



## Course Syllabus - EDUC 628 Secondary Methods III

[Chaminade University](#)

[Honolulu](#)

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number and Title:** EDUC 628 Secondary Methods III **Term:** Spring Graduate 2023

**Course Credits:** 3

**Class Location:** Online (Canvas)

**Instructor Name:** Christopher Padesky

**Phone:** 808.739.4693

**Office Location:** Brogan 124

**Office Hours:** By appointment

**University Course Catalog Description:** In this course students will create original curriculum. Students will apply what they know about their subject matter specialty and effective teaching strategies by developing instructional materials.

**Course Prerequisites.** In order to enroll in this course you need to have previously completed the subject matter methods course aligned with your discipline. (i.e., EDUC 621, EDUC 622, EDUC 624 or EDUC 625)

**Required Learning Materials\*:** Wiggins & McTighe (2005) *Understanding by Design* (2nd Edition) ISBN-10: 1416600353; ISBN-13: 978-1416600350

*\*A free digital copy of this text is available through the Chaminade University, Sullivan Family Library. A link to this text is available in the appropriate Modules in Canvas. In order to access the free digital copy you must log into the Sullivan Family Library using your CUHID and Password.*

### Course Learning Outcomes

By the end of our course, students will be able to:

1. Students will apply UbD framework to develop original curriculum materials.
2. Students will apply subject matter knowledge to the development of curriculum materials.
3. Students will apply pedagogical content knowledge to the development of curriculum materials
4. Students will identify external resources to support learning activities for students within their subject matter focus.

### Essential Questions

1. How do I develop curriculum materials using UbD?
2. How to apply my subject matter knowledge to the development of curriculum materials?
3. How do I apply pedagogical content knowledge to the development of curriculum materials?
4. What external resources support my development of subject matter curriculum?

## Program Learning Outcomes

By the end of our course, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate 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.

## 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

## 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

## Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	Educate for Adaptation and			Educate for Adaptation and

	Change			Change
Program Learning Outcomes	2, 3	2	1, 2, 3	2

### Assessment

Assignments	% of grade	Description
<b>Video Assignments</b>	<b>20</b>	View relevant classroom videos and reflect on the observed teaching practices.
<b>UbD Planning</b>	<b>80</b>	Iterative development of a long-range integrated unit plan using Understanding by Design Framework described in the course textbook.

### Key assignments

Assignment (Module)	Points
UbD Unit Plan Stages 1, 2, & 3 (Week 7)	55 Points
Complete Lesson Plan & Supplementary Materials (Week 9)	55 pts
Video Reflection Paper (Week 10)	25 points

### Course Policies and Requirements

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.

### Readings

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

### Class Discussions (16 points each)

Over the course of the semester, you will participate in online discussion threads about the assigned topics.

These discussions are the central component of the course and participation is required. These discussions are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge ideas – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates. The success of the course rests on the quality of these discussions.

On the weeks that these discussions are assigned, your initial response is due by 11:59pm on Saturday. The initial responses should be a minimum of 250 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors. Further, you are also required to post a minimum of one response to a classmate by 11:59pm every Monday. Responses should be a minimum of 250 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument). ***You are encouraged to make multiple responses in our class discussions – I will only grade your strongest response, so there is no chance you will lose points by posting more than once.*** (Please see rubric in Canvas)

### **Assignments**

Students will participate in online discussions each week based on the assigned readings, and complete the signature assessment at the end of the course. The specifics of these assignments are outlined on the following pages.

### **Late Work Policy**

The success of the course rests on the quality of online discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

### **Collegiality & Professionalism**

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives

**Credit Hour Policy:** This is a three-credit course requiring 135 hours of student engagement, per the official CUH Credit Hour Policy. Students in this course are anticipated to spend 30 hours involved in course discussion tasks, 15 hours completing video assignments, 40 hours reading and viewing content, 30 hours comping UbD assignments, 10 hours on the lesson plan, and 10 hours on the video reflection paper.

### **Grades 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.

### **Instructor and Student Communication**

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). [Christopher.padesky@chaminade.edu](mailto:Christopher.padesky@chaminade.edu)

We will be using the Canvas Learning Management System (LMS). Communication for this course including announcements, assignments and grades will be posted on Canvas.

### Activities Schedule

<b>Week</b>	<b>Assignment(s)</b>	<b>Reading (s)</b>
<b>1</b>	<ol style="list-style-type: none"> <li>1. Student introductions</li> <li>2. Beginning with the end in mind</li> </ol>	UbD Introduction
<b>2</b>	<ol style="list-style-type: none"> <li>1. Connecting to students' lived experiences</li> <li>2. Video Reflection #1</li> </ol>	See Canvas Module Week 2
<b>3</b>	<ol style="list-style-type: none"> <li>1. Backward Design</li> <li>2. Video Reflection #2</li> </ol>	UbD Chapter 1
<b>4</b>	<ol style="list-style-type: none"> <li>1. Identifying Desired Outcomes</li> <li>2. Video Reflection #3</li> </ol>	UbD Chapter 3
<b>5</b>	<ol style="list-style-type: none"> <li>1. Determining Acceptable Evidence</li> <li>2. Video Reflection #4</li> </ol>	UbD Chapter 7
<b>6</b>	<ol style="list-style-type: none"> <li>1. Developing a learning plan</li> <li>2. Video Reflection #5</li> </ol>	UbD Chapter 9
<b>7</b>	<ol style="list-style-type: none"> <li>1. Designing Engaging Lessons</li> <li>2. UbD Unit Plan (Stages 1, 2, &amp; 3)</li> </ol>	See Canvas Module for Week 7
<b>8</b>	<ol style="list-style-type: none"> <li>1. Planning an Entire Course</li> </ol>	UbD Chapter 12 & additional reading in

	2. Differentiated Instruction and Responsive strategies	Module for Week 8
9	1. Complete Lesson Plan and Supplementary Materials	None
10	1. Course Reflection 2. Video Reflection Paper	None

### 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](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

**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](mailto: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>

### **Model Code of Ethics**

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.