



Syllabus Format

Division: Administrative and Organizational Studies

Program Area: Educational Leadership and Policy Studies

Course #: EPS 8710

Course Title: Readings in General Administration

****Section #:** _____

****Term/Year:** Winter 2015

****Course Location:** Rm 370

****Day:** Monday ****Time:** 5 pm

Instructor: For course proposals, include here the name of the instructor responsible for the course (full time faculty)

****Office Address:** Education 339

****Office Hours [and where to call to make an appointment]:** _____

****Office Phone #:** _____ ****Home Phone #: [optional]:** 313 823-6888

****e-mail:** cshields@wayne.edu

Course Description:

This course is designed to assist doctoral students in the following areas:

1. Preparing for the qualifying exam by gaining familiarity with some key bodies of literature and theoretical perspectives relevant to educational leadership and policy studies
2. Identifying and critiquing strands of scholarly literature most relevant to their professional and dissertation interests;
3. Writing a scholarly literature review.

4. The time spent in class should provide assistance in thinking about concepts and readings that will be useful for both the qualifying exam and your thesis topic. To maximize the benefit of this course, you will have to collaborate both with the instructor of this class and your major advisor. Thus, **each student should meet with his/her advisor before the February 2th class meeting** to determine the scope of the reading assignments for the qualifying examination.

Course Outcomes:

Upon successful completion of this course, the student will:

1. have an overview of relevant scholarly literature in his/her field
2. be able to read, analyze, and critique, scholarly literature in educational leadership, policy studies and an identified cognate area;
2. be able to write clear, concise, and cogent analyses and critiques of relevant literature
3. be better prepared for the doctoral qualifying exam, EPS 8180 Research Seminar, and future research development.

Required Text(s)

Booth, W. C., Colomb, G. G., Williams, J. M. (2008), *The craft of research*, (3rd ed), Chicago, IL: University of Chicago Press

Morgan, G. (2006), *Images of organization*, Thousand Oaks, CA: SAGE.

Shields, C. M. (2008), *Courageous leadership for transforming schools: Democratizing practice*, Lanham, MD, Rowman & Littlefield.

Additional Readings to be posted on Blackboard

Additional References:

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed). Washington D.C.: Author.

Course Assignments:

1. Research Prospectus (20 points)

A one page description of your current thinking about your doctoral dissertation, including the research topic, research questions, theoretical perspective, and possible theoretical framework, methodology, and research sites. (maximum 2 pages)

Due Date: First class Jan. 12 (5 points)

This will be rewritten for the end of class and should, at that time, be much more detailed, drawing on theoretical awareness developed during the course. The expanded version should be between 5-7 pages.

Due Date: April 20 (15 points)

2. Assignment Choices

To ensure that this course is of maximum benefit to you, you may choose from among the following assignments to make the total value 80 points, bringing the course total to 100 points.

The first assignment is due on or before March 30. (40 points)
The second assignment is due on or before April 27. (40 points)

Choices:

A. Annotated Bibliography (40 points)

You may select one area of specialization for your qualifying exam (selected in consultation with your major advisor) and submit a bibliography of the readings that have been agreed upon with your major advisor. After meeting with your major advisor and deciding on readings that will prepare you for the qualifying exam, you must submit a list of these readings to the instructor of this class at the February 2th class meeting.

Prepare a one to two page bibliographic critique of each reading using the following format:

1. complete citation using APA 5th edition format
2. summary of the main point of the reading (purpose, methodology, findings, implication)
3. critique of the article
 - a. how does the reading advance our knowledge generally
 - b. what is the relationship to and in what ways can the argument be applied to your topic
 - c. what are the strengths and weaknesses of the reading
4. conclusion

This annotated bibliography must be submitted to your major advisor as well as the course instructor.

