



## UNIBETSEDÁT GUÅHAN

**Fanuchånan 2024**

### **CMED 110 Introduction to Teaching for the CHamoru Classroom Course Syllabus (August 14 – December 13, 2024)**

#### **Section Information**

**Section:** 01

**Days/Time:** TTh/9:30-10:50am

**Location:** HSS 310

#### **Instructor Information**

**Name:** Dr. Kisha Borja-Quichocho-Calvo

**Email:** [kquichocho@triton.uog.edu](mailto:kquichocho@triton.uog.edu)

**Office Phone Number:** 735-2821

**Office Hours (HSS 120i):**

M 4:00-5:00pm

TTh 11:00am-1:30pm

By appointment

#### **Course Description**

##### **Catalog Description**

This course provides a general introduction to the field of education through the lens of indigeneity and culture. Particularly, it encourages students to think about the roles, methods, and pedagogy of teaching in the context of revitalizing the CHamoru language and culture.

##### **Course Content**

Students will explore their own educational experiences, observe teaching from a professional's point of view, learn about the teaching/learning process for CHamoru-speaking children, including techniques for management and age-appropriate development.

Students will also explore trends and issues in education, focusing on Indigenous education, careers, teaching preparation and professional expectations as well as requirements for teacher certification. Finally, the course explores how a different kind of school, one that better supports revitalization of the language and the culture, might emerge. This course may be taught in online, face-to-face, and blended formats.

##### **Instructor's Notes:**

- Since this is a CHamoru Studies course, we must consider:
  - CHamoru perspectives on CHamoru issues will be brought to the fore.
  - Our role(s) and place in CHamoru lands. What is our relationship to these places we call home?
  - What are the politics of these islands and their peoples?

- What is our responsibility to CHamoru places and peoples?

*It is from here that we will begin our journey.*

- During this semester, there will be much discussion and sharing of opinions. In order to create a safe space for discussions, we must respect each other's beliefs and opinions. People do not have to fully agree with each other but must remain open to listening to others. Disrespecting others will not be tolerated.
- Throughout the semester, you will be given several assignments and tasks. Do your best to keep up. Please keep lines of communication open. If you need help, let me know, and I will do my best to support you. You can also email me or schedule a meeting with me.
- **Spellings (of CHamoru and other CHamoru words):** Since this is a CHamoru Studies course, it is imperative that we follow spellings of CHamoru words according to the orthography standards created by the Kumision. This includes the word CHamoru, which is the version we will use in this course (not Chamoru or Chamorro). As stated in the "Language" section on the "[General Information](#)" page: "The University also adheres to spelling and usage conventions developed by the Kumision I Fino' CHamoru, which has the duty of establishing agreement on CHamoru orthography and notifying public and private institutions of updates to the language (P.L. 33-236)".

### Course Protocol

Throughout this course, we must practice the following CHamoru values:

- **Inafa'maolek**
  - As Pacific scholar Teresia Teaiwa has reminded us, our classrooms can serve as metaphorical canoes, where as a class, we journey together throughout our time in this course. We must work together and, using the reciprocal processes of teaching and learning, we will sail our canoe through our ocean of sharing and gathering knowledge.
- **Respetu**
  - Respect each other's beliefs and opinions. People do not have to fully agree with each other but must remain open to listening to others. Disrespecting others will not be tolerated.
  - Respect the instructor's time and energy. This means that if an assignment is due on a specific date, do not submit after that date (unless prior arrangements were made). Also, honor the instructor's communication limitations.
- **Hulat Maisa yan Inagofli'e'**
  - You are expected to participate in class activities and actively engage in discussions (online and F2F). Moreover, be mindful of how much or how little you are talking. If you think you are speaking too much, invite others to speak. If you are speaking too little, contribute more.
- **Responsibilidat**

- Do your best to keep up with assignment tasks and course responsibilities. Please keep lines of communication open. If you need help, let me know, and I will do my best to support you.

