



EDUC627 Course Syllabus (Spring 2023, 3 Credits)

Secondary Methods II -- Online

School of Education and Behavioral Sciences

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

Instructor: Scott Wylie

Email: scott.wylie@chaminade.edu

Office Hours: [By Appointment](#)

Office Location: N/A

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 may take longer).

Course Catalog Description:

This course demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context for instruction; presenting strategies for reading, writing, and studying; and translating information gained into practice. This course requires 10 hours of observation and participation.

Course Overview:

In this course you will learn how to develop curriculum in your subject area through a lens of social justice. The course is divided into three parts - you will begin by building a foundation for social justice education, then you will analyze a number of pedagogical strategies from the perspective of social justice, finally you will develop a unit plan in your subject area that incorporates social justice curriculum and pedagogy.

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
5. Educate for adaptation and change

While all five characteristics are present in this course, we will pay particular attention to "education for service, justice, and peace." This course will demonstrate methods for incorporating complex questions of equality, fairness, and social justice into the social studies curriculum in a way that is age- and grade-level appropriate.

You will demonstrate your understanding of these approaches through assignments, reading reflections, and the creation of a unit plan.

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.

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

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

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 (CLOs):

Upon completion of this course, students will be able to:

1. Define the fundamental elements of critical theory as it relates to secondary education in their subject area
2. Analyze subject matter, content standards, and subject-specific pedagogy through the lens of social justice
3. Explain the importance of providing an integral, quality education within diverse learning communities
4. Develop instructional strategies grounded in social justice in their subject area

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	2, 4	5	2, 5
WASC Core Competencies	4	1	4	4
Program Learning Outcomes	4	2	5	1

Required Texts:

Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education (2nd Edition), Özlem Sensoy and Robin DiAngelo ISBN: 978-0807758618

Instructional Strategies for Middle and High School, second edition. Bruce E. Larson & Timothy A. Keiper ISBN: 978-0415898133, Routledge, 2 edition

Fires in the Bathroom: Advice for Teachers from High School Students. Kathleen Cushman. ISBN: 978-1565849969, The New Press.

Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [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

Tutoring and Writing 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 (<https://chaminade.edu/advising/kokua-ike/>) 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 Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment:

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

- | | |
|---------------------|-----|
| ● Reading Responses | 70% |
| ● O&P Reflection | 10% |
| ● Unit Plan Concept | 20% |

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A (400-360 points)	B (359-320 points)	C (319-280 points)	D (279-240 points)	F (239-0 points)
-----------------------	-----------------------	-----------------------	-----------------------	---------------------

Late Work Policy:

All assignments should be turned in by the due date. I am willing to accept late work; however, all late assignments may receive a lower grade.

Grade of Incomplete:

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

Cell Phones, Tablets, and Laptops:

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

University Policies

Disability Access:

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

Attendance Policy:

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for 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. 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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.

Academic Conduct Policy:

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

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:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

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.

Activities Schedule

☰	▼	Module 1 - Course Introduction	✓	+	⋮
☰		Week 1: 4/10 - 4/16	✓		⋮
☰	📄	✓ Course Introduction: Overview and To Do List (0:15)	✓		⋮
☰	💬	🗨️ Discuss: Student Introduction (1:00) Apr 13 10 pts	✓		⋮
☰	📄	🚀 Presentation: Getting Comfortable with Being Uncomfortable (0:30)	✓		⋮
☰	📄	📖 Read: Cushman, Introduction & Chapter 1 (1:30)	✓		⋮
☰	💬	🗨️ Discuss: Cushman, Introduction and Chapter 1 (1:30) Apr 13 10 pts	✓		⋮
☰	📄	📖 Read: Sensoy & DiAngelo, Chapters 1 and 11 (4:00)	✓		⋮
☰	📄	📝 Assignment: Reading Response (Sensoy & DiAngelo, Chapters 1 and 11) (3:00) Apr 16 10 pts	✓		⋮
☰	💬	🗨️ Reply to a Classmate in the Week 1 Discussion (2:00) Apr 16 10 pts	✓		⋮
☰	📄	🎯 Course Introduction: Wrap-up and Looking Ahead (0:15)	✓		⋮

☰	▼	Module 2 - Introduction to Critical Theory	✓	+	⋮
☰		Week 2: 4/17 - 4/23	✓		⋮
☰	📄	✓ Introduction to Critical Theory: Overview and To Do List (0:15)	✓		⋮
☰	📄	🚀 Presentation: Introduction to Critical Theory (1:00)	✓		⋮
☰	📄	📖 Read: Sensoy & DiAngelo, Chapter 2 (3:30)	✓		⋮
☰	📄	📝 Assignment: Reading Response (Sensoy & DiAngelo, Chapter 2) (3:30) Apr 23 10 pts	✓		⋮
☰	📄	📖 Read: Larson & Keiper, Chapter 2 (2:30)	✓		⋮
☰	📄	📝 Assignment: Reading Response (Larson and Keiper, Chapter 2) (4:00) Apr 23 10 pts	✓		⋮
☰	📄	🎯 Introduction to Critical Theory: Wrap-up and Looking Ahead (0:15)	✓		⋮

