Flex Course Syllabus
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816

Course Overview

Course Number: ED 440
Course Title: Early Childhood Language Arts Methods (Flex)
Department Name: School of Education and Behavioral Sciences
Term: Summer 2025 [05/05/2025 - 08/15/2025]. Please refer to Self-Service to confirm your academic schedule.
Course Credits: 3 credits
Class Meeting Days: Asynchronous, at your own pace
Class Meeting Hours: Asynchronous, at your own pace
Course Website Address (Canvas): https://chaminade.instructure.com/

Instructor Name: Elizabeth Park, PhD
Email: epark@chaminade.edu
Phone: 808-735-4859 (Office)
Office Location: Brogan Hall 119

Regular & Substantive Interaction (RSI)
Office Hours: By appointment or on Wednesdays at 4-5:30 pm HST
NOTE: To receive the Zoom invite, please contact me 24 hours in advance to let me know you would like to attend office hours. This ensures that I am on Zoom at that time. If you are not able to attend office hours and would like to meet, please email me your availability so we can arrange a meeting time.
Synchronous Contact Information (Zoom): Dr. Park's Zoom
Other Interactions: The instructor will provide grading and content-specific feedback once you submit your assignment. You can expect grades and feedback from me within 3-5 business days following an assignment submission.

University Course Catalog Description

This course focuses on the development of language skills of children from ages two and a half to eight, with attention to the influence of culture on 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. Prerequisite: ED 466.

Course Overview
Please view the Course Overview information in the Canvas Learning Modules.

AMS Curriculum Summary:
- AMS Course Component Name: Langauge

- Hours: 40 Hours

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 ʻŌlelo 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

Model Code of Ethics for Educators

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

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

	Learners will be able to
PLO 1	Apply knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood students. (InTASC 1-3)
PLO 2	Describe central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (2 ½ to 6 years old) students. (InTASC 4-5)
PLO 3	Utilize formative and summative assessments to determine, select, and implement effective instructional strategies for Early Childhood students. (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.

NAEYC Power to the Profession (P2P) Standards and Competencies:

	Learners will be able to
Standard 1 Child Development and Learning in Context	Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
Standard 2 Family-Teacher Partnerships and Community Connections	Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They(c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies
Standard 3 Child Observation, Documentation, and Assessment	Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues
Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
Standard 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

Standard 6 Professionalism as an Early Childhood Educator	Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession

MACTE	Competencies
I. Content Knowledge	The adult learner understands the theory and content regarding:
	1a. Montessori Philosophy
	1b. Human Growth and Development
	1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: ▪ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ▪ Cosmic education ▪ Peace education ▪ The arts ▪ Fine and gross motor skills
	1d. Community resources for learning
II. Pedagogical Knowledge	The adult learner understands the teaching methods and materials used regarding:
	2a. Correct use of Montessori materials
	2b. Scope and sequence of curriculum (spiral curriculum)
	2c. The prepared environment
	2d. Parent/teacher/family/community partnership
	2e.The purpose and methods of observation
	2f. Planning for instruction
	2g. Assessment & documentation
	2h. Reflective practice
	2i. Support and intervention for learning differences
	2j. Culturally responsive methods
III. Practice	The adult learner can demonstrate and implement within the classroom:
	3a. Classroom leadership
	3b. Authentic assessment
	3c. Montessori philosophy and methods (materials)

	3d. Parent/teacher/family partnership
	3e. Professional responsibilities
	3f. 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 Textbooks

Montessori, M. (2007). To educate the human potential (The Montessori Series Vol. 6). Montessori-Pierson Publishing Company.
(Original work published in 1948) [ebook]. You can click here to purchase this book on Amazon.

Montessori, M. (2014a). *Dr. Montessori's own handbook.* Wilder Publications. (Original work published in 1914) [ebook].

You can click here to purchase this book on Amazon.

Montessori, M. (2014b). *The Montessori method (2nd ed.).* The House of Childhood, Inc. (Original work published in 1912) [ebook].
You can click here to purchase this book on Amazon.

Zoll, S., Feinberg, N., & Saylor, L. (2023). *Powerful literacy in the Montessori classroom: Aligning reading research and practice.*
Teachers College Press [ebook]. You can click here to purchase this book on Amazon.

Resources

[Developmentally Appropriate Practice (DAP)](#) [Website]

[NAEYC Power to the Profession](#) [Website]

[NAEYC](#) [Website]

[Executive Office on Early Learning (EOEL)](#) [Website]

[American Montessori Society](#) [Website]

[Hawaii Teacher Standards Board](#) [Website]

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. Letter grades are interpreted as follows:

Letter Grade	Grade Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D (Must Retake)	60% - 69%
F (Must Retake)	59% - 0%

Course Policies

Late Work Policy

This course is utilizing a Flex model, meaning there are two Milestone assignments with firm deadlines. **Milestone 1 Assignment** is **due by 11:59 pm on the 7th day of the course**. If this assignment is late, you may be dropped from the class. **Milestone 2 Assignment** is **due by the halfway point of the course.** All other assignments—with the exception of any assignments that your instructor notes as having a firm deadline—can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

Grades of "Incomplete"

Students should check with the instructor regarding the current "Incomplete" policy for unexpected situations where 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.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at the email provided on this syllabus. Online (Zoom), in-person, and phone conferences can be arranged per request. The instructor's email response time will be 24-48 hours unless the instructor is traveling or due to special circumstances.

Email Guidelines:
- Use your Chaminade email account.
- Always include a subject line with the course number.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Communication Guidelines:
- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

Additional Services

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 ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Canvas Technical Assistance:
- 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 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.

Chaminade University Policies

Student Conduct Policy
Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect

other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, [please refer to the Chaminade Catalog](#).

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
Flex students are expected to asynchronously attend and submit coursework in classes they are registered in. Student should notify their instructors when illness or other extenuating circumstances prevent 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.

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.

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.

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.