



ED423 Course Syllabus (Spring 2021, 3 Credits)

Teaching Strategies: Secondary -- Online

School of Education and Behavioral Sciences

[Chaminade University Honolulu](#)

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Instructor: Scott Wylie

Email: scott.wylie@chaminade.edu

Office Hours: [By Appointment](#)

Office Location: N/A

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Course Catalog Description:

This course presents age appropriate curriculum structure and trends. Students will learn to develop standards-based unit and lesson plans. Instruction will be given in application of various learning and teaching styles and strategies, classroom management, and use of multimedia. This should be taken the semester prior to student teaching.

Course Overview:

In this course you will learn how to develop curriculum in your subject area through a lens of social justice. The course is divided into three parts - you will begin by building a foundation for social justice education, then you will analyze a number of pedagogical strategies from the perspective of social justice, finally you will develop a unit plan in your subject area that incorporates social justice curriculum and pedagogy.

Marianist Values:

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education 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

While all five characteristics are present in this course, we will pay particular attention to “education for service, justice, and peace.” This course will demonstrate methods for incorporating complex questions of equality, fairness, and social justice into the social studies curriculum in a way that is age- and grade-level appropriate. You will demonstrate your understanding of these approaches through assignments, reading reflections, and the creation of a unit plan.

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

Upon completion of the undergraduate B.S. program in Secondary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. Define the fundamental elements of critical theory as it relates to secondary education in their subject area
2. Analyze subject matter, content standards, and subject-specific pedagogy through the lens of social justice
3. Explain the importance of providing an integral, quality education within diverse learning communities
4. Develop instructional strategies grounded in social justice in their subject area

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	2, 4	5	2, 5
WASC Core Competencies	4	1	4	4
Program Learning Outcomes	4	2	5	1

Required Texts:

Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education (2nd Edition), Özlem Sensoy and Robin DiAngelo ISBN: 978-0807758618

Instructional Strategies for Middle and High School, second edition. Bruce E. Larson & Timothy A. Keiper ISBN: 978-0415898133, Routledge, 2 edition

Fires in the Bathroom: Advice for Teachers from High School Students. Kathleen Cushman. ISBN: 978-1565849969, The New Press.

Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials:](#) click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services:

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment:

This course is utilizing a flex model where the only due date that you have will be at 11:59 pm on the last day of class. The flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want but please note that this class will end in 10 weeks so please plan accordingly.

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

- Reading Responses 60%
- Communities of Practice 10%
- O&P Reflection 10%
- Unit Plan Concept 20%

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A 100-90%	B 89-80%	C 79-70%	D 69-60%	F 59-0%
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Grade of Incomplete:

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

Cell Phones, Tablets, and Laptops:

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

University Policies

Disability Access:

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance:

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy:

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55).

Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy:

From the 2019-2020 Undergraduate Academic Catalog (p. 39):
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:
<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy:
















































The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.












































The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.













































Activities Schedule













































Module 1 - Course Introduction		Complete All Items	+	:
☑	Course Introduction: Overview and To Do List	✓	:	
	Assignment: Student Introduction & Course Plan 10 pts Submit	✓	:	
	Presentation: Getting Comfortable with Being Uncomfortable	✓	:	
	Read: Sensoy & DiAngelo, Chapters 1 and 11	✓	:	
	Assignment: Reading Response (Sensoy & DiAngelo, Chapters 1 and 11) 10 pts Submit	✓	:	
	Read: Cushman, Introduction & Chapter 1	✓	:	
	Assignment: Reading Response (Cushman, Introduction and Chapter 1) 10 pts Submit	✓	:	
	Assignment: Participate in the Communities of Practice (Module 1) 10 pts Submit	✓	:	
	Course Introduction: Wrap-up and Looking Ahead	✓	:	













































Module 2 - Introduction to Critical Theory		Prerequisites: Module 1 - Course Introduction	Complete All Items	+	:
☑	Introduction to Critical Theory: Overview and To Do List		✓	:	
	Presentation: Introduction to Critical Theory		✓	:	
	Read: Sensoy & DiAngelo, Chapter 2		✓	:	
	Assignment: Reading Response (Sensoy & DiAngelo, Chapter 2) 10 pts Submit		✓	:	
	Read: Larson & Keiper, Chapter 2		✓	:	
	Assignment: Reading Response (Larson and Keiper, Chapter 2) 10 pts Submit		✓	:	
	Assignment: Participate in the Communities of Practice (Module 2) 10 pts Submit		✓	:	
	Introduction to Critical Theory: Wrap-up and Looking Ahead		✓	:	























































