



Chaminade
University
OF HONOLULU

ED321 Course Syllabus

3140 Waialae Avenue - Honolulu, HI
96816

www.chaminade.edu

Course Number: ED321

Course Title: Elementary Language Arts Methods II

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

Term: Spring 2025

Credits: 3

Instructor Name: Dr. Christopher Padesky

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Office Hours: Office Hours by Appointment

University Course Catalog Description

This course expands on the major components of skilled reading from ED 320, continues to focus on the foundations of literacy acquisition and instruction for K-6 students, and also includes an emphasis on reading comprehension, reading fluency, and writing. Students will learn to use explicit and systematic instruction through structured literacy, the four types of MTSS assessments, formal and informal assessment measures, and the role of knowledge building in literacy development. Additionally, students will learn effective teaching methods for multilingual learners in the areas of phonological awareness, phonics, reading fluency, vocabulary instruction, reading comprehension, spelling development and writing development. Students will understand and apply knowledge of first and second language acquisition principles and approaches to foster oral development, academic language, and literacy skills in multilingual learners.

Prerequisites: ED 220, ED 221, ED 320.

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: 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, peace, and the 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 '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 kũ'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 kũ 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

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.

Regular and Substantive Interaction

Feedback

Once assignments are submitted, you will typically receive feedback in Canvas through the use of comments and within the documents submitted. Feedback and associated grades will be provided within one week of submission. Once received, you are expected to read and integrate the provided feedback into subsequent assignments.

Discussions

I will regularly participate in the canvas discussion boards. My participation in these discussions will align with the due dates set for those discussions.

CUH Core Competencies:

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

Course Learning Outcomes (CLOs):

1. Describe how morphology, syntax, and semantics instruction improve students' vocabulary skills. (PLO 1,2)
2. Describe the tenets of structured literacy instruction including direct, systematic, and explicit instruction (PLO 1,2)
3. Describe effective methods of teaching reading comprehension and supporting reading fluency (PLO 1, 2)
4. Describe the purpose of each of the types of MTSS assessments as well as the purpose of formal and informal assessments and how to use that information to drive instruction (PLO 1,3)

5. Describe effective teaching methods for phonological awareness, phonics, reading fluency, spelling and writing development, vocabulary instruction and reading comprehension for multilingual learners (PLO 4,5)
6. Describe the importance of supporting home language literacy, the role of cognates, and the use of technology to support multilingual learners. (PLO 4,5)

Program Learning Outcomes (PLOs):

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

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe 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.

Learning Materials

- Fundamentals of Literacy Instruction & Assessment by Hougen, Martha & Smartt, Susan. 2020
- Literacy Foundations for English Learners by Cardenas-Hagen. 2020
- Supplemental resources will be provided.

Points

Category	Points
Participation	15
Quizzes (5 at 3 pts. each)	15
Weekly Assignments	50
Literacy Lesson Plan	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.

Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it may be 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	Outstanding scholarship and an unusual degree of intellectual initiative
89-80%	B	Superior work done in a consistent and intellectual manner
79-70%	C	Average grade indicating a competent grasp of subject matter
69-60%	D	Inferior Work
59-0%	F	Failed to grasp the minimum subject matter; no credit given

Schedule

Week	Topic	Tasks
Week 1 (1/6 - 1/12)	Literacy Instruction for English Learners	Weekly Readings Weekly Assignments
Week 2 (1/13 - 1/19)	Beginning Handwriting, Spelling, and Composition Instruction Strategic and Meaningful Writing Instruction	Weekly Readings Weekly Assignments

Week	Topic	Tasks
Week 3 (1/20 - 1/26)	Spelling and Writing Development Among English Learners	Weekly Readings Weekly Assignments
Week 4 (1/27 - 2/2)	Fluency Instruction	Weekly Readings Weekly Assignments
Week 5 (2/3 - 2/9)	Reading Fluency Among English Learners	Weekly Readings Weekly Assignments
Week 6 (2/10 - 2/16)	Reading Comprehension Instruction	Weekly Readings Weekly Assignments
Week 7 (2/17 - 2/23)	Reading Comprehension Among English Learners	Weekly Readings Weekly Assignments
Week 8 (2/24 - 3/2)	Technology for Literacy Instruction Using Assistive and Instruction Technologies to Support English Learners and Students with Dyslexia	Weekly Readings Weekly Assignments

Week	Topic	Tasks
Week 9 (3/3 - 3/9)	Phonological Awareness Development Among English Learners and Students with Dyslexia	Weekly Readings Weekly Assignments
Week 10 (3/10 - 3/16)	Phonics Development and Vocabulary Development for English Learners	Weekly Readings Weekly Assignments
Spring Break (3/17 - 3/23)		
Week 11 (3/24 - 3/30)	Learning Through Talking: Dialogic Learning	Weekly Readings Weekly Assignments
Week 12 (3/31 - 4/6)	Disciplinary Literacy and Knowledge Building and Implications for English Learners	Weekly Readings Weekly Assignments

Week	Topic	Tasks
Week 13 (4/7 - 4/13)	Four Types of MTSS Assessments Formal and Informal Assessment Using Assessment Data To Drive Instruction	Weekly Readings Weekly Assignments
Week 14 (4/14 - 4/20)	Synthesizing the Main Components of Oral Language and Literacy Development for English Learners	Weekly Readings Weekly Assignments
Week 15 (4/21 - 4/27)	Lesson Plan and Novel Study Presentation	Present your Literacy Lesson Plan and Justify How Particular Components Support English Learners Course Reflection

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 Honesty:

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For further information, please refer to the Student Handbook:
<https://assets.chaminade.edu/wp-content/uploads/2023/12/04131800/23-24-Student-Handbook-Rev-12.4.23.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.

Credit hour calculation

Activity	Hours of engagement
In-Class Activities	40
Weekly Readings	30
Weekly Assignments	30
Lesson Plan	35
Total	135