### Student Learning Outcomes (SLO)

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

- Identify and appreciate the essential qualifications and personal demands of teaching CHamoru as a profession and define and evaluate his/her own teaching dispositions and learning style.
- Recognize the essential function of professional ethics, personal morals, and a strong CHamoru cultural value system in the role of the teacher.
- Review the history of American, Indigenous, and CHamoru education, identifying the philosophical foundations of the different types of education and their global/historical roots.
- Identify and observe in the CHamoru classroom the cultural, family, and environmental factors that affect students in schools.
- Complete a minimum of ten (10) hours of observation in CHamoru language classrooms and reflect on the experience in relation to personal skills, dispositions, and future professional decisions.

| <b>CMED110 Student Learning Outcomes</b>  | <b>CHamoru Studies PLO</b> | <b>Institutional SLO</b> | <b>Methods of Assessment</b>                                       |
|---|----------------------------|--------------------------|--|
| Identify and appreciate the essential qualifications and personal demands of teaching CHamoru as a profession and define and evaluate his/her own teaching dispositions and learning style. | 1, 2, 4                    | 1, 3, 4, 5, 6, 7         | Reaction papers, Field trip, Portfolio, Essays, Presentations      |
| Recognize the essential function of professional ethics, personal morals, and a strong CHamoru cultural value system in the role of the teacher.  | 1, 2, 3                    | 1, 3, 4, 5, 6, 7         | Reaction papers, Service project, Portfolio, Essays, Presentations |
| Review the history of American, Indigenous, and CHamoru education, identifying the philosophical foundations of the different types of education and their global/historical roots.         | 1, 2                       | 1, 3, 4, 5, 6, 7         | Quizzes, Reaction papers, Field trip                               |
| Identify and observe in the CHamoru classroom the cultural, family, and environmental factors that affect students in schools.  | 1, 2, 3                    | 1, 4, 5, 6, 7            | Observations and Presentations                                     |

|   |         |                  |              |
|---|---------|------------------|--------------|
| Complete a minimum of ten (10) hours of observation in CHamoru language classrooms and reflect on the experience in relation to personal skills, dispositions, and future professional decisions. | 1, 2, 3 | 1, 3, 4, 5, 6, 7 | Observations |
|---|---------|------------------|--------------|

### **CHamoru Studies for Education Program Learning Objectives (PLO)**

Students enrolled in the CHamoru Studies Program will successfully demonstrate the ability to:

1. CMED PLO1: Speak and write with the fluency needed to teach in a CHamoru classroom;
2. CMED PLO2: Use CHamoru worldviews and educational philosophies as a framework for teaching in a CHamoru classroom;
3. CMED PLO3: Implement classroom strategies and solutions related to issues in revitalizing and maintaining the CHamoru language and culture; and
4. CMED PLO4: Demonstrate leadership skills in CHamoru language and culture revitalization in academic and community environments.

### **UOG Institutional Student Learning Outcomes (ISLO)**

The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

1. Mastery of critical thinking and problem solving
  2. Mastery of quantitative analysis
  3. Effective oral and written communication
  4. Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context
  5. Responsible use of knowledge, natural resources, and technology
  6. An appreciation of the arts and sciences
  7. An interest in personal development and lifelong learning
- For more clarification and examples of how students might demonstrate the ISLOs, see <https://url.uog.edu/islos>.

### **Course Requirements**

#### **Required Course Texts**

All course content will be accessible through Moodle or email.

#### **1. Online Tools**

For this course, you will need to have regular access to your UOG email and Moodle. The Moodle enrollment key for this course is: **FA24KQeVh**

#### **2. Recommended Website – [Purdue Online Writing Lab \(OWL\)](#) (for APA writing format)**

### **Coursework**

Students will be graded on the following assignments. Below are the descriptions and weights for each assignment. Specific guidelines and evaluation criteria will be provided by the instructor.

1. **Attendance and Participation (5pts/week; 10% of total grade) (ISLO 7)** – Students are expected to attend class and actively participate in discussions and activities. Students should

prepare for class discussions by annotating the assigned course content and creating relevant discussion questions and talking points.

