Chaminade Course Syllabus
[Chaminade University Honolulu](#)
3140 Waialae Avenue - Honolulu, HI 96816

Course Number: EDUC 766/ED 440/CEED 440
Course Title: Language Arts and Montessori Methods
Department Name: School of Education and Behavioral Sciences
Term: Summer 2021
Course Credits: 3 credits
Class Meeting Days: Synchronous (Zoom) from 7/17/2021, 7/20/2021 - 7/23/2021, 7/26/2021;
                          Asynchronous from 7/28/2021 - 9/15/2021
Class Meeting Hours: Synchronous (Zoom) from 9 am - 11:30 am HST
Course Website Address (Canvas): https://chaminade.instructure.com/

Instructor Name: Susan Costello
Email: susan.costello1@chaminade.edu
Phone: 412-983-2997
Office Hours: By appointment
Other Professional Contact Information (Zoom): [Susan Costello's Zoom](#)

Instructor Name: Yan Yan Imamura
Email: yanyan.imamura@chaminade.edu
Phone: 808-634-6666
Office Location: Brogan Hall 118
Office Hours: By appointment
Other Professional Contact Information (Zoom): [Yan Yan Imamura's Zoom](#)

University Course Catalog Description
This course focuses on the development of language skills of children age two and a half to age eight with attention to the influence of culture in language. Content includes how to develop a model for a language-rich environment at the early childhood level using Montessori methods and materials. Montessori language arts lessons are presented and practiced. Cosmic lessons are included in this course. Required course for Montessori Credential.

Marianist Values
This class represents one component of your education at Chaminade University of Honolulu. 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, and integrity of creation
5. Educate for adaptation and change

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 ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes (PLOs) for BS Early Childhood Montessori/PK-K:

	Learners will be able to	Covered in this course
PLO 1	Apply 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)	InTASC 1-2
PLO 2	Describe 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)	InTASC 4
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)	InTASC 6-8
PLO 4	Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9,10)	
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	

Program Learning Outcomes (PLOs) for MAT Early Childhood Montessori/PK-K:

	Learners will be able to	Covered in this course
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)	InTASC 1-2
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)	InTASC 4
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)	InTASC 6-8

PLO 4	Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9,10)	
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	

Program Learning Outcomes (PLOs) for MAT Early Childhood PK-3:

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

Montessori Accreditation Council for Teacher Education (MACTE) Competencies:

	Learners will be able to	Covered in this course

MACTE 1 Content Knowledge	Understand the theory and content regarding:
	 1. Montessori Philosophy
	 2. Human Growth and Development
	 3. Subject matter for each Course Level* (IT, EC, etc.) not to exclude:
	    a. The level-specific subject matter as outlined below* (practical life, language, geometry, etc.)
	    b. Cosmic education
	    c. Peace education
	    d. The arts
	    e. Fine and gross motor skills
	 4. Community resources for learning
		MACTE 1

MACTE 2 Pedagogical Knowledge	Understand the teaching methods and materials used regarding: 1. Correct use of Montessori materials 2. Scope and sequence of the curriculum (spiral curriculum) 3. The prepared environment 4. Parent/teacher/family/community partnership 5. The purpose and methods of observation 6. Planning for instruction	MACTE 2

	7. Assessment & documentation 8. Reflective practice 9. Support and intervention for learning differences 10. Culturally responsive methods
MACTE 3 Practice	Demonstrate and implement within the classroom: 1. Classroom leadership 2. Authentic assessment 3. Montessori philosophy and methods (materials) 4. Parent/teacher/family partnership 5. Professional responsibilities 6. Innovation and flexibility

Course Learning Outcomes (CLOs):

	Learners will be able to
CLO 1	Synthesize knowledge of learner development, learner differences, and diverse students to optimize learning for young children in language arts and cosmic curricula. (Rationale)
CLO 2	Evaluate central concepts, tools of inquiry, and scope and sequence of language arts and cosmic curricula for young children. (Rationale & Activity)
CLO 3	Use various forms of assessments, to determine, select, and implement effective instructional strategies for young children in language arts and cosmic curricula. (Rationale)
CLO 4	Describe how integral and quality education stems from active interaction through a community of learners. (Reflective Discussions)

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values			5	2
Program Learning Outcomes	1	2	3	
MACTE Competencies	1	2	2	2
InTASC Standards	1-2	4	6-8	

Course Prerequisites

You should have taken the Montessori Philosophy course prior to taking this course unless a special arrangement has been made with your advisor.

