

Chaminade University of Honolulu
College of Education and Human Development

EDUC 622 Course Syllabus

Secondary English Methods

Term: Accelerated Fall 2026

Dates: Oct 5, 2026 – Dec 13, 2026

Credits: 3 | Location: Online through Canvas

3140 Wai'ālae Avenue, Honolulu, HI 96816 | [Chaminade University](https://www.chaminade.edu)

Instructor Information

Instructor: Dr. Christopher Padesky

Email: christopher.padesky@chaminade.edu

Phone: 808.739.4693

Office Hours: Thursdays, 11:30 a.m.–12:30 p.m. (Hawai'i time), and by appointment.

Feedback Grading and Email

I will grade assignments within one week of the due date, except during holidays. Check Canvas regularly and use feedback to improve later work.

I may not see comments you leave in response to my feedback in Canvas. If you would like a response, email me at christopher.padesky@chaminade.edu.

I respond to email within two business days. If you have not received a response within that time, please email me again. If you have a question about the course or an assignment, please include the course name or number in the email subject line. When relevant, include a hyperlink or screenshot of the assignment you have questions about.

Course Description and Materials

Catalog Course Description

In this course teacher candidates learn a variety of instructional methodologies and approaches appropriate in the secondary English classroom. It includes a survey of theory, practice, and trends in adolescent literacy and English language instruction; the role of culture in language learning and multimodal literacy and technology; the challenges and possibilities in teaching reading, writing, speaking, listening, viewing, and thinking in Hawaiian secondary schools.

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.

Program Learning Outcomes

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for secondary 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

By the end of this course, students will be able to:

1. Demonstrate knowledge of effective, research-based instructional practices which promote learning in the English Language Arts.
2. Apply understanding of instructional practices 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. Describe the components of a learning environment which motivates all students to be effective users of the English language.

Marianist Values

1. Educate 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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

Learning Materials

Burke, J. (2012). *The English Teacher's Companion: A Completely New Guide to Classroom, Curriculum, and the Profession* (4th ed.). Heinemann. ISBN 978-0-325-02840-8. [Publisher information](#).

Supplemental readings and resources will be provided in Canvas. Consult each module for the assigned selections and assignment instructions.

Course Work and Grading

Assignments	Points
Weekly Reviews (8 × 25)	200
Discussions (10 × 20)	200
Unit Plan Draft Subsections	230
English Learners' Handout	80

Assignments	Points
English Unit Plan	250
Vignettes/Autobiography	40
Total	1,000

Your final percentage is points earned $\div$ 1,000 $\times$ 100. Unit plan draft subsections include book/grade/standards selection (20), theme (20), calendar (40), and five lesson drafts (30 each). The final English Unit Plan is worth 250 points: calendar 75 and five revised lessons 35 each. Each graded assignment and discussion has a task-specific Canvas rubric. Proficient earns full criterion points; Developing earns 80%; Limited earns 60%; Missing or Not Demonstrated earns 0%. Intermediate scores may be awarded based on the evidence. Weekly readiness checks require 3/5 correct, allow unlimited attempts, and do not count toward the course grade.

Letter Grade	Percentage
A	90%–100%
B	80% to below 90%
C	70% to below 80%
D	60% to below 70%
F	Below 60%

Weekly Schedule

The course runs for ten weeks. Consult Canvas for the assigned readings, exact submission times, and discussion deadlines. All times are Hawai'i Standard Time.

Week and Dates	Topic	Tasks
Week 1 Oct 5, 2026 – Oct 11, 2026	Introductions	Discussion; Vignettes/Autobiography Estimated weekly workload: 09:30
Week 2 Oct 12, 2026 – Oct 18, 2026	English as a Discipline Who We Teach	Weekly review; discussion; book, grade, and standards selection Estimated weekly workload: 15:30
Week 3 Oct 19, 2026 – Oct 25, 2026	Purpose of Teaching and Learning	Weekly review; course readings; determine a theme; discussion; English Learners' Handout Estimated weekly workload: 19:30

Week and Dates	Topic	Tasks
Week 4 Oct 26, 2026 – Nov 1, 2026	The Process of Teaching Writing	Weekly review; course readings; unit plan calendar; discussion Estimated weekly workload: 14:00
Week 5 Nov 2, 2026 – Nov 8, 2026	The Process of Teaching Reading	Weekly review; course readings; discussion; discussion lesson Estimated weekly workload: 12:45
Week 6 Nov 9, 2026 – Nov 15, 2026	The Process of Teaching Reading	Weekly review; course readings; discussion; differentiation lesson Estimated weekly workload: 12:15
Week 7 Nov 16, 2026 – Nov 22, 2026	Speaking and Listening	Weekly review; discussion; course readings; technology lesson Estimated weekly workload: 12:30
Week 8 Nov 23, 2026 – Nov 29, 2026	Language Study	Weekly review; course readings; writing lesson; discussion Estimated weekly workload: 12:30
Week 9 Nov 30, 2026 – Dec 6, 2026	Assessments	Weekly review; course readings; assessment lesson; discussion Estimated weekly workload: 12:45
Week 10 Dec 7, 2026 – Dec 13, 2026	Unit Plan	Submit English Unit Plan; discussion Estimated weekly workload: 13:45

