half years through six years of age.
CLO 3	Demonstrates evidence of personal growth through self-evaluation and introspection.

Linkages between Course Learning Outcomes (CLOs) and Program Learning Outcomes:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	**X**	**X**			
CLO 2	**X**		**X**		
CLO 3	**X**	**X**			

Essential Questions Addressed in This Course:

Essential Questions	Related CLOs
What are the key principles and components of Montessori's philosophy and approach?	1, 3
What are the historical and cultural influences that informed Montessori's philosophy and approach?	1, 3
How do Montessori's philosophy and approach differ from traditional approaches and how does it align with recent empirical research?	1, 2, 3

Assessment: Your performance in this course will be assessed on the following:

1. **Attendance & Participation (10%)**: Full points will be awarded to those who turn in assignments on time, and who actively participates in session discussions.

2. **Discussions (10%):** Responses to the questions related to the readings should be posted to the Discussion board by the scheduled due date per the syllabus. Full points will be awarded to responses that are submitted on time, are thorough and reflect an understanding of the readings and resources in their response.

3. **Montessori Philosophy Quotes (20%):** For full points, you will create an electronic portfolio of Montessori quotes and your own personal reflection about why the quote informs Montessori's philosophy and approach.

4. **Observation Report (20%):** For full points, you will observe in a Montessori environment of your choice and write a report based upon the criteria given for this assignment; teacher, environment, and child, integrating your understanding of the Montessori philosophy.

5. **Timeline Assignment (20%):** For full points, you will create a timeline of the life and times of Montessori that will include a minimum of ten points in history that are important to informing her philosophy and approach. Please also make sure to include any socio-cultural influences that may also be important for understanding Montessori's philosophy and approach.

6. **Research Paper and Presentation (20%):** For full points, you will research how the Montessori philosophy and approach are as appropriate today as it was a century ago. Compare and contrast a traditional approach to educational philosophy and Montessori's philosophy. Then you will create a presentation to share your findings.

7. **Synchronous Meetings (Extra Credit)**: Three synchronous meetings will be scheduled for your benefit. This is optional but you will receive extra credit if you attend the meetings.

Grading Scale:
A- 90-100 points
B- 80-90 points
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 acknowledgment of 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 another assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, 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 an 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. The use of APA 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 the 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 the 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 the 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 an 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 in need of 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.