



College of Education and Human Development
School of Organizational and Education Leadership
EDUC 655: Foundational Literacy Instruction
Online Asynchronous | Credits: 3 | Term: Accelerated Fall 2026

Instructor Information

	Email:	jennifer.dempsey@chaminade.edu
	Virtual Office Hours:	By appointment
	Communication:	Email is the best way to reach me with questions about course assignments or policies. I will answer all emails within two business days.
	About the Instructor:	I bring more than 20 years of experience as a classroom educator and curriculum administrator in both public and independent schools. I hold a Hawai'i teaching license for grades K–6, am a certified literacy specialist, and am accredited as a structured literacy educator through the Center for Effective Reading Instruction (CERI). Additionally, I hold Associate-level certification in Orton-Gillingham. I am a founding board member and current president of The Reading League Hawai'i, a nonprofit organization dedicated to advancing literacy outcomes for all children across the state. I earned my Doctor of Education in Reading Science from Mount St. Joseph University. My professional interests include structured literacy, evidence-based reading instruction, implementation science, and bridging the gap between reading research and classroom practice. I am passionate about preparing educators to apply the science of reading in ways that improve outcomes for all learners.

Course Description & Materials

Catalog Description

This course explores the foundational components of literacy development, including oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Graduate students will examine the science of reading and the cognitive processes involved in learning to read. The course emphasizes research-based instructional strategies that support early literacy development.

Course Snapshot

Modality	Online Asynchronous
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Time Commitment	This is a three-credit-hour course requiring 135 clock hours of student engagement, consistent with the official CUH Credit Hour Policy. Over the 10 weeks of this fully online course, students will spend approximately 30 hours completing instructional pages, lectures, and videos; 35 hours completing assigned readings and developing their Reading Sourcebook notes; 20 hours preparing and participating in online discussions; 40 hours completing applied assignments and projects; and 10 hours completing quizzes and preparing their final Reading Sourcebook submission. This averages approximately 13.5 hours of coursework each week.
Required Materials	<u>Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). Arena Press.</u>
Canvas	This course is delivered through Canvas (<u>chaminade.instructure.com</u>). Canvas is used to access weekly modules, course readings and resources, announcements, discussions, quizzes, and assignments. Students will also submit their work, receive feedback, and monitor their grades through Canvas.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the M.A. in Curriculum and Instruction Leadership, students will be able to:

1. Evaluate, design, and implement effective curricula and instructional strategies grounded in research and reflective practice.
2. Analyze and interpret educational data to guide equitable and evidence-based decision-making.
3. Lead and advocate for diverse learners through inclusive, differentiated, and equitable practices.
4. Collaborate and innovate to build professional capacity and achieve meaningful instructional impact.
5. Integrate culturally sustaining and place-based pedagogies that embody the Marianist values of community, service, and education for the whole person.

Upon completion of the K-6 Structured Literacy Program, students will be able to:

1. Demonstrate advanced knowledge of literacy development and apply evidence-based instructional practices to support foundational reading, vocabulary, fluency, comprehension, and writing across developmental stages for K-6 learners.
2. Design, implement, and evaluate differentiated literacy instruction and interventions that address the diverse needs of students, including multilingual learners and students with dyslexia, using evidence-based decision-making for K-6 learners
3. Effectively communicate literacy assessment results, instructional practices, and intervention strategies to students, families, and colleagues to promote collaborative, developmentally appropriate literacy support for K-6 learners.

Course Learning Outcomes (CLOs)

Upon completion of the course, the student will be able to:

1. Describe the stages of reading development, from emergent literacy to skilled reading, and explain how they inform instructional decision-making.
2. Design systematic, explicit, and direct-instruction lesson plans that incorporate research-based practices to support foundational reading skills.
3. Explain and apply key reading theories, including the Simple View of Reading and Scarborough's Reading Rope, to guide effective literacy instruction.

4. Analyze the five essential components of reading—phonemic awareness, phonics, vocabulary, fluency, and comprehension—and articulate how each contributes to overall literacy development.

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 central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No’eau (Hawaiian proverbs) below:

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 (‘Ōlelo No’eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lapa 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.

