



EDUC 610 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 610

Course Title: Elementary Language Arts and Methods

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

Term: Fall 2024

Credits: 3

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Office Hours: Office hours by appointment

University Course Catalog Description

This course focuses on the philosophy and rationale for the teaching of K-6 language arts. Content knowledge and pedagogical strategies that support the development of oral language, reading, and writing are emphasized. The influence of culture in language and methods for developing a language-rich environment that meets the needs of all learners included, as well as a study of children's literature.

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

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.

3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary 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

1. Describe knowledge of literacy processes and scientifically based instructional practices.
2. Articulate a wide range of instructional practices, approaches, methods, and technologies to support learners from diverse cultural and linguistic backgrounds.
3. Identify a variety of assessment tools and practices to plan, guide, and evaluate effective instruction.
4. Articulate understanding of foundational skills of reading: print concepts, phonological awareness, phonics, and word recognition, fluency, and comprehension.
5. 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.

Learning Materials

- Honig, B., Diamond, L., Gutlohn, L., & Cole, C. L. (2018a). Teaching reading sourcebook. CORE.
- Hochman, J. & Wexler, N. (2018). Writing revolution: A guide to advancing thinking through writing in all subjects and grades. JOSSEY-BASS INC, U S.
- Supplemental resources will be provided.

Assessment

Assignments	Points
Weekly Assignments	59
Children's Literature	8
Discussion	7
Podcast Response	6
Literacy Lesson Plans	20
Total	100

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.

Grading scale

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

Schedule

Week	Topic	Tasks
Week 1 9/30 - 10/6	History of Reading and Writing Direct, Systematic, and Explicit Instruction	Timeline of Reading and Writing Read TRS p. 2-18 Sold a Story Response 1 Teaching Statement on Direct, Systematic, and Explicit Instruction
Week 2 10/7 - 10/13	Phonemic and Phonological Awareness	Phonological Awareness Lesson Concept Phonological and Phonemic Awareness Module Sold a Story Response 2
Week 3 10/14 - 10/20	Phonics	Phonics Module TRS p. 170-240 Spelling Module
Week 4 10/21 - 10/27	Vocabulary	Vocabulary Module Phonemic Awareness Lesson Vocabulary Paper
Week 5 10/28 - 11/3	Reading Comprehension and Fluency	Comprehension Module Fluency Module Fluency Bookmark Comprehension Top 5 Phonics Lesson

Week	Topic	Tasks
Week 6 11/4 - 11/10	Writing	Writing Module Vocabulary Lesson TWR p. 1-100 Sold a Story Response 3
Week 7 11/11 - 11/17	Assessment and Differentiation	Assessment Module Reading Comprehension Lesson TWR p. 101 - end Sold a Story Response 4
Week 8 11/18 - 11/24	Learning Differences	Dyslexia Module Reading Fluency Lesson Gifted and Talented Poster Sold a Story Response 5
Week 9 11/25 - 12/1	English Learners	ELs Handout Writing Lesson Sold a Story Response 6
Week 10 12/2 - 12/7	Lesson Design Children's Literature	Literacy Lesson Plan Children's Literature Assignment

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 20 hours on the literacy lesson plan, 10 hours on the Sold a Story Podcast Responses, 5 hours on the English Learners handout, and approximately 10 hours per week on readings, discussions, and assignments.

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.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep

you advised of such changes, and information about such changes will be available from your instructor.

Online Course Guidelines

- Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a response that is relevant and contributes to moving the discussion forward, transcends simply stating "I agree," and demonstrates in-depth thinking.

Writing Standards

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

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- 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).

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.

While AI technologies can be useful tools for research and learning, the Academic Honesty policies apply when using these technologies. The use of AI is not permitted to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.

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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred

to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

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 accommodation. If you would like to determine if you meet the criteria for accommodation, contact ada@chaminade.edu.

Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 30 hours of reading materials, 20 hours completing the CITI certification, and 85 hours researching and developing the annotated bibliography and the research proposal.

Attendance Policy

Students are expected to actively engage and participate in their registered courses. In case of illness or other extenuating circumstances preventing attendance, students should notify their instructors and arrange to complete any missed assignments. Failure to meet attendance requirements may lead to a grade reduction, withdrawal from the course, or course failure. Instructors will specify and enforce expectations for online participation and submission of assignments according to the course design.

Excused absences are granted only in exceptional circumstances, supported by evidence provided by the student to the instructor. Students should notify their instructors when a situation prevents

class participation and make arrangements to complete missed assignments. Notifying the instructor about an absence is courteous, but does not guarantee the absence will be excused.

Unexcused non-participation in a course, equivalent to more than one week of the term, may result in a grade reduction.