☰	▼ Module 3 - Culture and Socialization	✓	+	⋮
☰	Week 3: 4/24 - 4/30	✓		⋮
☰	📄 <input checked="" type="checkbox"/> Culture and Socialization: Overview and To Do List (0:15)	✓		⋮
☰	📄 🗨️ Presentation: Culture and Socialization (0:30)	✓		⋮
☰	📄 📖 Read: Cushman, Chapter 4 (1:00)	✓		⋮
☰	☰ <input checked="" type="checkbox"/> Discuss: Cushman, Chapter 4 (1:30) Apr 27 10 pts	✓		⋮
☰	📄 📖 Read: Sensoy & DiAngelo, Chapter 3 (3:30)	✓		⋮
☰	📄 🗨️ Assignment: Reading Response (Sensoy & DiAngelo, Chapter 3) (2:30) Apr 30 10 pts	✓		⋮
☰	📄 📖 Read: Larson & Keiper, Chapter 1 (specific sections) (1:30)	✓		⋮
☰	📄 🗨️ Assignment: Reading Response (Larson and Keiper, Chapter 1) (2:00) Apr 30 10 pts	✓		⋮
☰	📄 <input checked="" type="checkbox"/> Reply to a Classmate in the Week 3 Discussion (2:00) Apr 30 10 pts	✓		⋮
☰	📄 🗨️ Culture and Socialization: Wrap-up and Looking Ahead (0:15)	✓		⋮

☰	▼ Module 4 - Prejudice and Discrimination, Oppression and Power	✔	+	⋮
☰	Week 4: 5/1 - 5/7	✔		⋮
☰	📄 ✔ Prejudice and Discrimination, Oppression and Power: Overview and To Do List (0:15)	✔		⋮
☰	📄 🗨️ Presentation: Prejudice and Discrimination, Oppression and Power (0:30)	✔		⋮
☰	📄 📖 Read: Cushman, Chapters 2 and 3 (2:00)	✔		⋮
☰	🗨️ 🗨️ Discuss: Cushman, Chapters 2 and 3 (1:30) May 4 10 pts	✔		⋮
☰	📄 📖 Read: Sensoy & DiAngelo, Chapters 4 and 5 (4:00)	✔		⋮
☰	📄 🖋️ Assignment: Reading Response (Sensoy & DiAngelo, Chapters 4 and 5) (3:00) May 7 10 pts	✔		⋮
☰	📄 🖋️ Assignment: Rethinking Classroom Seating Arrangements (1:30) May 7 10 pts	✔		⋮
☰	🗨️ 🗨️ Reply to a Classmate in the Week 4 Discussion (2:00) May 7 10 pts	✔		⋮
☰	📄 🗨️ Prejudice and Discrimination, Oppression and Power: Wrap-up and Looking Ahead (0:15)	✔		⋮

☰ ▾ Module 5 - Lecture and Questioning	✓ + ☰
☰ Week 5: 5/8 - 5/14	✓ ☰
☰ 📄 ✓ Lecture and Questioning: Overview and To Do List (0:15)	✓ ☰
☰ 📄 🎤 Presentation: Lecture and Questioning (0:30)	✓ ☰
☰ 📄 📖 Read: Cushman, Chapter 6 (1:00)	✓ ☰
☰ 🗨️ Discuss: Cushman, Chapter 6 (1:30) <small>May 11 10 pts</small>	✓ ☰
☰ 📄 📖 Read: Larson & Keiper, Chapters 5 & 6 (2:00)	✓ ☰
☰ 📄 📝 Assignment: Reading Response (Larson & Keiper, Chapters 5 & 6) (2:00) <small>May 14 10 pts</small>	✓ ☰
☰ 📄 📖 Read: Sensoy & DiAngelo, Chapter 6 (3:00)	✓ ☰
☰ 📄 📝 Assignment: Reading Response (Sensoy & DiAngelo, Chapter 6) (2:30) <small>May 14 10 pts</small>	✓ ☰
☰ 🗨️ Reply to a Classmate in the Week 5 Discussion (2:00) <small>May 14 10 pts</small>	✓ ☰
☰ 📄 🎤 Lecture and Questioning: Wrap-up and Looking Ahead (0:15)	✓ ☰

