WAYNE STATE UNIVERSITY  
Secondary School Administration* 1

EDA 7650

DIVISION: College of Education  
PROGRAM AREA: Administrative and Organizational Studies  
COURSE: EDA 7650  
CREDIT: 4 Credit Hours  
TERM: Winter 2014 
LOCATION: On-Line Course  
DAY/TIME: Wednesdays (Bb viewing after 7 p.m.; final Bb postings due Tuesday by 11:59 p.m.)

INSTRUCTOR: Dr. Camille M. Wilson  
PHONE: 313-577-1675 (Office)  
E-MAIL: camille.wilson@wayne.edu  
OFFICE HOURS: Mondays and Wednesdays by appointment, COE Room 379

COURSE DESCRIPTION

WSU Bulletin Course Emphases: Organization and administration of middle, junior, and senior high schools. Analysis of administrative problems relating to curriculum improvement, staff personnel, guidance, instruction, school-community relations, and student activities. A concurrent field experience is required with the lecture component of this course. 
Prereq: Teaching experience. 

Instructor’s Additional Emphases: 1) Exploring secondary school leadership through a critical perspective that emphasizes educational equity, excellence, and critical self reflection. 2) Considering the sociocultural contexts of secondary school communities. 3) Strategizing about how to enact transformative leadership.

COURSE OUTCOMES

Upon successful completion of this course, the student will:


1 * Some sections of this syllabus were adapted by the EDA 7650 syllabus written by Dr. Dodd, Fall 2012. Adapted sections indicated by = *
2. Understand how to employ strategies for affirming sociocultural diversity and providing increased instructional access and excellence for all learners.
3. Develop greater skills for nurturing adult learners, resolving conflict, and promoting collaboration and teambuilding among staff.
4. Articulate a specific vision and mission for advancing educational equity via her/his administrative leadership.
5. Increase written and oral communication skills as well as media presentation skills.

This course is aligned with the WSU College of Education’s dedication to preparing: "the effective urban educator” who is “reflective, innovative and committed to diversity" (See http://coe.wayne.edu/).

REQUIRED TEXTS


Additional required chapter and article reading will be posted on Bb.

RECOMMENDED TEXTS


SOFTWARE

* Most of your software needs will be met through the use of WSU Blackboard. The instructor will be using Windows based software. If you are using Apple based software you will need to be able to convert it to a windows format.

COURSE FORMAT & TEACHING STRATEGIES

Online/Field-based Activities
We will engage in online activities and field-based inquiries that are designed to enhance students’ learning. We will use the online learning environment of Blackboard (Bb), which students can access at https://blackboard.wayne.edu, along with other media and web sources. During field-based weeks, students will be responsible for completing reading and gathering and analyzing a range of information from their school sites.
On most weeks the instructor will post commentary and discussion questions on Blackboard (Bb) that previews the upcoming week’s reading and responds to students’ comments about the prior week’s reading. Instructor commentary & questions will be posted on Wednesdays at approximately 7 p.m. Students are expected to fully view and read Bb material on Wednesday evenings. Students will often be assigned to small online groups. They must dialogue and share Bb postings with their group members. Students can post their first comments on Wednesday after 7 p.m. (or by 11:59 p.m. the following Tuesday). All final responses to group members will usually be due 24 hours later. Adhering to posting deadlines will allow the instructor to fully prepare Wednesday’s online content. **Postings must be made on time.**

**Readings and Online Dialogue**
Course readings are an important class resource and they deserve careful attention. Students should read the book chapters and journal articles prior to the assigned class session, have questions and comments about the readings, reflect on experiences in their own backgrounds that relate to the readings, and be actively engaged in online dialogue and activities pertaining to the readings.

