



UNIBETSEDĀT GUÅHAN

Fañomnåkan 2025

CMED481 Teaching Content Areas in CHamoru Course Syllabus (January 22 – May 23, 2025)

Section Information

Section: 01

Days/Time: MW 2:00-3:20pm

Location: HSS106

Instructor Information

Name: Dr. Kisha Borja-Quichocho-Calvo

Email: kquichocho@triton.uog.edu

Office Phone Number: 735-2821

Office Hours (HSS120i):

M – 12:00pm-2:00pm

W – 12:00pm-2:00pm

Th – 12:00pm-2:00pm

By appointment

Course Description

Catalog Description

The course surveys CHamoru language curricula, methodologies, and pedagogical practices in CHamoru immersion classrooms, with a focus on the Faneyåkan Sinipok CHamoru Immersion Program [and the Maga'låhen Hurao CHamoru Charter School]. It examines the main curricula components of the Faneyåkan Sinipok Program, [the Guam Department of Education CHamoru Studies and Special Projects Division, and the Maga'låhen Hurao CHamoru Charter School] — including course content, daily routines, and teaching practices. It focuses on the development of materials and assessments for use in the CHamoru classroom. Pre-requisite: CMED110 and CMED201.

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 CHamoru values including the following:

- **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 and 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:

- Survey CHamoru language curricula, methodologies, and pedagogical practices.
- Demonstrate understanding of teaching methods and strategies for the CHamoru classroom.
- Create lesson plans which align with the Guam Department of Education Content Standards and Performance Indicators and the CHamoru Language and Culture Content Standards and Performance Indicators.
- Teach lessons in Fino' CHamoru.

CMED481 Student Learning Outcomes	CHamoru Studies PLO	Institutional SLO	Methods of Assessment
Survey CHamoru language curricula, methodologies, and pedagogical practices.	2, 3	1, 3, 4, 7	Education conference, language nest, field trip
Demonstrate understanding of teaching methods and strategies for the CHamoru classroom.	1, 2, 3, 4	1, 3, 4, 6, 7	Language nest, planning and teaching of lessons
Create lesson plans which align with the Guam Department of Education Content Standards and Performance Indicators and the CHamoru Language and Culture Content Standards and Performance Indicators.	1, 2, 3, 4	1, 4, 6, 7	Language nest, planning and teaching of lessons
Teach lessons in Fino' CHamoru.	1, 2, 3, 4	1, 3, 4, 5, 6, 7	Planning and teaching of lessons

CHamoru Studies Program Learning Outcomes (PLO)

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

1. Express ideas and analyses fluently and persuasively in both written and oral forms and in both the CHamoru and English languages;
2. Examine major cultural, historical, political, ecological, and literary themes, developments, and events in the Mariana Islands;
3. Evaluate relevant issues in CHamoru Studies within local and global contexts; and
4. Create original and independent work including formulating and proposing a topic of study, locating appropriate evidence, synthesizing information logically and orderly, and conveying findings clearly.

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

1. Required Course Materials

- Course content will generally be accessible through Moodle. The instructor may also email course materials.

2. Online Tools

For this course, you will need to have regular access to your UOG email and Moodle.

3. 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 (via rubrics) prior to the assignment deadlines. Written assignments will typically be submitted via Moodle.

1. **Attendance and Participation (5pts/week; 10% of total grade) (ISLO 7)** – Students are expected to attend class regularly and to actively participate in discussions and activities. Active participation demonstrates students' understanding of and engagement with the content, so if a student attends class and actively participates, then they will receive full credit. If a student attends class but does not participate, then they will receive only partial credit. In preparation for class, students should read/watch and annotate all assigned content. **If students feel they are not prepared for class, they should not attend.**
2. **Academic or Professional Education Conference (10pts/session attended and reflection x 3 = 30pts; 10% of total grade) (SLO 1)** – Conferences are important for professional development. As future (or in-service) CHamoru teachers, students will attend one conference which relates to the course. Students are expected to attend at least 3 sessions or panel discussions and must write a half-page reflection on each (1.5 pages total). Reflections should articulate how the sessions/panels relate to the course and what the students took away from the sessions/panels. **(Moodle)**
3. **Language Nest (100pts, 15% of total grade) (SLO 1, 2, and 3; PLO 1)** – Students will engage in 10 hours of language revitalization experience at one or both of the CHamoru language medium schools/programs. 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 submit a log for the 10 hours and write a half-page reflection for each hour of their experience (five pages total). **Note: For CMED majors taking other CM or CMED courses, these hours are negotiable. (Moodle)**
4. **Service Project (20pts, 10% of total grade) (ISLO 4)** – Students will contribute four hours

