



## UNIBETSEDĀT GUĀHAN

**Fañomnåkan 2025**

### **CM494 Teaching in the CHamoru Classroom Course Syllabus (January 22 – May 23, 2025)**

#### **Section Information**

**Section:** 01

**Days/Time:** M/4:00-6:50pm

**Location:** TBD

**Credits:** 3

#### **Instructor / University Supervisor 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 – 12:00pm-2:00pm

W – 12:00pm-2:00pm

Th – 12:00pm-2:00pm

By appointment

### **Course Description**

#### **Catalog Description**

This course focuses on students who are in-service CHamoru teachers. Throughout the course, students will have the opportunity to enhance their teaching skills and pedagogical practices, growing their existing knowledge and experience. Students are expected to demonstrate program outcomes at an assigned school in a paid capacity. The course challenges students to apply real world critical thinking, self-assessment and reflection, communication in CHamoru language, problem-solving, leadership, and teamwork skills. Prerequisites: Senior standing and completion of all other degree requirements.

#### **Course Content**

Student teachers or interns will demonstrate CHamoru language fluency and knowledge in addition to instructional and curricular competency with respect to CHamoru worldviews and educational philosophies. Student teachers or interns will work closely with their teacher mentors and will engage in professional development opportunities, developing lesson plans, engaging with students, and working alongside colleagues.

#### **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.

- **Responsibilities**

- 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:

- Create lessons that are effective for learning CHamoru language and culture and deliver the lessons in CHamoru
- Test innovative teaching methods in a variety of CHamoru classroom contexts
- Evaluate personal academic performance using a variety of assessment tools

<b>CM494 Student Learning Outcomes</b>	<b>CHamoru Studies PLO</b>	<b>Institutional SLO</b>	<b>Methods of Assessment</b>
Create lessons that are effective for learning CHamoru language and culture and deliver the lessons in CHamoru	1, 2, 3	1, 3, 4, 5, 6, 7	Lesson plans, Reflections, Portfolio
Test innovative teaching methods in a variety of CHamoru classroom contexts	1, 2, 3, 4	1, 3, 4, 5, 6, 7	Lesson plans, Reflections
Evaluate personal academic performance using a variety of assessment tools	1, 3	1, 3, 4, 5, 6, 7	Reflections, Portfolio, Presentation, Personal Evaluation Rubric

### **CHamoru Studies Program Learning Objectives (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

### Required Course Texts

- GDOE. (2010). K-12 Content Standards and Performance Indicators.
- GDOE. (2011). CHamoru Standards and Performance Indicators.
- [Guam Department of Education: CHamoru Studies and Special Projects Division webpage](#). (2022).
- 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:

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. **Unit Plan (10% of total grade)** – Student teachers or interns will develop unit plans that are aligned to the CHamoru Language and Culture Content Standards and Performance Indicators (CHLCCSP) for the units they will be teaching. **(Moodle)**
2. **Lesson Plans and Observations (40% of total grade)** – Student teachers or interns will develop lesson plans for their classes that are aligned to the CHamoru Language and Culture Content Standards and Performance Indicators (CHLCCSP). Lesson plans should be available during classroom observations. There will be a total of 2 classroom observations throughout the semester. Therefore, 2 lesson plans are expected to be completed. **During observations, make sure you provide a copy of the textbook/workbook, handouts, and other relevant materials for the University Supervisor. (Moodle and in-person observations)**
3. **Reflections (15% of total grade)** – Student teachers or interns will write bi-weekly reflections of classroom experiences (7-8 total). Reflections are due on Fridays at 11:59pm. **(Moodle)**
4. **Portfolio (15% of total grade)** – Student teachers or interns will maintain a portfolio based on the expected standards for the course and to demonstrate evidence for the selected standards. They will upload their portfolio components to Moodle. **(Moodle)**
5. **Final Presentation (20% of total grade)** – Student teachers or interns will present on a selected topic related to teaching in the CHamoru classroom. The presentation should be

conducted entirely in Fino' CHamoru and should be 20-30 minutes in length. **(Moodle and in-person)**

**\*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. No late assignments will be accepted.

#### **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.**