**COURSE ASSIGNMENTS:**

**General Expectations for All Completed Assignments:**

- Assignment is submitted on time.
- Submitted product clearly and persuasively addresses assignment topics and prompts.
- Projects and/or essays proceed in a clear, logical manner that is easy to follow.
- Assignment text exhibits excellent writing conventions and attention to proper grammar.
- Students’ written work references a variety of scholarly sources and properly cites these sources according to APA, 6th edition format. (See below).

- **APA Format**
  Students must submit original work that conforms to the guidelines of the *Style Manual of the American Psychological Association (APA), Sixth Edition*. All written work should be word-processed or typed according to a double-spaced, single-sided, 12 point font, and one-inch margin format. All work must also include an APA-formatted bibliography.

**The instructor generally does not accept late work or give course incompletes.**
Students should contact the instructor well before a class session to discuss any extenuating circumstances that may affect their attendance and/or assignment submission.
I. Class/Online Participation and Professionalism: 30% of total grade

* Bb postings due throughout the semester

In order for this course to be enjoyable and productive, students are expected to:

1. Meaningfully contribute to all online and field-based activities.
2. Provide evidence of completing assigned reading through substantive dialogue and detailed writing.
3. Be punctual in meeting deadlines for all assignments.
4. Be thorough and reliable in contributing to any collaborative activities with classmates.

II. School Culture and Organizational Assessment – Project #1 20% of total grade

* Due February 19 (see rubric on later pages)

Students will informally observe a school and collect artifacts from the school that reflects the educational leadership’s attention (or lack of attention) to affirming sociocultural diversity and providing increased instructional access and excellence for all learners. Students will write an analytical profile that highlights the school’s most important sociocultural and academic contexts.

III. Instructional and Community Engagement Assessment – Project #2 30% of total grade

* Due March 26 (see rubric on later pages)

Students will design a multimedia presentation in which she/he assesses her/his school’s quality and progress when it comes to offering equity-oriented: a) collaborative learning, b) instructional leadership, and c) family–community engagement.

IV. Reflective Essay & Leadership Plan: “Letter to the Superintendent” 20% of total grade

* Due April 23, 2014 by 8 p.m. via e-mail. See Bb Content Folder for instructions.

GRADING:
(Grades for assignments may be communicated with numerical and/OR qualitative comments based on the scales below.)

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<th>Grade</th>
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<td>A-</td>
<td>93–90</td>
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<td>B+</td>
<td>89–87</td>
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<td>B</td>
<td>86–83</td>
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<tr>
<td>B-</td>
<td>82–80</td>
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<tr>
<td>C+</td>
<td>79–77</td>
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<td>C</td>
<td>76–73</td>
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<td>F</td>
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<td>Grade</td>
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<tr>
<td>A</td>
<td>Excellent work demonstrating independent high quality performance</td>
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<tr>
<td>A-</td>
<td>Very good work indicating consistent and careful thought and attention to the task; some room for improvement and thoroughness</td>
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<tr>
<td>B+</td>
<td>Good work carefully executed for the most part, yet requiring several areas of improvement</td>
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<tr>
<td>B</td>
<td>Work of graduate standard but omissions exist or careful analysis is not evident</td>
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<tr>
<td>B-</td>
<td>Effort is evident but work indicates lack of understanding and/or completion</td>
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<tr>
<td>C+</td>
<td>Marginal quality</td>
</tr>
<tr>
<td>C</td>
<td>Poor quality work with little attention to detail and the demands of the task</td>
</tr>
<tr>
<td>F</td>
<td>Work is missing, incomplete and/or has violated the academic integrity policy.</td>
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**Plagiarism:** * Plagiarism includes copying material from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it (and quote text when necessary). Students caught plagiarizing information from other sources or violating other aspects of the University’s academic integrity policy (see http://doso.wayne.edu/student-conduct/Academic_Integrity.html) will receive a failing grade in the course. The instructor will also report the student to proper university officials. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments. (See attached information for further definition.)

