



EDU 321 Course Syllabus (2026)

[Chaminade University Honolulu](#)

3140 Waialae Avenue - Honolulu, HI 96816

Chaminade University

OF HONOLULU

Course Number: EDU 321-90-9

Course Title: Elementary Language Arts Methods II (FLEX)

Department Name: School of Education and Behavioral Sciences

Term: Flex 15 Week Term

Course Credits: 3

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: Kacie Cohen, LMHC, NCC

Email: Kacie.cohen@chaminade.edu

Phone: 808-735-4745

Office Location: Behavioral Science Bldg.

Office Hours: Monday – Friday between the hours of 8:30am-4:30pm On ground students are welcome to meet in person, and online students may join via Google Meet. Please email me to set up a day and time that works for both of us. Google Meet link will be shared when a meeting is scheduled.

Meeting Location: Connect with the instructor via email to schedule a Google Meets session during office hours.

University Course Catalog Description

In this course, students explore more deeply how to make research-based decisions about literacy instruction. Topics include applying theory to classroom practice; understanding and supporting struggling readers; and teaching culturally diverse population using multiple strategies. The course emphasis is on upper elementary language arts. Requirement: 8 hours of O&P. Observation and Participation fee applies. Prerequisites: ED 220, ED 221, ED 320.

Course Overview

This course guides the students 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 in upper elementary grades; the role of oral language, culture, and new literacies; creating a literate environment; teaching English Language Learners; content area reading; and vocabulary development. Another focus is developing expertise in using children's literature to support learning in all areas of language arts: reading, writing, speaking and listening. The emphasis is in upper elementary language arts, grades 3-5 (or 6).

The Model Code of Educator Ethics

The Model Code of Educator Ethics are woven into the activities throughout this course and others in this program. Professional responsibilities, including professional competence, duties to students, the school, and ethical technology use, are fundamental aspects covered across this course.

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

Program Learning Outcomes (PLOs):

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

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of literacy processes and scientifically based instructional practices.
2. Explore 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. Demonstrate 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.

Alignment of Learning Outcomes

| | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
|--|-------|-------|-------|-------|-------|
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|---------------------------|-----|---------|-----|---|---|
| Marianist Values | 1 | 2,3,5 | 2,5 | 2 | 2 |
| Program Learning Outcomes | 1,2 | 2,3,4,5 | 3 | 1 | 2 |

Course Prerequisites: ED 220, ED 221, ED 320.

Required Learning Materials

Gunning, T. G. (2013). Creating literacy instruction for all students. Boston: Pearson.

Additional Learning Materials:

Observational Videos and supplemental reading materials are embedded in Canvas weekly modules

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. They are interpreted as follows:

- A** Outstanding scholarship and an unusual degree of intellectual initiative
- B** Superior work done in a consistent and intellectual manner
- C** Average grade indicating a competent grasp of subject matter
- D** Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F** Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

- A** 100-90%
- B** 90-89%
- C** 70-79%
- D** 60-69%
- F** 59%-below

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"

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

Questions for this course can be emailed to the instructor at Kacie.cohen@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours during weekdays.

Email Guidelines:

- Use your Chaminade email account.
- Always include a subject line.
- 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.

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 '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).

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 '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 Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike 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](#).

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.

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 course work in classes they are registered in. 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.

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.

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.

This is a (3) credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Please refer to the Canvas Course Modules & Assignments for details regarding the disaggregated hours.

*See below for Module Schedule of Course Requirements, Assignments, and Activities

Activities Schedule

*See Canvas Page of Course Overview & Weekly Module Overview and To Do List:

| Module # | Topic & Lesson Objectives | Readings & Assignments | Due Days after enrollment Due Date |
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| 1 | Welcome Review Syllabus <ul style="list-style-type: none">• Contrast the major theories of literacy learning and language development.• Discuss the current status of literacy and major literacy initiatives.• Explain the role of language and of students' cultures on literacy learning.• Explain the basic principles of teaching reading.• Discuss the qualities of highly effective teachers. | <ul style="list-style-type: none">• Assignment Completion Schedule "Let's Get Acquainted Activity• Read Chapter 1• Complete Chapter 1 Assignment• Milestone Assignment 1 <ul style="list-style-type: none">• Review upcoming projects -Milestone Assignment (Author Research Presentation) -Chapter Book File -Signature Lesson Plan Grade 3-5 | 7 Due: January 1, 2026 @ 11:59pm DUE March 20, 2026 @ 11:59pm Due at the end of your term |
| 2 | <ul style="list-style-type: none">• Understand how student composition in today's classrooms has changed and how these diverse populations impact how teachers teach and reach all students.• Develop and implement a literacy program based on the needs and characteristics of diverse student populations.• Adapt instruction to foster the literacy needs of English language learners.• Understand the effectiveness of the Response to Intervention approach in ensuring progress for all students.• Accommodate diverse languages, dialects, cultures, and literary heritages. | <ul style="list-style-type: none">• Read Chapter 2• Complete Chapter 2 Assignment• Observation Video• Participate in Communities <ul style="list-style-type: none">• Review upcoming projects -Milestone Assignment 2: Author Research Presentation -Chapter Book File -Signature Lesson Plan Grade 3-5 | DUE March 20, 2026 @ 11:59pm Due at the end of your term |
| 3 | <ul style="list-style-type: none">• Explain the nature of evaluation, including standards, summative and formative assessment, the major types of assessments, and how assessments are judged.• Use a variety of assessments to foster learning. | <ul style="list-style-type: none">• Read Chapter 3 & 4• Complete Chapter 3&4 Assignments• Observation Video <ul style="list-style-type: none">• Review upcoming projects -Milestone Assignment 2: | DUE March 20, 2026 @ 11:59pm |

