Wayne State University

College of Education

Administrative and Organizational Studies Division

EDA 7660 (4 credits)

<table>
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<th>Administrative Leadership in School-Community Relations and Public Relations</th>
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<tr>
<td>Winter 2014</td>
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<tr>
<td>Instructor: Dr. Camille M. Wilson</td>
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<tr>
<td>Thursday 5:30pm- 8:30pm</td>
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<tr>
<td>Office: College of Ed, Room 379</td>
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<td>Classroom: 189 Education</td>
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<tr>
<td>Phone: 313-577-1675</td>
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<td>Office Hours: Monday &amp; Weds. afternoons by appointment</td>
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<td>E-mail: <a href="mailto:camille.wilson@wayne.edu">camille.wilson@wayne.edu</a></td>
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COURSE OBJECTIVES
This course is designed to assist Master’s students in developing the understanding and skills to: improve relationships between K-12 schools and families and communities; consider community needs in developing school programs; be mindful of demographic contexts and public relations techniques for school improvement; and overall, enact educational leadership that strengthens equitable educational partnerships in a multicultural and pluralistic society.

COURSE OUTCOMES
Upon successful completion of this course, students will:

- understand important analytical and practice-oriented perspectives on family and community engagement in education;
- develop skills and strategies for fostering mutually beneficial connections with diverse families and communities;
- learn about important strands of research on family and community involvement in schooling and understand how that research can inform her/his leadership practice; and,
- develop helpful strategies for promoting positive communication and relationships between school communities and the broader public.

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/).
COURSE FORMAT

Class Meetings
Class meetings will incorporate brief lectures, group discussions, interactive group activities, and informal student presentations. Students will work with the instructor and their peers to exchange ideas and offer substantive feedback.

Readings and Class Discussions
The readings are important class resources that deserve careful attention. Students should read book chapters and journal articles prior to the assigned class session, have questions and comments about the readings, link readings to their own backgrounds, and actively engage in class discussions and activities pertaining to the readings. Informal discussion notes on the reading should be prepared and brought to the appropriate class meeting to help students actively reflect on the material.

Community Inquiry
Given this course’s emphasis on school communities and students increasing their understanding of community contexts and relationship building, several community-based assignments will be required. Community assignments will relate to school/district meetings, family visits, school community resources, and public relations. Consequently, the class will not meet each week and students will be expected to use the weeks we do not meet in person to work on their community-based work. The instructor will correspond with students each week to offer information, feedback, and/or instructions. Students are responsible for checking e-mail each Thursday evening we do not meet on campus and responding to the instructor’s e-mail as/if requested.

Online Resources
Critical course information, reading, resource links, and handouts will be posted on Blackboard (Bb) throughout the semester. The instructor will alert students to postings and it will be their responsibility to view material.

Our campus meeting dates are Thursdays, 5:30 p.m. on: Jan 9, 16, 30; Feb 13 (tentative), 20, 27; Mar 20, 27; Apr 10, 17.

REQUIRED TEXTS & MATERIAL


Other assigned journal articles, book chapters, and online viewing will be available on the course Blackboard (Bb) website or distributed in class. Please print out the readings and bring them with you to the appropriate class sessions.

ASSIGNMENTS (% of final course grade)
1. Participation and Professionalism (20%)
   In order for this course to be meaningful and productive, students are expected to:
   a. be punctual for all class meetings and with all assignment submissions;
   b. meaningfully and respectfully contribute to all class discussions and any online correspondence; and,
   c. provide evidence of completing assigned reading through substantive dialogue and detailed original writing.

2. Family engagement meeting & Reflective Essay # 1, Due 2/6 (15%)
   Each student will observe a school meeting that targets families, community members, and/or school partners. Observing a local school community organization (LSCO) or Parent Teacher Association (PTA) meeting is preferable, but meetings like those related to English Language Learning families, families involved in individualized education plans (IEP), or even school board meetings may be allowed, if necessary due to scheduling. Minimum meeting time required for the observation is 30 minutes. Students will take field (or reflective) notes and link their observations to course readings. (At least one artifact—that protects the privacy of individual participants if a private vs. public meeting — should be collected from the meeting and scanned into the appendix of the paper, along with three relevant artifacts from the school relating to parent-community engagement.) 5 pages

3. Family visit & Reflective Essay # 2, Due 3/6 (25%)
   Each student will conduct a family visit that seeks to understand the family knowledge, sociocultural assets, and educational goals and needs of a K-12 school student and their family. Students will take fieldnotes and link their visit to course readings. 5 pages

4. Community Resource Walk Poster - Due 3/20 (25%)
   Students will design and complete a walking observation of a cultural community in which a segment of their school's student population lives. This assignment will require each student to participate in fieldwork, collect documents, and converse with community members. Be sure to plan and schedule these tasks well before the assignment is due. Students will complete a poster conveying the insight they gained from the walk. A tri-fold poster will be needed. (See Appendix A, p. 10)