**Enrollment/Withdrawal Policy**
Please consult the University’s Academic Calendar for deadlines regarding enrollment/withdrawal at http://reg.wayne.edu/students/information.php #dropping and consult the Registrar’s office about policies regarding tuition refunds/losses.

Students who withdraw from a course by appropriate deadlines will receive a grade of WP, WF, or WN (depending on University policy and instructor assessment).
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

**Students with Disabilities:** * The instructor wishes to fully include and engage all students. If you have a documented disability that requires special accommodations, be sure to register with the Student Disability Services (SDS) office, which will coordinate appropriate services. The Student Disability Services (SDS) office is located in the David Adamany Undergraduate
Library, SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately by appointment and assist you. Student Disability Services’ mission “is to ensure a university experience in which individuals with disabilities have equitable access to programs and to empower students to self advocate in order to fulfill their academic goals.” (See http://studentdisability.wayne.edu/).

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:** *Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that suitable alternative arrangements may be worked out.*

**CLASS SCHEDULE**

**Instructor may adapt the schedule during the semester to increase optimal learning**

**I. Introductions + Why Leadership at Secondary Level?**
Jan 8: Week 1 – View Blackboard presentation, review syllabus, & post your narrated intro.

*Due Next Week* Read NPF Ch 1&2 and prepare responses

**II. Developing Leadership Vision, Mission, & Purpose**
Jan 15: Week 2 – Read/view instructional commentary & directions on Bb.

*Due Next Week* Bb postings + Read Delpit & Monroe articles

**III. Overview of Equity in Student Learning, Teacher Expectations, & Discipline**
Jan 22: Week 3 – Read/view instructional commentary & directions on Bb.

*Due Next Week* Prepare Bb postings

**IV. Instructional Leadership for Excellence & Equity**
Jan 29: Week 4 – Read/view instructional commentary & directions on Bb.

*Due Next Week* Bb postings + Read CS Intro – Ch 2

**V. Sociocultural Contexts of Secondary School Communities – part 1**
Feb 5: Week 5 – Read/view instructional commentary & directions on Bb.

*Due Next Week* Read CS Ch 3 & 4 + Field-based Inquiry (conduct conversations & collect artifacts for Project # 1)
VI. Sociocultural Contexts of Secondary School Communities – part 2  
Feb 12: Week 6 – Read/view instructional commentary & directions on Bb.  
**Due Next Week** Read CS, Ch 5-7 + Complete Project # 1.

VII. Sociocultural Contexts of Secondary School Communities – part 3  
Feb 19: Week 7 – Read/view instructional commentary & directions on Bb.  
(Project 1 due by 11:59)  
**Due Next Week** Read NPF ch 4 + Cooper, Allen & Bettez + prepare Bb postings

VIII. Instructional Leadership for Excellence & Equity – part 2  
Feb 26: Week 8– Read/view instructional commentary & directions on Bb.  
**Due Next Week** Read NPF Ch 5 & 6 + Bb postings

IX. Instructional Leadership for Excellence & Equity – part 3  
Mar 5: Week 9– Read/view instructional commentary & directions on Bb + This week Bb postings are due by Thurs. night, March 6.  
**Due by Mar 19** Read NPF Ch 12 + Cooper, Riehl & Hasan excerpt

X. Mar 12 Week 10 → No class/assignment: Spring break ** Enjoy! **

XI. Engaging Diverse Community Members  
Mar 19: Week 11 – Read/view instructional commentary + Field-based Inquiry  
**Due Next Week** Complete Project # 2

XII. Assessing Instruction & Community Engagement  
Mar 26: Week 12 – Post Project #2 by 11:59 PM  
**Due Next Week** Read NPF Ch 7 (see guiding questions on Bb)

XIII. Navigating Leadership Politics & Policies – part 1  
Apr 2 : Week 13 – Read/view instructional commentary + Field-based Inquiry  
**Due Next Week** Read NPF Ch 9, 10 (see guiding questions on Bb)