Required Learning Materials

Title	Author	Publication Date	Publisher
The Montessori Method (Illustrated)	Montessori, Maria	1912	Frederick A. Stokes Company

[Dr. Montessori's Own Handbook](#) (Illustrated)	Montessori, Maria	1914	Frederick A. Stokes Company
[To Educate the Human Potential](#)	Montessori, Maria	2007	Montessori-Pierson Publishing Company

Course Website: https://chaminade.instructure.com/

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:
- Search for help on specific topics or get tips in [Canvas Students](#)
- [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 ʻIke: 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 ʻIke'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 ʻIke at tutoring@chaminade.edu or 808-739-8305.

Assessment
The basis for the Final Grade in this course will be evaluated in the following items. Learning is an iterative process that includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted.

Categories	Grade %	Descriptions
Attendance and Participation	20	Learners will attend a total of 21 Zoom or In-Person meetings. They include ● 1 Orientation meeting (Zoom or In-Person) ● 16 Meetings to learn the contents (Zoom) ● 1 Cosmic field trip (Zoom or In-Person) *All of the above meetings will take place at 9 am HST except for the orientation meeting which will be at 2 pm HST ● 3 Individual meetings with your Instructors (Zoom or In-Person)

		*The dates/times of your individual meetings will be announced by each of your instructors
Reflective Discussions	20	There are two components to the Reflective Discussions. ● Learners will be answering guided questions after your daily Instructional Zoom Meetings. You will have learning tasks (readings & resources) to review that afternoon and then you will be answering the guided questions. ● Learners will be posting any questions you still might have about the contents covered that day. This can be from your readings, resources, or from the instructional Zoom meetings you had that morning. ● Due each day at 9 pm HST
Key Assignments ● Rationale ● Activity	60	Learners will have 2 Key Assignments to complete for this course. ● Key Assignment - Rationale Paper and Rubric: Complete a rationale paper related to the subject area. (30%) ● Key Assignment - Activity and Rubric: Create an original activity related to the subject area. (30%)

Grading Scale

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:

Grade Percentage	Graduate Level	Undergraduate Level	Certificate Level
90% - 100%	A	A	Credit
80% - 89%	B	B	Credit
70% - 79%	C (Must Retake)	C	Credit
60% - 69%	D (Must Retake)	D (Must Retake)	No Credit (Must Retake)
50% and Below	F (Must Retake)	F (Must Retake)	No Credit (Must Retake)

Course Policies

Course Approach
This course is part of four Montessori methods courses so the course approach is an integrated approach. Montessori methods courses give you an opportunity to touch and feel the materials and start to understand the application of the Montessori philosophy that you learned prior to this course. There are a lot of interconnected concepts with the other three methods courses and a lot of interactions with your peers and with your instructor(s). The instructor(s) will provide you with specific due dates for all the assignments for this course.

Instructor and Student Communication
Questions for this course can be emailed to the instructor at the email provided on this syllabus. Online, in-person, and phone conferences can be arranged per request. Response time will take place up to 2 days unless the instructor is traveling or due to special circumstances.

Grades of "Incomplete"
Students should check with the instructor regarding the current "Incomplete" policy for unexpected situations where the students are unable to complete the courses.

Writing Policy
Students are expected to write at the graduate or undergraduate level they are in. Please check with your instructor for a specific writing format for the course. For education students, the general expectation is to use the APA writing style. You can visit APA Style for more information.

Late Work Policy
Canvas is configured to identify assignments that are submitted after the due date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together. If you need additional time to complete an assignment and/or you have an emergency that will cause you to miss a deadline, you must communicate with me in advance of the due date.

Late assignments (including the final paper) will be accepted for three days following the due date, but there will be a 10% deduction if the assignment is submitted late. Late penalties may be waived with acceptable documentation (i.e., doctor's note, military order, etc.). The documentation must be scanned and emailed to your instructor within three days of the due date for consideration. After the third day, without any legitimate excuses, a grade of zero may be entered for the assignment.

Group Work/Cooperative Learning
Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the learning of all students, you will be expected to work cooperatively with others in this course. Your contribution to the online discussion and the feedback that you provide will support your learning as well as the learning of others in this course.

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 the 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 [2020-2021 Academic Catalog](#).

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 the deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA 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 which is linked annually on the following webpage: https://chaminade.edu/current-students/

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 a total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in a 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.

Course Schedule on the next page.