☰	▼ Module 6 - Concept Formation and Cooperative Learning	✓	+	⋮
☰	Week 6: 5/15 - 5/21	✓		⋮
☰	📄 <input checked="" type="checkbox"/> Concept Formation and Cooperative Learning: Overview and To Do List (0:15)	✓		⋮
☰	📄 🎤 Presentation: Concept Formation and Cooperative Learning (0:30)	✓		⋮
☰	📄 📖 Read: Larson & Keiper, Chapters 7 & 8 (2:00)	✓		⋮
☰	📄 🖋️ Assignment: Reading Response (Larson & Keiper, Chapters 7 & 8) (2:00) May 21 10 pts	✓		⋮
☰	📄 📖 Read: Sensoy & DiAngelo, Chapter 7 (3:00)	✓		⋮
☰	📄 🖋️ Assignment: Reading Response (Sensoy & DiAngelo, Chapter 7) (3:30) May 21 10 pts	✓		⋮
☰	📄 📖 Read: Cushman, Chapter 5 (1:00)	✓		⋮
☰	📄 🖋️ Assignment: Reading Response (Cushman, Chapter 5) (2:30) May 21 10 pts	✓		⋮
☰	📄 🎤 Concept Formation and Cooperative Learning: Wrap-up and Looking Ahead (0:15)	✓		⋮

☰	▼ Module 7 - Simulations and Role-Play, Discussions and Debate	✓	+	⋮
☰	Week 7: 5/22 - 5/28	✓		⋮
☰	📄 <input checked="" type="checkbox"/> Simulations and Role-Play, Discussions and Debate: Overview and To Do List (0:15)	✓		⋮
☰	📄 🎤 Presentation: Simulations and Role-Play, Discussions and Debate (0:45)	✓		⋮
☰	📄 📖 Read: Larson & Keiper, Chapters 9 & 10 (2:00)	✓		⋮
☰	📄 💬 Discuss: Larson & Keiper, Chapters 9 & 10 (2:30) May 25 10 pts	✓		⋮
☰	📄 📖 Read: Sensoy & DiAngelo, Chapter 8 & 9 (4:00)	✓		⋮
☰	📄 🖋️ Assignment: Reading Response (Sensoy & DiAngelo, Chapters 8 & 9) (3:15) May 28 10 pts	✓		⋮
☰	📄 💬 Reply to a Classmate in the Week 7 Discussion (2:00) May 28 10 pts	✓		⋮
☰	📄 🎤 Simulations and Role-Play, Discussions and Debate: Wrap-up and Looking Ahead (0:15)	✓		⋮

☰	▼	Module 8 - Student-Directed Investigation	✔	+	⋮
☰		Week 8: 5/29 - 6/4	✔		⋮
☰	📄	✔ Student-Directed Investigation: Overview and To Do List (0:15)	✔		⋮
☰	📄	🎤 Presentation: Student-Directed Investigation (0:30)	✔		⋮
☰	📄	📖 Read: Larson & Keiper, Chapter 11 (2:00)	✔		⋮
☰	📄	🖋️ Assignment: Reading Response (Larson & Keiper, Chapter 11) (3:00) Jun 4 10 pts	✔		⋮
☰	📄	📖 Read: Sensoy & DiAngelo, Chapter 10 (3:00)	✔		⋮
☰	📄	🖋️ Assignment: Reading Response (Sensoy & DiAngelo, Chapter 10) (3:00) Jun 4 10 pts	✔		⋮
☰	📄	📖 Read: Cushman, Chapter 10 (1:00)	✔		⋮
☰	📄	🖋️ Assignment: Reading Response (Cushman, Chapter 10) (2:00) Jun 4 10 pts	✔		⋮
☰	📄	🎤 Student-Directed Investigation: Wrap-up and Looking Ahead (0:15)	✔		⋮

☰	▼	Module 9 - O&P Reflection and Unit Concept Project	✔	+	⋮
☰		Week 9: 6/5 - 6/11	✔		⋮
☰	📄	✔ O&P Reflection and Unit Concept Project: Overview and To Do List (0:15)	✔		⋮
☰	📄	🚀 Presentation: O&P Reflection and Unit Concept Project (0:15)	✔		⋮
☰	💬	🗨️ Discuss: Course Reflection (1:30) Jun 8 10 pts	✔		⋮
☰	📄	✍️ Assignment: O&P Reflection (07:00) Jun 11 50 pts	✔		⋮
☰	📄	💬 Reply to a Classmate in the Week 9 Discussion (2:00) Jun 11 10 pts	✔		⋮
☰		Week 10: 6/12 - 6/18	✔		⋮
☰	📄	✍️ Assignment: Unit Concept Project (5:45) Jun 18 100 pts	✔		⋮
☰	📄	🎉 Course Wrap Up (0:15)	✔		⋮