XIV. Navigating Leadership Politics & Policies – part 2  
Apr 9 : Week 14 – Read/view instructional commentary & directions on Bb.  
**Due by Dec 3**. Read NPF Ch 11 & 13-15 + Bb postings

XV. Preparing for Leadership Growth  
Apr 16: Week 15 – Read/view instructional commentary  
**Due Next Week** Complete final reflective essay

XVI. Finals Week / Final Reflections  
**Due Apr 23: Week 16** – Final Reflective Paper Due by 8 p.m. Email paper directly to me.
**School Culture and Organizational Assessment – Project #1**
*(20 % of final grade)*

**Grading Rubric**

Students will informally observe a school and collect artifacts from the school that reflects the educational leadership’s attention (or lack of attention) to affirming sociocultural diversity and providing increased instructional access and excellence for all learners. Students will write an analytical profile that highlights the school’s most important sociocultural and academic contexts.

<table>
<thead>
<tr>
<th>Required Content</th>
<th>Points Worth</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>1. Introduction to the school and its community contexts (e.g. geographic location, history, major businesses, civic and faith-based organizations that greatly influence the surrounding economy and community, other relevant information).</td>
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<td>10 points</td>
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<tr>
<td>2. Summary of school demographic shifts and achievement data trends over the past five years.</td>
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<td>5 points</td>
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<td>3. Definition of culture (that considers both people and organizations)</td>
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<td>4. Description of school mission and the leadership vision (both stated and evident at the site)</td>
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<td>5 points</td>
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<td>5. Discussion and assessment of evidences that show:</td>
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<td>20 points</td>
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<tr>
<td>* the prevalence of deficit-based or strength-based attitudes about diverse students</td>
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<td>* the prevalence of low, average, or high expectations for diverse students</td>
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<td>* the prevalence of fair or biased student discipline policies and procedures</td>
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<td>* full or restricted access to innovative and high-quality learning opportunities for diverse students</td>
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<td>6. Discussion and assessment of how structure, culture, agency, and achievement coalesce at the school.</td>
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<tr>
<td>(The assessment should draw upon the school artifacts and the informal conversations the EDA 7650 student has with at least one administrator, 3 teachers, a parent, 3 students, and an additional school community member. These artifacts and conversations can be accumulated during the first several weeks of the course as Blackboard and field-based activities are completed.)</td>
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<td>7. Student’s critical reflections about how his/her school assessment are tied to his/her transformative leadership goals and needs.</td>
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<td><strong>8. Substantive links to course readings are well integrated <em>throughout</em> the paper</strong></td>
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<tr>
<td>9. Assessment should be informed by a variety of evidences/artifacts that include things like lesson plans, student work samples, school photographs,</td>
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<td>10 points</td>
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administrative memos, minutes from leadership team meetings, etc. (At least three different types of artifacts required. **Proper names of school community members should NOT be included. Protect the anonymity of your school community members. Use pseudonyms.**)

10. The profile should be 10-15 pages (not to exceed 15 pages) and formatted to follow 6th ed. APA guidelines. Pictures of the artifacts should be scanned into the paper, either within the main body or as appendices. The paper will be submitted via e-mail.

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<tr>
<td>Total Points</td>
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*** Review Instructor’s Week 5 PowerPoint for tips on making reading connections. ***
Students will design a **narrated** multimedia presentation in which s/he assesses her/his school’s quality and progress when it comes to offering equity-oriented **instructional leadership**, collaborative learning, and **family–community engagement**.