5. Public Relations Case Study & Reflective Essay # 3 – Due 4/24 (15 %)
   Students will choose and gather information about an important recent event related to school public relations. In a reflective essay, students will write an overview of the event (slightly adapting and fictionalizing it to suit their real school community contexts). They will describe the strategies they would use to: (a) manage urgency/crisis; (b) communicate with district officials and media outlets; and, (e) resolve conflict and strengthen positive relationships among school community members. 5 pages
Reflective Essays #1-3 Format
(5 pages to be written in a narrative form vs. an outline)

I) Overview
On page 1*, describe the event’s:
- date, time, location, length of your observation
- key topic/s covered
- most important information about observation site, your observation process, and school-community contexts
- types of people observed and/or talked with (e.g. 4th grade students, African American parents, school improvement team, local business owners, etc.)
- your role & the roles of the people observed/spoken with (e.g. facilitator, presenter, quiet observer, etc.)

[For Reflective Essay # 3 you will summarize the key events and stakeholders related to your case study on page 1.]

II) Reading Links & Analysis
On pages 2-4, describe the relevance of the class readings’ core concepts, arguments, and examples.
- What from the reading is most relevant to your observations, school community, your practice? How so? Be specific and quote text when appropriate.
- What ideas do you have to extend the reading concepts?
- Any constructive critique?

III) Leadership Implications & Conclusion
On page 5, discuss implications for improving school-community relations and your leadership in light of course reading.
- What strategies from the reading you can apply or adapt to suit your leadership goals, style, and school community?
- Your concluding thoughts?

References (+ fieldnotes and artifacts) should be included at the end of the paper. They do not count toward the 5 page length.
ASSIGNMENTS

General expectations for all completed assignments are noted below.

- Assignment is submitted on time.
- Submitted product clearly and persuasively addresses assignment topics and prompts.
- Submitted product shows
  - **Effort** (care and thoroughness in completing the assignment as instructed; thoughtful reflection on material and her/his learning process; effort to polish the final product)
  - **Substance** (quality and integrity of ideas, inquiry process, and artifacts)
  - **Style & Form** (quality writing and correct format; evidence of a well-organized, well-written, and carefully edited assignment that has proper grammar and mechanics; aligns with the 6th edition of the Style Manual of the American Psychological Association (APA) guidelines).

- Written work references appropriate sources and properly cites these sources according to APA, 6th edition format.
  
  ** All written work should be word-processed or typed according to a double-spaced, single-sided, 12 point font, and one-inch margin format.
  
  ** Each assignment is to be submitted with a title page, page numbers and an APA-formatted bibliography.

- Most assignments should be submitted by 11:59 p.m. via e-mail attachment to the instructor. When an assignment is due on a class meeting date, however, a hard copy of that assignment should be brought to class.

  ** 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. Any late submissions accepted will result in a grade penalty.

ASSIGNMENT/COURSE GRADING

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

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 94</td>
<td>B-</td>
<td>82 – 80</td>
</tr>
<tr>
<td>A-</td>
<td>93 – 90</td>
<td>C+</td>
<td>79 – 77</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87</td>
<td>C</td>
<td>76 – 73</td>
</tr>
<tr>
<td>B</td>
<td>86 – 83</td>
<td>F</td>
<td>72 – 0</td>
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** More detailed rubrics may be given for some assignments. **
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent work demonstrating independent high quality performance</td>
</tr>
<tr>
<td>A-</td>
<td>Very good work indicating consistent and careful thought and attention to the task; slight room for improvement and thoroughness</td>
</tr>
<tr>
<td>B+</td>
<td>Good work carefully executed for the most part, yet requiring a few areas of improvement</td>
</tr>
<tr>
<td>B</td>
<td>Work of graduate standard but omissions exist or careful analysis is not consistently evident</td>
</tr>
<tr>
<td>B-</td>
<td>Effort is evident but work indicates lack of understanding and/or completion</td>
</tr>
<tr>
<td>C+</td>
<td>Marginal quality</td>
</tr>
<tr>
<td>C</td>
<td>Poor quality 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 proper, detailed citations.* It can be deliberate or unintended. If in doubt about the use of a source, thoroughly cite it (and quote text with page number). 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. It is the student’s responsibility to know and understand Wayne State University academic integrity policies. To enforce these policies, all outside references must be submitted with assignments. (See Bb handout for further definitions and examples of plagiarism.)

**TENTATIVE CLASS SCHEDULE**

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

**Meeting dates: Jan 9, 16, 30; Feb 13 (tentative), 20, 27; Mar 20, 27; Apr 10, 17.**

1. Jan 9 - **Introduction to Course**
   Home Assignment: Read SLP chapters 3 & 13, prep notes + Plan school/district meeting observation before Feb 5.