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| | <ul style="list-style-type: none"> • Administer and interpret a variety of placement instruments. • Implement a program of screening and continuous progress monitoring. • Use assessments to plan instruction for English language learners. • Use assessments to judge the difficulty and complexity of texts and match students with materials on the appropriate level. • Apply the basic concepts of emergent literacy. • Apply key techniques for developing emergent literacy, including fostering a literate environment, reading to students, and using shared and interactive reading. • Apply the concepts of emergent writing and developmental spelling as a part of emergent literacy. • Build students' alphabetic knowledge and phonological awareness with word, letter, and sound activities. • Plan an appropriate literacy program for kindergarten and preschool students. • Use formal and informal techniques for assessing emergent literacy. | <p>Author Research Presentation</p> <p>-Chapter Book File</p> <p>-Signature Lesson Plan Grade 3-5</p> | Due at the end of your term |
| 4 | <ul style="list-style-type: none"> • Explain the importance of phonics and the basic principles for teaching it. • Teach consonant letter–sound correspondences. • Teach vowel correspondences, patterns, and strategies. • Teach high-frequency words. • Develop fluency. • Teach syllabic analysis and a series of prompts to cue students to apply appropriate phonics and syllabic analysis strategies. | <ul style="list-style-type: none"> • Read Chapter 5 • Complete Chapter 5 Assignments • Observation Video • Review upcoming projects <p>-Milestone Assignment 2: Author Research Presentation</p> <p>-Chapter Book File</p> <p>-Signature Lesson Plan Grade 3-5</p> | <p>DUE March 20, 2026 @ 11:59pm</p> <p>Due at the end of your term</p> |
| 5 | <ul style="list-style-type: none"> • Select appropriate words for vocabulary instruction and apply the basic principles of teaching vocabulary. • Use a variety of techniques to teach and reinforce vocabulary. • Instruct students in the use and meaning of special word features, such as homophones, homographs, figurative language, multiple meanings, and connotations. • Teach students how to use morphemic and contextual analysis and dictionary skills to learn words. • Establish a program to develop vocabulary. • Demonstrate knowledge of the process of comprehending. | <ul style="list-style-type: none"> • Read Chapter 6 &7 • Complete Chapter 6 & 7 Assignments • Observation Video | |

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| | <ul style="list-style-type: none"> • Teach and assess a variety of comprehension strategies. • Teach social-constructivist approaches to comprehension, such as Reciprocal Teaching and Questioning the Author. • Implement a program of comprehension instruction. | | |
| 6 | <ul style="list-style-type: none"> • Demonstrate knowledge of the nature and importance of text structure and help students use story grammar and text structure to improve their comprehension. • Use questions and discussions to enhance comprehension. • Plan and teach a guided reading lesson and a directed reading-thinking activity and use cloze procedures to foster comprehension. • Plan and implement a program of critical (evaluative) reading. • Identify the major comprehension difficulties posed by content-area reading and teach strategies to overcome those difficulties. • Make effective, differentiated use of content-area texts and related materials. • Teach writing as a means of fostering learning and promoting deeper understanding of content. • Teach content-area literacy to English language learners (ELLs). • Build effective study skills. | <ul style="list-style-type: none"> • Read Chapter 8 & 9 • Complete Chapter 8 & 9 Assignments • Observation Video | |
| 7 | <ul style="list-style-type: none"> • Describe and apply reader response, close reading, and a combination of the two. • Use discussion to develop an understanding and appreciation of literature. • Teach a variety of types of literature. • Include students' interests and abilities in planning a voluntary reading program. • Explain the basic principles of effective reading approaches and create their own instruction based on combining the best of these approaches. • Explain and teach the Basal/Anthology approach. • Explain and teach the Literature-Based Approach. • Explain and teach the Individualized Reading/ Reading Workshop approach. • Explain and teach the Language Experience, Guided Reading, Project, and Integrated approaches. | <ul style="list-style-type: none"> • Read Chapter 10 & 11 • Complete Chapter 10 & 11 Assignments • Observation Video | |

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| 8 | <ul style="list-style-type: none"> • Explain the context of writing instruction, the roots of writing development, and current status of writing achievement. • Explain and teach the writing process and guided writing. • Set up and manage a writing workshop. • Teach a variety of genres of writing and foster the writing of English language learners (ELLs). • Assess students' writing development. • Use writing to develop reading and reading to develop writing. | <ul style="list-style-type: none"> • Read Chapter 12 • Complete Chapter 12 Assignments • Observation Video • Complete upcoming projects <ul style="list-style-type: none"> -Chapter Book File -Signature Lesson Plan Grade 3-5 | |
| 9 | <p>Final Examination</p> <ul style="list-style-type: none"> • Plan and construct a literacy program. • Manage, assess, and improve a literacy program. • Teach new literacies. • Plan and undertake a personal or schoolwide or departmental program of professional development. | <ul style="list-style-type: none"> • Read Chapter 13 • Observation Video • Complete Final Examination • COMPLETE AND SUBMIT - <ul style="list-style-type: none"> Signature Lesson Plan Grade 3-5 -Chapter Book File | All Projects and assignments for the course Due at the end of your term. |