JULY 2021 METHOD COURSES SUMMER SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	**2** 2-4 pm Orientation & Opening Ceremony EDUC 764/ED 432A EDUC 765/ED 432B EDUC 766/ED 440 EDUC 767/ED 445	**3**
5 Happy 4th of July!	**6** 9-11:30 am Practical Life 1-4 pm Optional Practical Life Practice (on campus) EDUC 764/ED 432A	**7** 9-11:30 am Practical Life 1-4 pm Optional Practical Life Practice (on campus) EDUC 764/ED 432A	**8** 9-11:30 am Practical Life 1-4 pm Optional Practical Life Practice (on campus) EDUC 764/ED 432A	**9** 9-9:30 am Practical Life Review 9:30-11:30 am Sensorial 1-4 pm Optional Sensorial Practice (on campus) EDUC 765/ED 432B	**10**
12 9-11:30 am Sensorial 1-4 pm Optional Sensorial Practice (on campus) EDUC 765/ED 432B	**13** 9-11:30 am Sensorial 1-4 pm Optional Sensorial Practice (on campus) EDUC 765/ED 432B	**14** 9-9:30 am Sensorial Review 9:30-10:30 am Art 10:30-11:30 am Music 1-4 pm Optional Art & Music Practice (on campus) EDUC 764/ED 432A	**15** 9-9:30 am Art & Music Review 9:30-11:30 am Math 1-4 pm Optional Math Practice (on campus) EDUC 767/ED 445	**16** 9-11:30 am Math 1-4 pm Optional Math Practice (on campus) EDUC 767/ED 445	**17** 9-11:30 am Field trip EDUC 764/ED 432A EDUC 765/ED 432B EDUC 766/ED 440 EDUC 767/ED 445
19 9-11:30 am Math 1-4 pm Optional Math Practice (on campus) EDUC 767/ED 445	**20** 9-9:30 am Math Review 9:30-11:30 am Language 1-4 pm Optional Language Practice (on campus) EDUC 766/ED 440	**21** 9-11:30 am Language 1-4 pm Optional Language Practice (on campus) EDUC 766/ED 440	**22** 9-11:30 am Language 1-4 pm Optional Language Practice (on campus) EDUC 766/ED 440	**23** 9-9:30 am Language Review 9:30-11:30 am Cosmic 1-4 pm Optional Cosmic Practice (on campus) EDUC 766/ED 440	**24**
26 9-11:30 am Cosmic 1-4 pm Optional Cosmic Practice (on campus) EDUC 766/ED 440	**27** 9-11:30 am Closing Celebration EDUC 764/ED 432A EDUC 765/ED 432B EDUC 766/ED 440 EDUC 767/ED 445	**28**	**29**	**30**	**31**

Course Schedule (For All Montessori Methods Courses)

DATE	MORNING	AFTERNOON
07/02 (Fri)	Opening Ceremony & Orientation (Attend Zoom or In-Person 2pm - 4:30pm HST)	Complete your profile on Canvas
07/06 (Tue)	Day 1 - Practical Life (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/07 (Wed)	Day 2 - Practical Life (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/08 (Thu)	Day 3 - Practical Life (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/09 (Fri)	Day 4 - Sensorial (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/12 (Mon)	Day 5 - Sensorial (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/13 (Tue)	Day 6 - Sensorial (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/14 (Wed)	Day 7 - Art & Music (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/15 (Thu)	Day 8 - Math (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)

07/16 (Fri)	Day 9 - Math (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/17 (Sat)	Day 10 - Cosmic Field Trip (Attend Zoom & In-Person 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/19 (Mon)	Day 11 - Math (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/20 (Tue)	Day 12 - Language (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/21 (Wed)	Day 13 - Language (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/22 (Thu)	Day 14 - Language (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/23 (Fri)	Day 15 - Cosmic (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/26 (Mon)	Day 16 - Cosmic (Attend Zoom 9am - 11:30am HST)	Learning Tasks & Reflective Discussion (Submit on Canvas by 7 pm HST)
07/27 (Tue)	Day 17 - Closing Ceremony & Celebration of Learning (Attend Zoom 9am - 11:30am HST)	
Remaining Term (Online & Zoom) 07/28 - 09/15		
08/02 - 08/08	You will work on your Sensorial & Math Rationale Papers and Activities	Sensorial & Math Rationale Paper Drafts & Activity Drafts (Due 2 days before your individual Zoom meeting with your instructor)
08/09 - 08/15	You will work on your Practical Life & Language Rationale Papers and Activities	Practical Life & Language Rationale Paper Drafts & Activity Drafts (Due 2 days before your individual Zoom meeting with your instructor)
08/16 - 08/22	You will work on your Art, Music, & Cosmic Rationale Papers	Art, Music, & Cosmic Rationale Paper Drafts (Due 2 days before your individual Zoom meeting with your instructor)
09/05 (Sun)	You will finalize your Rationale Papers (7 papers) and Activities (4 activities)	Final Rationale Paper and Final Activity Lesson Plans & Demonstration Videos (Submit on Canvas by 11:59 pm HST)