



**Chaminade**  
**University**  
OF HONOLULU

## **ED 320 Course Syllabus**

3140 Waiialae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** ED 320

**Course Title:** Elementary Language Arts Methods 1

**College/School/Division:** School of Education and Behavioral Sciences

**Term:** Fall 2023

**Credits:** 3

**Instructor Name:** Dr. Chris Padesky

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**Office Hours:** M, T, Th 11:30-12:30 & by appointment

### **University Course Catalog Description**

This course guides teacher candidates in exploring the meaning of literacy and how it is taught with research-based strategies. Topics include a comprehensive view of the development of reading and writing from emergent to fluent stages; the role of oral language, culture, and new literacies; creating a literate environment; and developing expertise in using children's literature to support learning in all areas of language arts: reading, writing, speaking, listening, viewing and visually representing. The emphasis is on lower elementary grades, K-2, with next semester's Elementary Language Arts II having a stronger focus on upper elementary. (8 hours of Observation and Participation 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 rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills 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. 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

### **Program Learning Outcomes**

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

### Course Learning Outcomes

- Demonstrate knowledge of literacy processes and scientifically based instructional practices.
- Explore a wide range of instructional practices, approaches, methods, and technologies to support learners from diverse cultural and linguistic backgrounds.
- Identify a variety of assessment tools and practices to plan, guide, and evaluate effective instruction.
- Demonstrate understanding of foundational skills of reading: print concepts, phonological awareness, phonics, and word recognition, fluency, and comprehension.
- Describe practices used in the early identification of at-risk readers, especially problems with print concepts, phonological awareness, basic phonics skills, and ability to read high-frequency words.

### Essential Questions Addressed in This Course

Essential Questions	Related CLOs	Related PLOs
What is research-based literacy instruction?	1, 4	1, 2, 3, 5
What is the role of literature in a child's literacy development?	1, 2, 4	2, 5
How is literacy development assessed in ways that support learning among diverse students?	3	1, 2, 3, 5

### Learning Materials

- Tompkins, G; Rogers, E. (2020). Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers (5th ed.). Hoboken, NJ: Pearson.
- Burkins, J; Yates, K. (2022). Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom. Portsmouth, NH: Stenhouse Publishers.
- Supplemental texts will be provided.

### Assessment

Assignments	Points
Weekly Reviews	26
Weekly Engagement	28
Literacy Lesson Plan	10
Author Presentation	4
Video Analyses	14
Lesson Concepts	18
<b>Total</b>	<b>100</b>

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be

accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

**Syllabus Change Policy:** This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it is 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.

**Grading scale**

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

**Schedule**

<b>Week</b>	<b>Topic</b>	<b>Tasks</b>
8/21 – 8/27	<b>Becoming an Effective Teacher of Reading</b>	Read Chapter 1 - Tompkins & Rodgers  Week 1 Supplemental Texts  Weekly Review #1  Video Analysis Due
8/22 – 9/3	<b>Examining Students' Literacy Development</b>	Read Chapter 2 - Tompkins & Rodgers  Read Chapter 1 - Burkins & Yates  Week 2 Supplemental Texts  Weekly Review #2  Video Analysis Due

<b>Week</b>	<b>Topic</b>	<b>Tasks</b>
9/4 – 9/10	<b>Assessing Students' Literacy Development</b>	Read Chapter 3- Tompkins & Rodgers  Week 3 Supplemental Texts  Lesson Concept Due - Oral Language  Weekly Review #3
9/11 – 9/17	<b>Cracking the Alphabetic Code</b>	Read Chapter 4- Tompkins & Rodgers  Read Chapter 2 - Burkins & Yates  Week 4 Supplemental Texts  Weekly Review #4  Video Analysis Due
9/18 – 9/24	<b>Culturally-Relevant Literacy Instruction</b>	Read Chapter 3 - Burkins & Yates  Week 5 Supplemental Texts  Lesson Concept Due - Phonemic Awareness  Weekly Review #5
9/25 – 10/1	<b>Learning to Spell</b>	Read Chapter 5- Tompkins & Rodgers  Lesson Concept Due - Phonics  Week 6 Supplemental Texts  Weekly Review #6