2. **Weekly Quizzes (70pts; 10% of total grade) (SLO 3)** – To help with comprehension and retention of content, students will take weekly quizzes on the assigned content. Students should prepare for the quizzes by reading and watching the content and taking good notes. There is no make-up for quizzes. **(In class)**
3. **Reaction Papers (10pts/reaction; 15% of total grade) (SLO 1, 2, & 3)** – Students will write 4 one-page reaction papers to four of the assigned readings. Reaction papers should demonstrate the students’ comprehension of the content and should include the students’ reflections on the readings and how they find the content useful (or not). Reaction papers are due on the day that the reading is discussed. **(Moodle)**
4. **Language Nest / Classroom Observations (100pts, 15% of total grade) (SLO 4 & 5)** — Students will engage in 10 hours of language revitalization experience and classroom observations. The 10 hours will be completed throughout the semester at one or both of the CHamoru language medium school/program. The purpose of this assignment is to immerse students in the CHamoru language and to build their confidence in understanding and speaking the language. Students will also be able to observe the best practices of CHamoru immersion teachers. Before beginning the classroom observation, the student and instructor will outline the expectations and requirements of the observation. Students will record their observations through reflections pieces. Students will submit a log for the 10 hours and write a half-page reflection for each hour of their experience (5 pages total). **(Moodle)**
5. **Service Project (20pts, 5% of total grade) (SLO 2)** – Students will participate in a service project. They will submit a one-page reflection on the project. (More details will be provided at a later date.) **(Moodle)**
6. **Hinanao (20pts, 5% of total grade) (SLO 1 & 3)** This semester, there will be two class field trips, which students are expected to attend (if not, arrangements will have to be made *prior to* the scheduled activities). Students will write a one-page reflection on each field trip. **(Moodle)**
7. **Portfolio (30pts, 10% of total grade) (SLO 1 & 2)** – Students will maintain a portfolio based on the course expectations. They will upload their portfolio components to Moodle. **(Moodle)**
8. **Why I Want to Be a CHamoru Teacher (30pts, 10% of total grade) (SLO 1 & 2)** – Students will write an essay on the reasons that inspire and motivate them to become a CHamoru teacher. The essay should be two to three pages in length and should identify specific reasons and support for such reasons. At least two sources should be cited. Students will share their essay with the class via a presentation. **(Moodle and In class)**
9. **Teaching Philosophy (20pts, 10% of total grade) (SLO 1 & 2)** – Students will craft their teaching philosophy, their personal view of teaching in a CHamoru classroom. Students will present their teaching philosophy to the class. **(Moodle and In class)**
10. **Classroom Observation Presentation (20pts, 10% of total grade) (SLO 1, 2 & 4)** —

Students will complete a presentation on their observations that should focus on the experience in the classroom. The presentation should include comments about knowledge, interactions, and skills that the students observed. Presentations should be 10 minutes in length. After the presentation, each student will have the opportunity to ask questions of their peers. **(In class)**

**\*Note: All assignments should be proofread prior to submission. Review all assignments for content, organization, and grammatical errors.**

### **Guidelines for Typed Assignments**

- Name, date, and course in the top righthand corner
- One-inch margins
- Times New Roman
- Size 12 pt
- Double spaced

### **Grading Scale**

|           |   |      |           |           |      |
|-----------|---|------|-----------|-----------|------|
| <b>A+</b> | 98-100%   | 4.00 | <b>B-</b> | 80-82%    | 2.67 |
| <b>A</b>  | 93-97%  | 4.00 | <b>C+</b> | 77-79%    | 2.33 |
| <b>A-</b> | 90-92%  | 3.67 | <b>C</b>  | 70-76%    | 2.00 |
| <b>B+</b> | 87-89%  | 3.33 | <b>D</b>  | 60-69%    | 1.00 |
| <b>B</b>  | 83-86%  | 3.00 | <b>F</b>  | Below 60% | 0.00 |
| <b>I</b>  | Incomplete  |      |           |           |      |
| <b>NC</b> | No Credit   |      |           |           |      |
| <b>UW</b> | Unofficial withdrawal assigned by Registrar – Student stopped attending classes and did not submit/file required documents. |      |           |           |      |
| <b>W</b>  | Withdrawal assigned by Registrar – Student stopped attending classes and submits/files required documents.                  |      |           |           |      |

### **Class and Online Communication Etiquette**

- Be mindful of yourself and of others.
- Be respectful when sharing and posting. Avoid using profanity and racist, sexist, and derogatory language. This kind of behavior will not be tolerated.
- Do not share peers' information and opinions beyond the context of this class.
- When sending an e-mail to the instructor: Be professional. Greet and address the instructor. Do not use slang. Check for incorrect spellings or grammatical errors. Sign off.

### **Course and Program Policies**

#### **Assignment Submission Policy**

All assignments should be submitted on the specified due date. However, late assignments will be accepted up to one day late.

#### **Attendance Policy**

Attendance in this class is vital. Regular and punctual attendance is integral to learning in this course. If special circumstances make punctuality difficult, please discuss this with the instructor. Students are responsible for obtaining all information, assignments, and handouts distributed during the session(s) missed. The instructor may advise students with four or more absences to withdraw from the course, as passing the course may be unattainable. In this case, it will be the student's

responsibility to withdraw from the course, with the understanding that the student will otherwise receive an “F” for the semester.

## **University Policies and Student Services**

### **EEO/ADA/Title IX Policies and Commitment to Student Learning**

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the director of EEO/ADA and Title IX Office at (671) 735-2244, (671) 735-2971, TDD (671) 735-2243 or [eeo-ada@triton.uog.edu](mailto:eeo-ada@triton.uog.edu)

### **ADA Accommodation Services**

If you are a student with a disability who will require an academic accommodation(s), please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit the Student Center, Rotunda office #6, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/(TDD) (671) 735-2460.

