



School of Education and Behavioral Sciences

EDUC 610 Course Syllabus

Elementary Language Arts and Methods

Accelerated Fall 2026 | Oct 5, 2026 – Dec 13, 2026

3 Credits | Online through Canvas

Instructor Information



Instructor: Chris Padesky, PhD

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

Email: christopher.padesky@chaminade.edu

Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends and holidays may take longer).

Course Description and Materials

Catalog Course Description

This course focuses on the philosophy and rationale for the teaching of K-6 language arts. Content knowledge and pedagogical strategies that support the development of oral language, reading, and writing are emphasized. The influence of culture in language and methods for developing a language-rich environment that meets the needs of all learners included, as well as a study of children's literature.

Time Allocation

This three-credit course requires 135 hours of student engagement, per the official CUH Credit Hour Policy—an average of 13.5 hours per week across the 10-week accelerated term. Plan time for Sourcebook reading and journal entries, Canvas learning and practice, Cox Campus coursework, assignment preparation, and recording teaching demonstrations.

Required Materials

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). CORE.

You will also need Canvas access, a free Cox Campus account, Google Docs for the learning journal, a device that can record and upload video, and access to a K–6 picture book for the One-Book Study. Additional readings, videos, prompts, and practice materials are provided in Canvas.

Learning Outcomes

Program Learning Outcomes

Upon completion of the M.A. in Teaching, Elementary Education, students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Elementary students.
2. Evaluate 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. **Explain** reading development through word recognition, language comprehension, and first- and additional-language acquisition.
2. **Apply** principles of explicit, systematic, and cumulative instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to analyze teaching practices and develop reading and writing activities.
3. **Design** literacy lessons for multilingual learners in Hawai'i that integrate content and language objectives, scaffolds, and learners' cultural and linguistic strengths.
4. **Use** literacy assessment and English-language proficiency information to plan instruction, adjust supports, and evaluate progress.
5. **Identify** early reading difficulties, including dyslexia indicators, and recommend targeted supports informed by language development and assessment evidence.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2, 5	2, 5	2, 3, 4, 5	2, 5	2, 4, 5
PLOs	1, 2	2, 3	1, 3, 5	1, 3	1, 3, 5
Native Hawaiian Values	Na'auao	Na'auao	'Ohana; Aloha	Na'auao	Aloha; Na'auao
Gen Ed Outcomes (if applicable)	N/A	N/A	N/A	N/A	N/A

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.

EDUC 610 connects integral, quality education with explicit literacy teaching grounded in knowledge of learners. Through assessment, teaching demonstrations, and supports for multilingual learners and students with reading difficulties, we practice service and justice by expanding access to literacy. Reflection and responsive instruction develop our capacity 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

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.

Course Activities

Assignments	Points
Weekly Main Assignments (including teaching videos and book study)	400
Cox Campus Completion Portfolio	150
Sourcebook Learning Journal	50
Total	600

Course Workflow

Complete the learning pages, readings, varied practice activities, and main assignment in each Canvas module. Each page provides its own directions. Five-question checks precede assignments; earn at least 3/5 to progress. Checks allow unlimited attempts, retain the highest score, and do not count toward the course grade. Week 7 also includes the Teaching Demonstration Readiness Check. Week 9 is reserved for the teaching demonstration video. Weekly work is due Sunday at 11:59 p.m. Hawai'i time on the dates shown below.

Sourcebook Learning Journal — 50 Points

Read the assigned sections of Teaching Reading Sourcebook and keep all responses in one Google Doc. Create it in Week 1 and give your instructor Editor access using the email listed above. Respond to every section's prompt in Canvas; prompts invite multiple ideas, examples, connections, or applications. Label each entry with the week, section, and page range. There are 38 entries across 599 assigned pages, with no new reading or journal entry in Week 9. Submit the complete journal URL in Week 10.

Cox Campus Completion Portfolio — 150 Points

Complete the six assigned Cox Campus courses in the weeks listed below and save each certificate or completion record. Submit all six records together in Week 10. Each completed course is worth 25 points; this portfolio is scored for completion and does not require an additional reflection.

Teaching Demonstration Videos

Record yourself teaching the literacy skill specified in the assignment. Working with actual learners is preferred: your students, your own child, or children of relatives or friends. Keep children's faces out of the recording unless the child is your own. If a learner is unavailable, demonstrate the lesson yourself, pause for imagined responses, and model possible answers. Your voice and teaching materials should be clear; editing is not required. The Week 9 submission is a 10–15-minute teaching demonstration video, with no separate written lesson plan, materials file, or reflection.

Assignment Rubrics

The ten weekly main assignments and the journal use three categories: Originality, Specificity, and Depth (70%); Content Accuracy (20%); and Task Completion and Communication (10%). Cox Campus uses the completion scoring described above.