Time Allocation

This three-credit course is planned for 135:00 of student engagement, averaging 13:30 per week. Canvas page, assignment, discussion, and readiness-check titles end with an estimated duration in HH:MM (hours:minutes). These estimates include reading, watching, taking notes, preparing, drafting, revising, and submitting; they are planning estimates, not timers or additional assignments. Core reading and video time is counted on the overview pages; review preparation and submission are counted separately. Book-reading time is included in book selection and theme development. Each activity is counted once. Week 1 includes 00:15 for Home and 00:30 for the Syllabus. Weekly workload varies, as shown in the schedule.

Course Activity	Hours:Minutes
Orientation (Home and Syllabus)	00:45
Core Readings, Videos, and Notes	36:30
Additional Learning Sources	07:30

Course Activity	Hours:Minutes
Review Preparation and Submission	20:00
Discussions	13:15
Unit Planning, Book Reading, and Lesson Drafts	32:30
Literacy Autobiography	04:30
English Learners' Handout	06:30
Readiness Checks	02:30
Final Unit Revision and Submission	11:00
Total	135:00

Course Policies

Late Work

Work submitted up to one day late receives a 10% deduction. Work submitted more than one day and up to two days late receives a 25% deduction. Unexcused work more than two days late is not accepted. In an emergency, contact me before the due date when possible. No work will be accepted after the final day of the course, Dec 13, 2026 .

Syllabus Changes

This syllabus provides an overview of the course. I may modify requirements or the schedule in response to class progress, student experiences, or unforeseen circumstances. Changes will be communicated through Canvas with advance notice whenever possible.

Professional Ethics

The [Model Code of Ethics for Educators](#) is integrated throughout this course and the program. Responsibilities to the profession, professional competence, students, the school community, and the responsible use of technology guide our work.

Online Course Guidelines

- Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a

response that is relevant and contributes to moving the discussion forward, transcends simply stating “I agree,” and demonstrates in-depth thinking.

Writing Standards

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

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- 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 Academic Honesty).

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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

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

AI (Artificial Intelligence) Statement

At the discretion of the instructor, students may be required to share additional materials such as previous drafts, notes/outlines and any available evidence of the revision history for their paper or assignment. An instructor does not need certainty regarding whether or not a student used AI to request extra evidence of learning from that student in their class. If an instructor has reasonable and documentable concerns that a student's work does not demonstrate "knowledge, judgment, analysis or skill," to the degree required, the instructor may require that student to complete additional work or a different type of assignment as a means of demonstrating the student's learning and attainment. This could mean, for example, that a student might be required to make an oral presentation, rewrite or revise a paper, complete a new assignment, or otherwise provide some reasonable demonstration of their mastery of the

learning goals of the assignment in question. Requesting extra evidence of learning when a student may not have demonstrated learning is part of the normal scope of an instructor's teaching responsibilities, and doing so does not require a finding of AI use or academic dishonesty. However, if an instructor determines based on preponderance of evidence that a student more likely than not has used AI in violation of the university's Academic Honesty Policy, an instructor may recommend that a finding of academic misconduct and its associated sanctions be made as provided in this policy. Students reserve the right to appeal findings or sanctions through the university's academic grievance process.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). 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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards

of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Accessibility Services (Kōkua ‘Ike)

Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.

ada@chaminade.edu

chaminade.edu/ada-accommodations

[Accessibility Services Sign up](#)

Tutoring & Academic Coaching (Kōkua ‘Ike)

Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.

<https://chaminade.edu/tutoring-academic-coaching-services>

Career Services

Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.

chaminade.edu/career-services

Basic Needs Resources

Support for food insecurity, housing instability, and other basic needs.

chaminade.edu/basic-needs/

Title IX / Nondiscrimination

Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.

chaminade.edu/titleix/resources-and-support/

Hazing Prevention

Confidential support, crisis intervention, and reporting for any type of abuse including hazing.

hazingpreventionnetwork.org/athlete-helpline/

CUH Alert Emergency Notification

Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.

chaminade.edu

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events

[SafeSwords Webpage](#)