 Module 3 - Culture and Socialization		Prerequisites: Module 2 - Introduction to Critical Theory	Complete All Items 	+	
					
					
					
					
					
					
					
					
					
					
					

 Module 4 - Prejudice and Discrimination, Oppression and Power		Prerequisites: Module 3 - Culture and Socialization	Complete All Items 	+	
					
					
					
					
					
					
					
					
					
					

 Module 5 - Lecture and Questioning		Prerequisites: Module 4 - Prejudice and Discrimination, Oppression and Power	<input type="button" value="Complete All Items"/>   
	 Lecture and Questioning: Overview and To Do List		 
	 Presentation: Lecture and Questioning		 
	 Read: Larson & Keiper, Chapters 5 & 6		 
	 Assignment: Reading Response (Larson & Keiper, Chapters 5 & 6) 10 pts Submit		 
	 Read: Sensoy & DiAngelo, Chapter 6		 
	 Assignment: Reading Response (Sensoy & DiAngelo, Chapter 6) 10 pts Submit		 
	 Read: Cushman, Chapter 6		 
	 Assignment: Reading Response (Cushman, Chapter 6) 10 pts Submit		 
	 Assignment: Participate in the Communities of Practice (Module 5) 10 pts Submit		 
	 Lecture and Questioning: Wrap-up and Looking Ahead		 

 Module 6 - Concept Formation and Cooperative Learning		Prerequisites: Module 5 - Lecture and Questioning	<input type="button" value="Complete All Items"/>   
	 Concept Formation and Cooperative Learning: Overview and To Do List		 
	 Presentation: Concept Formation and Cooperative Learning		 
	 Read: Larson & Keiper, Chapters 7 & 8		 
	 Assignment: Reading Response (Larson & Keiper, Chapters 7 & 8) 10 pts Submit		 
	 Read: Sensoy & DiAngelo, Chapter 7		 
	 Assignment: Reading Response (Sensoy & DiAngelo, Chapter 7) 10 pts Submit		 
	 Read: Cushman, Chapter 5		 
	 Assignment: Reading Response (Cushman, Chapter 5) 10 pts Submit		 
	 Assignment: Participate in the Communities of Practice (Module 6) 10 pts Submit		 
	 Concept Formation and Cooperative Learning: Wrap-up and Looking Ahead		 

 ▼ Module 7 - Simulations and Role-Play, Discussions and Debate		Prerequisites: Module 6 - Concept Formation and Cooperative Learning	Complete All Items   
	  Simulations and Role-Play, Discussions and Debate: Overview and To Do List		 
	  Presentation: Simulations and Role-Play, Discussions and Debate		 
	  Read: Larson & Keiper, Chapters 9 & 10		 
	  Assignment: Reading Response (Larson & Keiper, Chapters 9 & 10) 10 pts Submit		 
	  Read: Sensoy & DiAngelo, Chapter 8 & 9		 
	  Assignment: Reading Response (Sensoy & DiAngelo, Chapters 8 & 9) 10 pts Submit		 
	  Assignment: Participate in the Communities of Practice (Module 7) 10 pts Submit		 
	  Simulations and Role-Play, Discussions and Debate: Wrap-up and Looking Ahead		 

 ▼ Module 8 - Student-Directed Investigation		Prerequisites: Module 7 - Simulations and Role-Play, Discussions and Debate	Complete All Items   
	  Student-Directed Investigation: Overview and To Do List		 
	  Presentation: Student-Directed Investigation		 
	  Read: Larson & Keiper, Chapter 11		 
	  Assignment: Reading Response (Larson & Keiper, Chapter 11) 10 pts Submit		 
	  Read: Sensoy & DiAngelo, Chapter 10		 
	  Assignment: Reading Response (Sensoy & DiAngelo, Chapter 10) 10 pts Submit		 
	  Read: Cushman, Chapters 9 & 10		 
	  Assignment: Reading Response (Cushman, Chapter 10) 10 pts Submit		 
	  Assignment: Participate in the Communities of Practice (Module 8) 10 pts Submit		 
	  Student-Directed Investigation: Wrap-up and Looking Ahead		 

Module 9 - O&P Reflection and Unit Concept Project

Prerequisites: Module 8 - Student-Directed Investigation

Complete All Items



		<input checked="" type="checkbox"/> O&P Reflection and Unit Concept Project: Overview and To Do List		
		Presentation: O&P Reflection and Unit Concept Project		
		Assignment: O&P Reflection 50 pts Submit		
		Assignment: Unit Concept Project 100 pts Submit		
		Assignment: Course Reflection 10 pts Submit		
		Assignment: Participate in the Communities of Practice (Module 9) 10 pts Submit		
		Course Wrap Up		