Syllabus Format

Division: AOS
Program Area: EDA
Course #: EDA 7620
Course Title: Introduction to Administration
**Section #: 001
**Term/Year: Fall 2015
**Course Location: Hybrid – Room 48
**Day: Tuesdays **Time: 5-8:40 (4 credits)
**Office Address: EDUC 397
**Office Hours: Thursdays 1 – 4 p.m. or by appointment
**Office Phone #: 313 577-1692 **Home Phone #: 313 823-6888
**e-mail: cshields@wayne.edu **Website: coe.wayne.edu

Course Description:
This course provides a conceptual framework of the administrative process; examines interrelationships between the person, the job, the organizational setting, and the wider social context of education; it examines the ways in which political, social and economic factors influence administrative decision making and leadership.

Course Outcomes:
Through this course, students will begin to develop the knowledge, skills, and dispositions that are required of all school administrators, including
• developing some criteria to identify a “good school”
• Considering what it means to organize for the quality learning of all students
• Deliberating on the leadership skills and knowledge necessary for transforming schools
• Understanding the challenges for school-leaders of the wider changing socio-cultural, economic, and political context of schooling
• Understanding the achievement gap and ways to begin to address and overcome it.
Required Text(s):


*Note*, this small book costs less than $10 from Amazon.com and contains excellent commentary as well as fascinating drawings. The text alone, is sufficient and is available on-line at [https://cse101.cse.msu.edu/visitors/saber.php](https://cse101.cse.msu.edu/visitors/saber.php) After reading the text, you should watch either [https://vimeo.com/19515754](https://vimeo.com/19515754).


Additional References:

Wayne State University Writing Center: [http://www.clas.wayne.edu/writing](http://www.clas.wayne.edu/writing)

“APA Stylistics: Basics”: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)


Course Assignments:

*Assignments are due on the date specified.*

I. **The Engaged Practitioner** - Attendance and full participation (10 points). *MDE Principal Standards addressed: 1.1, 1.2, 1.3, 2.1, 3.3, 3.5, 4.1, 4.3, 5.1, 5.2.* It is vital that you complete all required readings, and that you both attend and actively participate in class each week (i.e., activities, discussion board, Collaborate Classroom, etc.).

II. **The Reflective Practitioner** - Reflections on Readings (45 points) (*MDE Principal Standards addressed 1.1, 1.2, 2.1, 2.2, 4.1, 3.1, 3.2, 3.3, 3.4, 6.3.*) For this category, you will receive points in the following ways:

a. 5 points for your reflection on Peddiwell’s *Saber-tooth Curriculum*

b. 15 points for Collaborate postings (as described in the next section)

c. 25 points for 5 reflective journals (as described in the next section)

III. **The Critical Practitioner** - Case Study Analysis (15 points).

a. **Due on 10/27/2015**

b. (*MDE Principal Standards addressed: 1.2, 1.4, 2.2, 4.1*) A critical analysis of a case, to fulfill the requirements described below. *Please send this to me as an email attachment and post it on our Discussion Board on Blackboard.*

IV. **Administrator as Scholar-Practitioner** (final paper, 30 points).

a. **Due on 12/08/2015. Please also send this to me as an email attachment.**

b. (*MDE Principal Standards addressed: 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 5.1, 6.3*) Using ideas from the course readings and your independent research, write a scholarly paper on one of the specified topics, or with prior approval from the instructor, on a topic of your choice. See suggested topics and criteria below. .

Assignment Details

**IIa. Peddiwell’s Saber-tooth Curriculum. Value 5%**
Write a brief analysis (500 words) of the satire in which you
a) identify the parallels to today’s educational dilemmas and debates, and
b) address the question: What knowledge is worthwhile and why?

IIb. Discussion Board Postings: Value 15%

You need to post at least five 200 word posts in response to one of the questions at the end of a chapter of the Shields, Transformative Leadership book. Postings are due on the following dates (Sunday, at 11:59 pm, on Sep. 20, Oct. 11, Nov 1, Nov. 22, Nov. 29, with your responses to another posting due before Tuesday’s class the following week.

IIc. Reflective Journals: Value 5 points each x 5 = 25%
Due: Sept. 27, Oct.4, Oct. 18, Nov. 8, Nov. 15.

For the designated weeks, there is a scholarly journal (between 1000-and 1500 words) due. You are expected to discuss two or three key ideas from the readings, critique them, and show how they apply (or don’t) to your practice. You will be given a grade of 1–5 for each journal based on how well you fulfill those criteria. You will submit the journal electronically to me by 9 pm on the specified dates (Sunday evening), and I will return it with comments by Tuesday (before the next class).

A scholarly, reflective journal is a public record of the thoughts and reflections you engage in as you read. While the journal will be confidential (i.e. between student and instructor), it is not a private diary. Thus, although an informal, stream-of-consciousness approach is acceptable, there should still be attention paid to spelling, grammar, coherence, etc. A good journal contains the following components:
   a) demonstrated understanding of the readings (2)
   b) clear application to an educational situation (1)
   c) and critical reflection (2)

You may choose to comment on how a key idea or concept from the reading helped you to understand a personal problem situation differently; you may write about the ideas prompted by a class activity or a point made during the discussion; or you may wish to discuss something that came out of the course readings.

It is important that you engage in critique, i.e. dialogue and debate with yourself and the authors. What is good about the approach? What is wrong with the approach? What other ways might you consider the issue? What authors have you read who would agree or disagree?

The reflection and critique section may take many forms; what is important is that you show you have done some thinking about the readings and class activities (why they did or did not turn on a light for you, their relation to something else you have read, or experienced, or learned in another class, or...) and that the thoughts provoked are not entirely banal!