of service to: 1) two hours to the 2025 Inacha'igen Fino' CHamoru and 2) two hours to program recruitment. Students will submit a log sheet with the time and tasks completed. The Inacha'igen is on March 5-6. Program recruitment will take place in April. **(Moodle)**

5. **Mini-lessons (20pts/mini-lesson, 15% of total grade) (SLO 2, 3, and 4)** – Each student will teach three mini-lessons. These lessons will be practice sessions in preparation for the big lesson assignments. Each lesson should be based on a different content area and grade level and should address specific components identified by the instructor (TBD). Lesson plans must be submitted prior to the execution of each lesson. Post mini-lesson, students will submit a half-page reflection for each lesson. **Time limit: 10-12 minutes/mini-lesson**
6. **Big Lessons (40pts/lesson, 25% of total grade) (SLO 2, 3, and 4)** – After teaching the 3 mini-lessons, students will teach two longer lessons. Similar to the mini-lessons, each big lesson should be based on a different content area and grade level and should address specific components identified by the instructor (TBD). Lesson plans must be submitted prior to the execution of each lesson. Post-big lesson, students will submit a one-page reflection for each lesson. **Time limit: 25-30 minutes/lesson**
7. **Hinanao (20pts, 10% of total grade) (SLO 1)** This semester, there will be two hinanao (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)**
8. **Course Reflection and Self-assessment (10 pts, 5% of total grade) (ISLO 7)** – Students will write a one-page reflection on what they learned in the course (and if applicable, what they will do with the information beyond the course). They will also evaluate their performance in the course by reviewing their personal and peer engagement and completion of course assignments. (Essentially, students will grade themselves and provide the rationale for their grades.) **(Moodle)**

Extra Credit: For extra credit, students can attend up to two meetings/webinars/events that are related to the course (refer to the calendar for course themes). They must submit one-page reflections on the meetings/webinars/events (one per event). (Questions to address in the reflections: What was the purpose of the meeting/event? How did the meeting/event relate to the course? What were the students' overall impressions and reflections?) **(Moodle)**

***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

A+	98-100%	4.00	A-	90-92%	3.67
A	93-97%	4.00	B+	87-89%	3.33

B	83-86%	3.00	C	70-76%	2.00
B-	80-82%	2.67	D	60-69%	1.00
C+	77-79%	2.33	F	Below 60%	0.00
I	Incomplete				
NC	No Credit				
UW	Unofficial withdrawal assigned by Registrar – Student stopped attending classes and did not submit/file required documents.				
W	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. Late assignments will be accepted up to one day late (if an assignment is due on Wednesday, then you can submit it on Thursday).

Attendance Policy

Attendance in this class is vital. Regular and punctual attendance is integral to learning in this course. Students should arrive promptly to the synchronous sessions. 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" grade for the semester.

Make-Up Assignments Policy

Under extenuating circumstances, students will be able to submit late assignments. However, they cannot make up scheduled presentations and quizzes.

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, contact the director

of EEO/ADA and Title IX Office, located in Dorm 2 Iya Hami Hall, Room 104: (671) 735-2244, (671) 735-2971, or 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, visit the Enrollment Management & Student Success, Student Services Office, located at the School of Education, Room 110, or contact Sallie Sablan (Disability Support Specialist) at: disabilitysupport@triton.uog.edu or telephone: (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 and Wellness Center: Contact the Wellness Coordinator, Venus Ituralde: (671) 735-2890; wellness@triton.uog.edu (location: HSS103)

I Pinangon Campus Suicide Prevention Program: (671) 735-2888; ipinangon@triton.uog.edu (location: HSS212)

Writing Center

If you need help with your writing assignments, contact the Writing Center: writingcenter@uog.edu (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.