Each category has five levels: Outstanding—A+ (100% of its points); Exceeds Expectations—A (95%); General and Underdeveloped (65%); Minimal Application (35%); and No Evidence (0%). Exceeds Expectations—A describes strong, successful work with clear understanding, specific examples, thoughtful explanation, and effective completion. Outstanding—A+ recognizes exceptional insight, depth, and precision within the assigned task; extra length or extra work is not required.

General and Underdeveloped in Originality, Specificity, and Depth: The work demonstrates weaknesses such as lack of specificity; unsupported claims; a generic, universal, or robotic style; exaggerations; lack of emotional resonance; contrastive rhetorical framing; and formulaic sentence structure. These weaknesses may appear in written responses, presentations, slides, projects, audio recordings, videos, images, or other submitted work.

A General and Underdeveloped score in the 70% category limits the assignment to approximately 75.5% even when the other two categories receive full credit. See each assignment's Canvas rubric for task-specific descriptions and point values.

Weekly Schedule

Week	Topic	Tasks
Week 1	Foundations of Literacy Due Oct 11, 2026	Sourcebook: pp. 1–18, 21–48; 3 journal entries. Create and share your journal. Cox Campus: Introduction to Dyslexia and Literacy. Choose a Teaching Focus: 2 bullets (25 points). Recording Practice: 60–90-second introduction video (required; 0 points).
Week 2	Oral Language and Early Literacy Due Oct 18, 2026	Sourcebook: pp. 69–114; 3 journal entries. Cox Campus: Early Childhood and Dyslexia. Read-Aloud Teaching Video: 3–5 minutes, including one meaning question (25 points).
Week 3	Phonological and Phonemic Awareness Due Oct 25, 2026	Sourcebook: pp. 115–158; 3 journal entries. Cox Campus: The Reading Brain and Dyslexia. Sound-Box Teaching Video: 2–3 minutes; segment mat, fish, and sun using one counter per sound (25 points).
Week 4	Phonics and Word Recognition Due Nov 1, 2026	Sourcebook: pp. 161–225, 241–271; 6 journal entries. Cox Campus: Expanded Foundational Literacy Skills. Word-Chain Teaching Video: 2–3 minutes using mat → sat → sit (25 points).
Week 5	Reading Fluency Due Nov 8, 2026	Sourcebook: pp. 321–348, 359–404; 4 journal entries. Cox Campus: Screening and Assessment. Read a Fluency Sample: calculate words correct per minute for the provided sample and explain one teaching support (25 points).
Week 6	Vocabulary and Comprehension Due Nov 15, 2026	Sourcebook: pp. 407–452, 488–505, 609–632; 5 journal entries. Explain One Word: 3 bullets with a student-friendly definition of damp, an example, and a meaning check (25 points).

Week	Topic	Tasks
Week 7	Writing and Reading Connections Due Nov 22, 2026	Sourcebook: pp. 633–719; 6 journal entries. One-Book Study: one page on a K–6 picture book, including title, author, grade, a 2-sentence summary, a discussion question, and a sentence-writing prompt (50 points). Complete the Teaching Demonstration Readiness Check and open the Week 7 assignment to prepare for Week 9.
Week 8	Assessment, Intervention, and Dyslexia Due Nov 29, 2026	Sourcebook: pp. 272–282, 304–318, 349–358, 743–754; 4 journal entries. Complete the assigned Georgia Department of Education reading/video resources in Canvas. Read-Aloud Teaching Video and Reflection: 5–7 minutes, explicitly teach one word, and submit 2 brief reflection bullets (50 points).
Week 9	Teaching Demonstration Video Due Dec 6, 2026	Teaching Demonstration Video: a 10–15-minute video teaching one K–6 literacy skill. Include a model, guided practice, feedback, and a check using a new example (100 points). Submit the video only. No new readings, journal entries, Cox Campus coursework, or quiz this week.
Week 10	Multilingual Literacy and Course Completion Due Dec 13, 2026	Sourcebook: pp. 49–66, 506–520, 570–606; 4 journal entries. Cox Campus: Dyslexia and Multilingual Learners. Add a Language Support: 3 bullets addressing the provided learner scenario (50 points). Submit the complete Sourcebook Learning Journal (50 points) and Cox Campus Completion Portfolio (150 points).

Course Policies

Late Work

Late assignments submitted one day late will receive a 10% deduction, and two days late with a 25% deduction. Unexcused late assignments will not be accepted. If there is an emergency, make sure to contact me before an assignment's due date. No work will be accepted after the last day of the course.

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.

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.

Stay current with the weekly Canvas modules and read assignment directions and rubrics before submitting work. Use the learning pages and feedback to revise your understanding and prepare for teaching.

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 Plagiarism).

Final Grades

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

Your course percentage is $\text{total points earned} \div 600 \times 100$. The A+ rubric level distinguishes exceptional assignment performance; final course grades use the letter-grade ranges below.

A = 90% and above

B = 80% to below 90%

C = 70% to below 80%

D = 60% to below 70%

F = below 60%

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](#)