### **Plagiarism Policy**

**Plagiarism is a serious academic offense and will not be tolerated in this course.** The University of Guam defines plagiarism in the Student Code of Conduct as follows: “The term ‘plagiarism’ includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (p. 35). Plagiarism will result in the failure of the assignment. For more serious consequences, the student will be referred to the Student Discipline and Appeals Committee.

### **Use of Artificial Intelligence (AI)**

The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student’s original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student’s endeavors. **Any violation of academic integrity will be dealt with accordingly.**

## **Counseling Services and Other Additional Resources**

**Student Counseling/Wellness Office:** (671) 735-2890; [wellness@triton.uog.edu](mailto:wellness@triton.uog.edu) (location: HSS103)

**I Pinangon Campus Suicide Prevention Program:** (671) 735-2883; [ipinangon@triton.uog.edu](mailto:ipinangon@triton.uog.edu)

### **Writing Center**

If you need help with your writing assignments, contact the Writing Center: [writingcenter@uog.edu](mailto:writingcenter@uog.edu)  
Appointments can be made online: <https://sites.google.com/view/dealwritingcenter/> (location: EC204)

**Campus Security (G4S):** (671) 888-2456

**Note: Guidelines and requirements listed in this course syllabus are subject to change at the discretion of the instructor to accommodate student progress, semester challenges, health crises, or natural disasters.**



CMED110-01 Course Calendar (Fanuchānan 2024)

| <b>Date</b> | <b>Topic/Theme</b>  | <b>Content</b>  | <b>Assignment Due</b>  |
|-------------|---|---|--|
| 8/15        | <b>Introductions and Course Syllabus</b>  |   | First day of instruction: Introductions; Syllabus; Course set-up |
| 8/20        | <b>Classroom as Canoe</b>   | <b>Read:</b><br>“The Classroom as a Metaphorical Canoe” (T. Teaiwa)   | Discussion<br>Reaction Paper                                     |
| 8/22        | <b>The State of Fino’ CHamoru</b>   | <b>Read:</b><br>“Para Mānu Hit Mo’na?” (K.G. Kuper): pp. 5-17   | Discussion<br>Reaction Paper                                     |
| 8/27        | <b>History of Education in Guåhan</b>   | <b>Read:</b><br>Ch. 1 of <i>Returning to Fo’na</i> diss., “An Overview of the History of Education in Guåhan” (K. BQ-Calvo): pp. 56-82  | Discussion<br>Reaction Paper                                     |
| 8/29        | <b>History of Education in Guåhan</b>   | <b>Read:</b><br>-Ch. 1 of <i>Returning to Fo’na</i> diss., “An Overview of the History of Education in Guåhan” (K. BQ-Calvo): pp. 82-98   | Discussion<br>Quiz<br>Reaction Paper                             |
| 9/03        | <b>Indigenous Teaching and Learning</b>   | <b>Read:</b><br>-“About Indigenous Education” in <i>Indigenous Education – The Call of the Territory</i> (S. Marti); pp. 2-12   | Discussion<br>Reaction Paper                                     |
| 9/05        | <b>Indigenous Teaching and Learning</b>   | <b>Read:</b><br>- Case Studies in <i>Indigenous Education – The Call of the Territory</i> (S. Marti); pp. 24-42<br><br><b>Watch:</b><br>-“ <a href="#">Native Report – Indigenous Education</a> ” (watch from 13:09 to 20:25)<br>-“ <a href="#">Tugdaan – An Indigenous Secondary School</a> ” (12:57)<br>-“ <a href="#">Embedding Culture in Practice</a> ” (5:13) | Discussion<br>Quiz<br>Reaction Paper                             |
| 9/10        | <b>The Teaching Profession and Professional Ethics Licensure Laws and Certification Process</b> | <b>Read:</b><br>-“ <a href="#">Professional Ethics for the Teaching Profession</a> ” (UNESCO)<br>-“ <a href="#">The Ethical Standards for the Teaching Profession</a> ” (Ontario College of Teachers)<br>-“Hawaiian Culture” and “A New Standard” (M.A. Meyer)  |  |