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<tr>
<th>Required Content</th>
<th>Points Worth</th>
<th>Points Earned</th>
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<tr>
<td><strong>Instructional leadership</strong></td>
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<tr>
<td>1. <strong>Discuss and assess leadership, practices, and policies</strong></td>
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<tr>
<td>• “offering quality meaningful and engaging work to all students” (Robbins &amp; Alvy, 2004, p. 95)</td>
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<tr>
<td>• providing formative and summative teacher feedback and supervision</td>
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<td>• offering instruction that aligns with state standards (and/or the Common Core)</td>
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<td>• providing (and helping teachers engage in) meaningful, data-driven assessment practices</td>
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<td>• supervising teachers in ways that draw upon multiple strategies to encourage meaningful professional development</td>
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<tr>
<td><strong>Professional/collaborative learning</strong></td>
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<tr>
<td>2. <strong>Discuss and assess leadership, practices, and policies</strong></td>
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<tr>
<td>• educator collaboration</td>
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<td>• professional learning communities</td>
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<tr>
<td>• the integration of critical and multicultural learning for students and educators</td>
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### Family/community engagement

3. Discuss and assess leadership, practices, and policies that facilitate or impede:
   - strength-based attitudes towards diverse families that reflect critical epistemologies
   - innovative ways to engage diverse families
   - inclusion of various school community members in shaping school vision, reform and conflict resolution

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1. **Evidences/Artifacts**
   Assessment informed by at least five instructional evidences/artifacts, (e.g. lesson plans, student work, professional development activities, etc.) Proper names of school community members should NOT be included.

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2. **Critical Reflection**
   Student’s critical reflection about how his/her school assessment is tied to his/her transformative leadership goals and needs.

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3. **Substantive and detailed integration of reading links*throughout*presentation**

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4. Presentation must be creative, engaging, narrated, and inclusive of at least two forms of media (e.g. music link, photos, very brief video clip, etc.). It must take no more than 15 minutes to view/read and not be too cumbersome with text.  
*Time limit = 15 min. & Slide limit = 13 (not counting title & references slides)*
What is Plagiarism and Why is it Important?

In college courses we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them in our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct.

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

How to Recognize Unacceptable and Acceptable Paraphrases

Here’s the ORIGINAL text, from page 1 of Lizzie Borden: a Case Book of Family and Crime in the 1890’s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of the late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Borden’s lived), which became the center of production as well as commerce and trade.

Here’s an UNACCEPTABLE paraphrase that is plagiarism:
The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for a large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden’s lived, which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The proceeding passage is considered plagiarism for two reasons:

1. The writer has only changed around a few words and phases, or changed the order of the original’s sentences.
2. The writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example; “steam-driven companies” in sentence two misses the original’s emphasis or factories).

Here’s an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original,
- uses her own words,
- lets her reader know the source of her information.

Here’s an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to
manufacturing, the demand for workers “transformed farm hands into factory workers,” and created jobs for immigrants. In turn, growing populations increased the size of the urban areas. Fall River was one of these manufacturing hubs that were also “centers of commerce and trade” (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

• records the information in the original passage accurately,
• gives credit for the ideas in this passage,
• indicates which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are NOT just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a “guide”). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by lots of people.

   Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.
Example: According to the American Family Leave Coalition’s new book, *Family Issues and Congress*, President Bush’s relationship with Congress has hindered family leave legislation (6).

The idea that “Bush’s relationship with Congress has hindered family leave legislation” is not a fact but an interpretation; consequently, you need to cite your source.

**Quotation:** using someone’s words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association’s style:

Example: According to Peter S. Pritchard in USA Today, “Public schools need reform but they’re irreplaceable in teaching all the nation’s young” (14).

**Paraphrase:** Using someone’s ideas, but putting them in your own words. This is probably the skill you will use when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

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**Wayne State Writing Center**

Please don’t be shy about seeking writing assistance from the University’s Writing Center. They are there to help students of all degree levels. Graduate level assistants/tutors are available, including doctoral students from the English Department.

Location: 2310 Undergraduate Library

**Hours**

Monday - Wednesday 10am - 5pm // Thursday 10am-6pm // Friday 10am - 3pm

Located in the Undergraduate Library (graduate level assistants/tutors are available)

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Website: [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing)

Email: ENG2310@wayne.edu

Phone: (313) 577-2544