

 Chaminade University OF HONOLULU	ED 320 Course Syllabus 3140 Waialae Avenue - Honolulu, HI 96816 www.chaminade.edu
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Course Number: ED 321

Course Title: Elementary Language Arts Methods 1

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

Term: Fall 2026 Online Asynchronous (8/17/2026 - 12/11/2026)

Credits: 3

Instructor Name: Dr. Chris Padesky

Email: christopher.padesky@chaminade.edu

Phone: 808.739.4693

Office Hours: by appointment

Milestone I: Due August 31st. Introduction Discussion Post.

Milestone II: Due November 2nd. Module 9 Discussion Post. 10 Point deduction at the end of the semester if this milestone is missed.

University Course Catalog Description

This course guides teacher candidates 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 from emergent to fluent stages; the role of oral language, culture, and new literacies; creating a literate environment; and developing expertise in using children's literature to support learning in all areas of language arts: reading, writing, speaking, listening, viewing and visually representing. The emphasis is on lower elementary grades, K-2, with next semester's Elementary Language Arts II having a stronger focus on upper elementary.

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.

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 ('Ölelo 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 ('Ölelo 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 ('Ölelo 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 ('Ölelo 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 ('Ölelo 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.

Program Learning Outcomes

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

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.

Essential Questions Addressed in This Course

Essential Questions	Related CLOs	Related PLOs
What is research-based literacy instruction?	1, 4	1, 2, 3, 5
What is the role of literature in a child's literacy development?	1, 2, 4	2, 5
How is literacy development assessed in ways that support learning among diverse students?	3	1, 2, 3, 5

Learning Materials

- Supplemental texts will be provided.

Assessment

Assignments / Categories	Points
Module Assignments (Modules 1–13)	130
Discussions (Modules 1–13 + Module 15)	140
Teaching Demonstration	180
Final Course Reflection	10
Total	460

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 is 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

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

Schedule

Here is the matching **ED 321** version based on the course package we created:

Week	Topic	Tasks
Week 1	History of Literacy, Why Reading Matters Now, and Why Some Kids Struggle	Reading development, automaticity, and reasons students struggle Reading Crisis Infographic Discussion: <i>Then I Thought... Now I Think...</i>
Week 2	Literacy Teaching in Hawai'i	Hawai'i literacy data, history, language, and place GaDOE Dyslexia Video Series Hawai'i Literacy Data & Action Brief Discussion: <i>What Should Literacy Teachers in Hawai'i Keep in Mind?</i>
Week 3	Reading Theories, Structured Literacy, and the Science of Reading	Simple View of Reading, Four-Part Processor, Scarborough's Reading Rope, Ehri, Structured Literacy, and Explicit Instruction Active Participation in Explicit Instruction Discussion: <i>One Reader, Multiple Lenses</i>

Week 4	Oral Language and Language Comprehension	Cox Campus: <i>Oral Language Is the Foundation for Literacy</i> Vocabulary, syntax, background knowledge, and classroom talk Oral Language Instruction Plan Discussion: <i>When Does Classroom Talk Become Oral-Language Instruction?</i>
Week 5	Alphabetic Knowledge	Alphabetic principle, letter identification, letter names, letter sounds, formation, automaticity, and assessment Alphabet Knowledge Instruction & Assessment Plan Discussion: <i>Letter Names, Letter Sounds, or Both?</i>
Week 6	Phonemic Awareness	Phonological vs. phonemic awareness, articulation, blending, segmenting, manipulation, assessment, and connections to print Phonemic Awareness Diagnostic & Instruction Plan Discussion: <i>How Much Phonemic Awareness Is Enough?</i>
Week 7	Phonics and Decoding	Systematic and cumulative phonics, decoding routines, decodable text, error correction, spelling connections, and automaticity Decoding Analysis & Explicit Phonics Lesson Discussion: <i>When Is a Student Actually Decoding?</i>
Week 8	Spelling and Encoding	Spelling development, encoding, spelling-error analysis, and explicit spelling instruction Spelling Error Analysis & Explicit Encoding Lesson Discussion: <i>What Should Replace “Memorize These 20 Words”?</i>

Week 9	Purposeful Read-Alouds	Vocabulary, knowledge building, oral language, questioning, and expressive reading Cox Campus: <i>Meaningful Read Alouds</i> Recorded Purposeful Read-Aloud Discussion: <i>Share Your Read-Aloud + Reflection</i>
Week 10	Children's Literature	Diverse and authentic literature, Hawai'i/Pacific literature, nonfiction, representation, and text selection Children's Literature Mini-Collection & Critical Rationale Discussion: <i>One Book Worth Putting in Students' Hands</i>
Week 11	Reading Comprehension: What It Is and Why Students Struggle	Simple View of Reading, background knowledge, vocabulary, inference, text structure, and diagnosing comprehension difficulty Cox Campus: <i>Reading Comprehension</i> Reading Comprehension Case Analysis & Instruction Plan Discussion: <i>"They Can Read It, But They Don't Understand It"</i>
Week 12	Literary Text: Narrative Structure, Character, Theme, and Discussion	Narrative structure, genre, character motivation, point of view, author craft, theme, text evidence, and literary discussion Literary Text Comprehension Lesson & Discussion Plan Discussion: <i>When Do Teacher Questions Help—and When Do They Get in the Way?</i>
Week 13	Informational Text and Disciplinary Literacy	Informational text structures/features, central ideas, vocabulary, visuals/data, source evaluation, disciplinary literacy, and comparing sources Informational Text Set & Disciplinary Literacy Lesson Discussion: <i>Does Reading Instruction Change Across Disciplines?</i>
Week 14	Demonstrate Your Knowledge	Teaching Demonstration

Week 15 Reflection and Integration

Final Course Reflection
Discussion: **Learning Journal Share — What Changed?**

*May be subject to change

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
Module Learning Content, Readings, and Videos	65
Cox Campus / Structured Literacy Learning	14
Module Assignments	25
Discussions	12
Teaching Demonstration	9

Student Responsibilities

- It is important for you to bring the textbook to each class and to keep up with the assigned readings/course material.
- Professional behavior is expected in and beyond our class environment.
- Appropriate, meaningful technology such as tablets and laptops may be used through my facilitation during class. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and please respect my time and your classmates. Cellphones/Smartphones should be placed on silent and please answer messages after class. Continued inappropriate usage of electronic devices will result in deduction of participation points.

Online Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; c) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.

Writing Standards

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

1. Correctly use the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. 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).

One-on-One Tutoring

Kōkua 'Ike: Center for Student Learning offers drop-in tutoring for a wide range of classes and no appointment is needed! Tutoring is offered on a first come first serve basis and free to all Chaminade Students. You can also make an appointment:

<https://chaminade.edu/advising/kokua-ike/>

Email: tutoring@chaminade.edu

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.

Academic Conduct Policy

From the Undergraduate Academic Catalog:

Any community must have a set of rules and standards of conduct 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.

For further information, please refer to the Student Handbook.

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.

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

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in 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. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the

student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.