Alignment of Course Learning Outcomes

Alignment Area	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2. Integral, quality education 5. Adaptation and change	2. Integral, quality education 3. Family spirit 4. Service, justice, and peace 5. Adaptation and change	2. Integral, quality education 5. Adaptation and change	2. Integral, quality education 3. Family spirit 5. Adaptation and change
M.A. Curriculum and Instruction Leadership PLOs	PLO 1: Research-based curriculum and instruction PLO 2: Evidence-based decisions	PLO 1: Research-based curriculum and instruction PLO 3: Inclusive and equitable practice PLO 5: Culturally sustaining and	PLO 1: Research-based curriculum and instruction PLO 2: Evidence-based decisions	PLO 1: Research-based curriculum and instruction PLO 2: Evidence-based decisions PLO 4: Professional

		place-based pedagogy		capacity and instructional impact
K-6 Structured Literacy Program PLOs	PLO 1: Literacy development and evidence-based instruction PLO 2: Differentiated instruction and evidence-based decisions	PLO 1: Literacy development and evidence-based instruction PLO 2: Differentiated instruction and intervention	PLO 1: Literacy development and evidence-based instruction PLO 2: Evidence-based instructional decisions	PLO 1: Essential literacy components PLO 3: Communicating instructional practices
Native Hawaiian Values	Na‘auao: Integral, quality education ‘Āina: Adaptation and change	Na‘auao: Integral, quality education ‘Ohana: Family spirit Aloha: Service and justice ‘Āina: Adaptation and change	Na‘auao: Integral, quality education ‘Āina: Adaptation and change	Na‘auao: Integral, quality education ‘Ohana: Family spirit ‘Āina: Adaptation and change

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 2 business days (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 7 business days of the due date
 - Major assessments/projects: within [X] school days of the due date

- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Work submitted up to 24 hours late may lose 10%. Work submitted 24–72 hours late may lose 20%. After 72 hours, the instructor reserves the right to assign a zero. Extensions must be approved by the instructor.
Incomplete Grade	An Incomplete (I) will be considered only when serious, documented extenuating circumstances prevent a student from finishing the course. Students must contact the instructor as early as possible during the semester. Approval is not automatic and requires an agreed-upon plan and deadline for completing the remaining work.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
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, 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

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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.

Resource	Description	Contact / Website
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

Resource	Description	Contact / Website
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

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements or email.

Week	Theme	Information / Activities	Assignments Due
Week 1	Preparing for Reading Instruction	History of reading instruction; the reading brain; Science of Reading; Teaching Reading Sourcebook, pp. 1-18	Week 1 Mastery Quiz; Reading Brain Diagram and Reflection; Sourcebook Learning Journal Link

Week 2	Research, Reading Models, and Instructional Claims	Simple View of Reading; Scarborough's Reading Rope; Four-Part Processor; Ehri's phases; dyslexia; evaluating research	Week 2 Mastery Quiz; Reading Models Case Analysis
Week 3	Systematic, Explicit, Active, and Direct Instruction	Explicit instruction; active participation; lesson sequencing; modeling; guided practice; corrective feedback	Week 3 Mastery Quiz; Active Participation in Action Discussion; Explicit Literacy Lesson Design Portfolio
Week 4	Reading and Language in Hawai'i	Hawaiian-language literacy; 'ōlelo Hawai'i; Hawai'i Creole; multilingual and bidialectal learners	Week 4 Mastery Quiz; Language Belongs in the Classroom Discussion; Language Difference and Literacy Case Analysis
Week 5	Oral Language as the Foundation for Literacy	Oral-language development; vocabulary instruction; classroom talk; meaningful read-alouds	Week 5 Mastery Quiz; Oral Language Certificate; Meaningful Read Alouds Certificate; Language-Focused Read-Aloud Plan
Week 6	Phonological and Phonemic Awareness	Phonological-awareness continuum; blending; segmenting; phoneme articulation; sound analysis	Week 6 Mastery Quiz; Emergent Literacy Certificate; Phonemic Awareness Microteaching
Week 7	Phonics and the Alphabetic Principle	Alphabet knowledge; phoneme-grapheme connections; decoding; encoding; decodable text	Week 7 Mastery Quiz; Phonics Course Certificate; Phonics Instructional Sequence and Lesson Plan
Week 8	Syllables, Morphology, and Flexible Word Reading	Syllable types and division; morphemes; multisyllabic words; instructional decisions	Week 8 Mastery Quiz; Syllables, Morphemes, and Flexible Word Reading Discussion; Field Experience and Reflection
Week 9	Spelling, Orthographic Mapping, and Irregular Words	Encoding; orthographic mapping; spelling layers; heart words; explicit spelling instruction	Week 9 Mastery Quiz; Foundational Literacy Presentation and Handout
Week 10	Teaching Demonstration and Course Synthesis	Lesson objectives; task analysis; explicit lesson design; demonstration; reflection	Week 10 Mastery Quiz; Teaching Demonstration; Sourcebook Learning Journal