



ED 330: TESOL-Multilingual Learners

Online Asynchronous

Credits: 3cr Section: 2026SP Term: Spring 2026

Instructor Information

Instructor: Christina Keaulana

Email: christina.keaulana@chaminade.edu

Phone: [808] 455-0480

Office Location: Virtual or by appointment only

Office Hours: M-F 8am-2pm; 3:30pm-4:30pm

Virtual Office: Christina Keaulana Zoom Meeting Room 532 286 0941

Virtual Office Hours: <https://calendly.com/ctk8-hawaii/30min>

Communication

Preferred mode of communication is email (christina.keaulana@chaminade.edu) or phone (808) 455-0480. Typical response time is within 48 business hours.

School & Department Information

School of Education and Behavioral Sciences

Office Location: <https://calendly.com/ctk8-hawaii/30min>

Phone: (808) 455-0480

Course Description & Materials

Catalog Course Description

This course will prepare students in the Teaching English to Speakers of Other Languages (TESOL) International Association's 6 Principles for the exemplary teaching of English learners. Students will receive practical tools to get to know their learners; create conditions for language learning; design high-quality lessons for language development; adapt lesson delivery as needed; monitor and assess student language development; and engage and collaborate within a community of practice.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official [CUH Credit Hour Policy](#) (45 hours of engagement per 1 Credit). This course consists of 9 modules that cover the key concepts for teaching English language learners in Hawai'i. Assignments require practical application and reflection.

Required Materials

None

Recommended Items

Basic technology skills in word processing and presentation software, applications, programs and video conferencing or other communication tools.

[Canvas \(https://chaminade.instructure.com\)](#)

- 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

Learning Outcomes

Course Learning Outcomes (CLOs)

Upon completion of ED 330, the student will be able to:

1. Implement strategies to learn the background of English learners to support learning needs
2. Create conditions for language learning.
3. Design high-quality lessons for language development.
4. Adapt lesson delivery as needed.
5. Monitor and assess student language development.
6. Engage and collaborate within a community of practice.

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, and 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 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 Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6

Marianist Value: Educate for adaptation and change	Implement strategies to learn the background of English learners to support learning needs	Create conditions for language learning.	Design high-quality lessons for language development.	Adapt lesson delivery as needed.	Monitor and assess student language development.	Engage and collaborate within a community of practice.
---	--	--	---	----------------------------------	--	--

Course Activities

Assignments

6 Assignments

Extension Activities

9 Extension Activities

Reflections

6 Reflections

Portfolio

1 Cumulative Portfolio

Course Policies

Attendance

Flex students are expected to asynchronously attend and submit course work in classes they are registered in. Students 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.

Late Work

This course is utilizing a Flex model, meaning there is a firm deadline for the Course Completion Schedule assignment, which is due by 11:59 pm on the 7th day of the month in which you started the course. If this assignment is late, you may be dropped from the class. 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.

Extra Credit

N/A

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.

Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with the Office of Student Success before the end of the drop/add period.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

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 the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

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](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

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.

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.

Due Dates

Wk of	Theme	Info	Due Dates
1/12-1/25	Module 1: Welcome and Introductions	Assignment: Pre-Course Survey (0:30)	1/25
		Individual Assignment: Course Completion Schedule - Due 7th of the Month (1:00)	1/25
		Survey: Pre-Course Survey (0:30)	1/25
		Welcome and Introductions (1:00)	1/25
		Extension Activity: Interview a Multilingual Learner (4:00)	1/25
1/26-2/8	Module 2: Know Your Learners	Assignment #1: School and Student Profile (4:00)	2/8
		Extension Activity: New Language Challenge (4:00)	2/8

		<u>Reflection #1: Participate in the Communities of Practice (2:00)</u>	2/8
2/9- 2/22	Module 3: Create Conditions for Language Learning	<u>Assignment #2: Adapting a Lesson for EL Learning (4:00)</u> <u>Extension Activity: Comfort Zone (4:00)</u>	2/22 2/22
		<u>Reflection #2: Participate in the Communities of Practice (2:00)</u>	2/22
2/23- 3/8	Module 4: Language Development	<u>Assignment #3: Language Development (4:00)</u> <u>Extension Activity: Language Development (6:00)</u>	3/8 3/8
		<u>Reflection #3: Participate in the Communities of Practice (2:00)</u>	3/8
3/9- 3/22	Module 5: Adaptations	<u>Assignment #4: Adaptations (4:00)</u> <u>Extension Activity: Language Development (6:00)</u>	3/22 3/22
		<u>Reflection #4: Participate in the Communities of Practice (2:00)</u>	3/22
3/23- 4/5	Module 6: Assessment	<u>Assignment #5: Assessment (4:00)</u> <u>Extension Activity: Current Events (6:00)</u>	4/5 4/5
		<u>Reflection #5: Participate in the Communities of Practice (2:00)</u>	4/5

4/6- 4/19	Module 7: Engage and Collaborate	<u>Assignment #6: Engage (4:00)</u> <u>Extension Activity: Current Events (6:00)</u>	4/19
		<u>Reflection #6: Participate in the Communities of Practice (2:00)</u>	4/19
4/20- 4/26	Module 8: Course Reflection	<u>Extension Activity: Hyphenated Identity (6:00)</u>	4/26
4/27- 5/3	Module 9: Learning Results Portfolio	<u>Assignment: Learning Results Portfolio (10:00)</u> <u>Extension Activity: Bilingual Jobs (6:00)</u> <u>Fill Out Course Evaluation Survey</u>	5/3
		<u>Survey: Post-Course Survey (0:30)</u>	5/3