<b>Week</b>	<b>Topic</b>	<b>Tasks</b>
10/2 – 10/8	<b>Writing Development</b>	Read Chapter 4 - Burkins & Yates Week 7 Supplemental Texts Weekly Review #7 Video Analysis Due
10/9 – 10/15	<b>Children's Literature</b>	Read Chapter 5 - Burkins & Yates Week 8 Supplemental Texts Author Presentation Weekly Review #8
10/16 – 10/22	<b>Developing Fluent Readers and Writers</b>	Read Chapter 6- Tompkins & Rodgers Lesson Concept Due - Vocabulary Week 9 Supplemental Texts Weekly Review #9
10/23 – 10/29	<b>Building Students' Vocabulary</b>	Read Chapter 7- Tompkins & Rodgers Week 10 Supplemental Texts Weekly Review #10 Video Analysis Due

<b>Week</b>	<b>Topic</b>	<b>Tasks</b>
10/30 – 11/5	<b>Teaching Comprehension: Reader Factors</b>	Read Chapter 8- Tompkins & Rodgers  Read Chapter 6 - Burkins & Yates  Week 11 Supplemental Texts  Weekly Review #11  Lesson Concept Due - Writing  Video Analysis Due
11/6 – 11/12	<b>Facilitating Students' Comprehension: Text Factors</b>	Read Chapter 9- Tompkins & Rodgers  Week 12 Supplemental Texts  Weekly Review #12  Lesson Concept Due - Reading Fluency
11/13 – 11/19	<b>Scaffolding Students' Reading Development</b>	Read Chapter 10- Tompkins & Rodgers  Week 13 Supplemental Texts  Weekly Review #13  Lesson Concept Due - Reading Comprehension
11/20 - 11/26	<b>(Tuesday Class Only)</b>  <b>Scaffolding Students' Writing Development</b>	Read Chapter 11- Tompkins & Rodgers  Video Analysis Due
11/27 - 12/3	<b>Scaffolding Students' Writing Development</b>  <b>Integrating Literacy into Thematic Units</b>	Week 15 Supplemental Texts  Read Chapter 12- Tompkins & Rodgers  Lesson Plan Presentations Due

\*May be subject to change

### **Credit Hour Policy**

This is a three-credit hour course requiring 135 hours of student engagement, per the official CUH Credit Hour Policy. Students in this course are anticipated to spend 39 hours in class, 8 hours designing and writing the lesson plan, 5 hours researching and writing the author study, and 5 ½ hours each week on weekly readings, reflections, video analyses, lesson concept outlines, etc.

### **Model Code of Ethics for Educators**

The Model Code of Ethics for Educators is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

### **Student Responsibilities**

- It is important for you to bring the textbook to each class and to keep up with the assigned readings/course material.
- Professional behavior is expected in and beyond our class environment.
- Appropriate, meaningful technology such as tablets and laptops may be used through my facilitation during class. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and please respect my time and your classmates. Cellphones/Smartphones should be placed on silent and please answer messages after class. Continued inappropriate usage of electronic devices will result in deduction of participation points.

### **Online Guidelines**

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment:  
a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.

### **Writing Standards**

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Correctly use 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 (see Plagiarism).

### **One-on-One Tutoring**

Kōkua 'Ike: Center for Student Learning offers drop-in tutoring for a wide range of classes and no appointment is needed! Tutoring is offered on a first come first serve basis and free to all Chaminade Students. You can also make an appointment: <https://chaminade.edu/advising/kokua-ike/>  
Email: [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu)

### **Academic Honesty**

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.

### **Academic Conduct Policy**

From the Undergraduate Academic Catalog:

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.

### **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.



**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 to Kokua Ike: Center for Student Learning 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. If you would like to determine if you meet the criteria for accommodations, contact [ada@chaminade.edu](mailto:ada@chaminade.edu).

**Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in 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. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

**1. 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. 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.

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 student 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.