CMED110-01 Course Calendar (Fanuchanan 2024)

|       |   |   |  |
|-------|---|---|--|
| 9/12  | <b>The Teaching Profession and Professional Ethics Licensure Laws and Certification Process</b> | <b>Read:</b><br><a href="#">-CHamoru Teacher Certification Requirements (GCEC)</a><br><a href="#">-Guam Laws and Guam Education Board Policies for CHamoru language and culture (GDOE CHamoru Studies website)</a><br><a href="#">-“Guam Teacher Professional Standards”</a>  |  |
| 9/17  | <b>Learning Styles and Effective Teachers</b>   | <b>Read:</b><br><a href="#">-“Learning Styles” (P. Main)</a><br><a href="#">-“Examples of Learning Styles” (from “Reflective Practice”)</a><br><a href="#">-“8 Aboriginal Ways of Learning”</a>   |  |
| 9/19  | <b>Learning Styles and Effective Teachers</b>   | <b>Read:</b><br><a href="#">-“Effective Teaching and Learning Strategies” (Queensland Studies Authority)</a><br><a href="#">-“Teaching Strategies for Language Revitalization and Maintenance” (J. Underriner et al.)</a>   |  |
| 9/24  | <b>Purpose of Public and Indigenous Education in Society</b>                                    | <b>Read:</b><br><a href="#">-“Revitalizing Indigenous Languages through Indigenous Immersion Education” (M. Hermes &amp; K. Kawai‘ae‘a)</a>   |  |
| 9/26  |   | <b>No Class – Hinanao #1 on Friday, 9/27</b>  |  |
| 10/01 | <b>Current Trends and Issues in Education in General and Indigenous Education</b>               | <b>Read:</b><br><a href="#">-GDOE School websites</a><br>-TBD   |  |
| 10/03 | <b>Current Trends and Issues in Education in General and Indigenous Education</b>               | <b>Read:</b><br>“At the Home of Our Ancestors” in Indigenous and Decolonizing Studies in Education (c.L. Rorick); pp. 224-237<br><br><b>Watch:</b><br><a href="#">-“What is Pūnana Leo?” (6:09)</a><br><a href="#">-“Saving the Lakota Language through Immersion” (12:53)</a><br><a href="#">-“Teaching CHamoru through the Immersion Format” (7:41)</a> |  |
| 10/08 |   | <b>No Class – Fanuchanan Break</b>  |  |
| 10/10 |   | <b>No Class – Fanuchanan Break</b>  |  |

CMED110-01 Course Calendar (Fanuchanan 2024)

|       |   |  |  |
|-------|---|--|--|
| 10/15 | <b>Philosophical Foundations of Indigenous Education</b>    | <b>Read:</b><br>-“I Finakpo’,” Ch. 5 of <i>Returning to Fo’na</i> (K. BQ-Calvo); pp. 220-257 |  |
| 10/17 | <b>Philosophical Foundations of Indigenous Education</b>    | -Look up Educational Theorists (Indigenous and non-Indigenous)                               | Brainstorm on Teaching Philosophies  |
| 10/22 | <b>Social Problems Affecting Students</b>                   | TBD  |  |
| 10/24 | <b>Social Problems Affecting Students</b>                   |  | Teaching Philosophy Drafts due<br><br>Workshop on Teaching Philosophies                      |
| 10/29 | <b>Diversity and Indigeneity in Schools</b>                 | TBD  |  |
| 10/31 | <b>Relationship-building Techniques and Family-advocacy</b> | TBD  |  |
| 11/05 | <b>Professional Dispositions</b>                            | TBD  |  |
| 11/07 | <b>Professional Dispositions</b>                            | TBD  |  |
| 11/12 | <b>Power of Indigenous Communities</b>                      | TBD  | Teaching Philosophy due<br><br>Teaching Philosophy Presentations                             |
| 11/14 | <b>Power of Indigenous Communities</b>                      | TBD  |  |
| 11/19 |   |  | Why I Want to Be a Teacher Draft 1 due;<br>Writing Workshop<br><br>Service Project Hours due |
| 11/21 |   | <b>No Class – Hinanao #2 on Friday, 11/22</b>  |  |
| 11/26 | <b>Global Education Practices</b>                           | TBD  | Why I Want to Be a Teacher Final Draft due<br><br>Why I Want to Be a Teacher Presentations   |
| 11/28 |   | <b>No Class</b>  |  |

CMED110-01 Course Calendar (Fanuchánan 2024)

|       |                   |   |   |
|-------|-------------------|---|---|
| 12/03 | <b>I Finakpo'</b> | <b>No Class</b> – Work on Language Nest Reflections and Final Presentations | Language Nest Hours and Reflections due               |
| 12/05 |                   |   | Classroom Observation Presentations<br>Portfolios due |