The purpose of the journal is to extend your thinking. It is not enough to say that an idea or reading was interesting or useful; rather, it is important to reflect on “why?”

(You may use an additional page if you have feedback (positive or negative) you wish to give me, or questions to ask about the course.)

III. Case Analysis: Value 15%
Due on 10/27/2015).

Choose one of the following cases:
   Or
   Or

Your analysis should be between 10 and 15 double spaced pages. In it, you should assume you are the character
responsible for the case. In that role distinguish carefully between facts and assumptions as you analyze the case in the following way:

- Set the scene (important background information, relevant facts)
- Identify two to five main problems (Why do they exist? How do they impact the organization? Who is responsible for them?)
- Identify some possible responses and actions and choosing from among them,
- Develop a recommended course of action (Draw on theory, concepts, models, and research findings that you have been studying to help you formulate possible courses of action)
- Project the possible impact of your course of action for both the short-term and the longer term of you institution and what follow-up may be necessary

This analysis should be written as a formal paper, using appropriate APA references and headings. Your grade will depend on the depth of analysis, the viability of your recommendations, the connections to relevant literature, and the clarity of your arguments and writing.

IV. Final Paper (Value 30%)
Due 12/08/2015 Please submit by email as an electronic attachment,

For a more detailed description, see below.

a) What is a good school and how do we get there?
b) The potential of transformative leadership
c) Transforming curricular spaces for the 21st century
d) Your personal leadership philosophy
e) The challenges of leading in a pluralistic context
f) Collaboration: Working with staff, central office, and the wider community
g) The meaning of social justice
h) Any other topic you have cleared with the instructor.

For your chosen topic, you will be expected to write a formal paper with: an introduction that contains a rational, a clear purpose statement, and an overview of how you will accomplish your goal. In each case, you will need to: review relevant literature (minimum of 6 references), show how the literature relates to your personal philosophy as a leader, and develop a plan for how you, as a school leader, would accomplish the desired goal. In your plan, be specific. What would you need to do? What would you use as indicators of success?

Criteria for grading the final paper
1. Evidence of understanding of the course material, clarity and depth of analysis, and quality of scholarship, reflection, and critique
2. Ability to apply the knowledge to your specific setting and demonstrated understanding of how theory could be used to improve practice
3. Ability to synthesize the concepts you have learned,
4. Clear, concise, logical, and accurate writing; general ability to write accurately and clearly, to organize content, and acknowledge sources in an acceptable manner.
5. Correct APA referencing.

Academic Dishonesty/Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://dosoc.wayne.edu/assets/student-code-of-conduct-brochure.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) 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. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin [http://bulletins.wayne.edu/ubk-output/index.html] and Graduate Catalog [http://www.bulletins.wayne.edu/ebk-output/index.html] under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include
failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Class Schedule:**

**Please note:** If weather warrants, face-to-face classes may become on-line classes, and the schedule will be adjusted accordingly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 8</td>
<td>Face to face orientation and collaborate practice but no formal class. Students should arrive at 5 pm but may expect to leave by 7 pm. Students should read <em>The Saber-tooth curriculum</em> and write a reflective response (approximately 500 words), in which you respond to the question: What knowledge is worthwhile? Please post your response on the Collaborate site and bring a paper copy to class.</td>
</tr>
<tr>
<td>Sept. 15</td>
<td><strong>First class</strong> (Face to face) Discussion of the <em>Saber-tooth Curriculum</em> and <em>Transformative leadership</em>: Chapters 1 &amp; 2</td>
</tr>
</tbody>
</table>
| Sept. 22 | Face to face *Transformative leadership* Chapter 3  
| Oct. 6   | Collaborate class  
*Transformative leadership* Chapter 4                                                                                                                                   |
| Oct. 13  | Face to face  
Robbins & Alvy: *Chapters 3 & 4*  
Guests:                                                                                                                                               |
| Oct. 20  | Face to face  
Robbins & Alvy: *Chapters 5 & 6*  
*Harvard Educational Review, 58*(3), 280-298  
Pogrow, S. (2009), Accelerate the learning of 4th and 5th graders born into poverty, *Phi Delta Kappan, 90*(2), 408-412 |
| Oct. 27  | Collaborate class – case analysis/critique due  
*Transformative leadership* Chapter 5  
Robbins & Alvy: *Chapters 7 & 8*                                                                                                                                     |
| Nov. 3   | Collaborate class  
Robbins & Alvy: *Chapters 9 & 10*  
English, F. W., (2008), *Educational leadership for sale: Social justice, the ISLLC standards, and the corporate assault on public schools*, 81-104. |
| Nov. 10  | Face to face  
*Transformative leadership* Chapter 6                                                                                                                                   |

Nov. 17' Collaborate class
Robbins & Alvy: Chapters 11 & 12

Nov. 24 Collaborate class
Transformative leadership Chapter 7
Tatum, B. D. (1994), Teaching white students about racism: The search for White allies and the restoration of hope. Teachers College Record, 95(4), 462-476.

Dec. 1 Face to face
Robbins & Alvy: Chapters 13 & 14
Urrieta, L. Jr., (2004), Assistencialism and the politics of high-stakes testing, The Urban Review, 36(3), 211-226

Dec. 8 Face to face
Robbins & Alvy: Chapter 15
Transformative leadership Conclusion

Grading System

Enrollment/Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
- 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 must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details:  http://reg.wayne.edu/students/information.php

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is
located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

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 alternative arrangements as suitable as possible may be worked out.