2. Jan 16 - **School-Community Partnerships: From Theory to Practice**
   Home Assignment: Retrieve school’s demographic data + Read and prep discussion notes for BBS chapters 2 & 3.

3. Jan 23 - Understanding Your School Community
   Home Assignment: Read and prep notes for BBS chapter 5.
4. **Jan 30** - **The Learning Value of Family-Community Engagement**
   Home Assignment: Complete Reflective Essay # 1

5. **Feb 6** - Assessing Your School Community’s Partnership Readiness
   **DUE TONIGHT:** Reflective Essay # 1
   Home Assignment: Read and prep discussion notes for BBS ch 4 & SLP ch 5.

6. **Feb 13** (tentative) - **Trust & Relationship Building**
   Home Assignment: Read and prep discussion notes for BBS ch 6 & SLP ch 6.

7. **Feb 20** - **Affirming and Engaging Multiple Dimensions of Diversity**
   Home Assignment: Plan family visit before Mar 6.

8. **Feb 27** - **Strengthening Student-Centered Connections**
   Home Assignment: Complete Family Visit & Reflective Essay # 2.

9. **Mar 6** - Assessing Community Resources
   **DUE TONIGHT:** Reflective Essay # 2

10. **Mar 13** - *Spring Break*

11. **Mar 20** - **Leading Community-Based Partnerships**
    **DUE TONIGHT:** Poster Presentations
    Home Assignment: Read and prep discussion notes for BBS ch 9 + SLP ch 8.

12. **Mar 27** - **Negotiating District Politics**
    Home Assignment: Read chapter handouts on Bb regarding media relations & crisis management.

13. **Apr 3** – Promoting Positive Communication with Greater Public
    Home Assignment: Read chapter handouts on Bb regarding media relations & crisis management.

14. **April 10** - **Planning Media Relations**
    Home Assignment: Plan Reflective Essay # 3 by Apr 24.

15. **Apr 17** - **Sharing Lessons Learned & Visions of Change**
    **DUE** Thursday, April 24: **Reflective Essay # 3**
ADDITIONAL COURSE DETAILS

E-mail Correspondence
The instructor strives to reply to student e-mails within 24 hours (not counting weekends). Please only expect email replies on weekdays during typical business hours, with some Thursday evening exceptions. Rely on your wayne.edu e-mail address for receiving course-related information and updates.

Enrollment/Withdrawal Policy
Please consult the University’s Academic Calendar for deadlines regarding enrollment/withdrawal at http://reg.wayne.edu/students/calendar12-13.php 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, the instructor 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/).

A delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations. 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.

**Software**  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.

(see next page)
APPENDIX A

Posters: Community Resource Walk

Create a poster that conveys and illustrates the following information about your school community. Target a sector of the community in which a culturally different (and, preferably, minimally engaged) population resides. Text, photos, and other creative visuals must be included.

1. **Community History** (What social and cultural groups live there, how long have they resided in the area, what factors led them to move there, how is their culture represented in the community as a whole, who lived there before them?) - 15 points

2. **Housing & Transportation Access** (What type of residential options are available -- apartments, government housing, single family dwellings, etc. How much are they? How many of your students reside in these residences? How do they get to school? Is public transportation accessible to your students and their families?) - 15 pts

3. **Proactive Organizations & Resources** (What resources in the community serve as assets to your students and their families? Churches, restaurants, businesses, community/health organizations, government agencies, libraries, police stations, etc.) Visit and retrieve artifacts from at least 4 different sites. - 25 pts

4. **Community Asset Map & Walk** Create and display a map or directory of the community, including information from #2 and #3. Make it detailed and as useful as possible. Simple map printouts are not allowed. - 20 pts
   - Based on strategic mapping of your community, spend at least an hour walking (yes, walking) to visit the following
     - Local market with culturally different food items/clientele
     - Social service, transit, or health agency that serves this community
     - Recreational site or cultural event
     - (These three sites can be included in # 3 as long as you visit them on foot.)

5. **Community Needs** (What resources and services do community members need the most? What policies should be created to assist them? How can you benefit the community through your educational leadership?) Talk with at least one parent, one teacher, and one student in your school (who live in the community) to get ideas about this. - 15 pts

6. **Helpful Handout** Prepare a detailed handout that summarizes your poster info. for your school community. Bring to class on Mar 20. - 10 pts
Plagiarism: What it is and How to Recognize and Avoid it.

Produced by Writing Tutorial Services, Indiana University, Bloomington IN
(http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

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 recognized 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)

Website: [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing)
Email: ENG2310@wayne.edu
Phone: (313) 577-2544