Evaluation Criteria:

1. thoroughness and range of literature reviewed
2. depth and detail of your analyses and critique
3. development of a coherent approach to your topic
4. appropriate (and critical) use of the concepts from literature and research
5. appropriate understanding/application of concepts to a particular situation or context
6. appropriateness of written expression including choice of language, tone, and style
7. general ability to organize content and to acknowledge sources in an acceptable manner, including voice, perspective (objectivity/bias/assumptions), clarity, conciseness, and comprehensiveness of writing.

B. Literature Review (40)

Read at least 15 pieces of literature that may be relevant to your research interests. A rough guide depending on your topic would be to include at least 8 empirically based peer review journal articles, and 7 readings that are a combination of theoretical/conceptual journal articles, books, book chapters, reports and/or other relevant literature. No more than 2 web-based (online) readings may be used. The literature review should be structured as we have discussed in class, giving a clear indication of the problem being addressed, the claims you are making, the evidence and warrants used to support your claims.

Evaluation Criteria:

8. thoroughness of literature reviewed
9. depth and detail of your analyses
10. development of a coherent approach to your topic

11. appropriate (and critical) use of the concepts from literature and research
12. appropriate understanding/application of concepts to a particular situation or context
13. appropriateness of written expression including choice of language, tone, and style
14. general ability to organize content and to acknowledge sources in an acceptable manner, including voice, perspective (objectivity/bias/assumptions), clarity, conciseness, and comprehensiveness of writing.

C. Scholarly paper related to Organizational Theory and Theoretical Perspectives (40)

A reflective paper, between 10 and 15 pages that provides an opportunity for you to choose one aspect from the Morgan chapters (power, culture, change, etc) and, using the readings as a starting point, but incorporating additional outside reading, discuss how understanding the topic in a new way might help you, as an educational leader, to address a problem in your specific context.

In other words, the paper is intended to reflect a personal interest and to be of use to you in your context. Although there is room for personal choice of topic and approach, the following elements must be included:

- a) reference to appropriate literature (using accepted APA style),
- b) reference to a specific context in which the ideas would be useful,
- c) personal reflection, critique, and application of the ideas covered in class.

Evaluation Criteria:

15. depth and detail of your analyses
16. development of a coherent approach to your topic
17. appropriate (and critical) use of the concepts from literature and research
18. appropriate understanding/application of concepts to a particular situation or context
19. appropriateness of written expression including choice of language, tone, and style
20. general ability to organize content and to acknowledge sources in an acceptable manner, including voice, perspective (objectivity/bias/assumptions), clarity, conciseness, and comprehensiveness of writing.

D. Critical analysis of a topic using the Capper's approach to paradigmatic analysis (40)

A reflective paper, between 10 and 15 pages that provides an opportunity for you to choose a topic and analyze it from multiple paradigmatic perspectives. Use the course readings as a starting point, but incorporate additional outside reading to discuss how understanding the topic in multiple ways might help you, as an educational leader, to address a problem in your specific context.

In other words, the paper is intended to reflect a personal interest and to be of use to you in your context. Although there is room for personal choice of topic and approach, the following elements must be included:

- a) reference to appropriate literature (using accepted APA style),
- b) reference to a specific context in which the ideas would be useful,
- c) personal reflection, critique, and application of the ideas covered in class.

E. Scholarly paper related to Leadership and Social Justice Issues (40)

A reflective paper, between 10 and 15 pages that provides an opportunity for you to further explore the concept of transformative leadership, equity, and social justice. Using the Shields' book as a starting point, but incorporating additional outside reading, discuss the potential that approaching leadership from a non-negotiable perspective on equity might hold for your transforming workplace.

This paper, too, is intended to reflect a personal interest and to be of use to you in your context. Although there is room for personal choice of topic and approach, the following elements must be included:

- a) reference to appropriate literature (using accepted APA style),
- b) reference to a specific context in which the ideas would be useful,
- c) personal reflection, critique, and application of the ideas covered in class.

Evaluation Criteria:

21. depth and detail of your analyses
22. development of a coherent approach to your topic
23. appropriate (and critical) use of the concepts from literature and research
24. appropriate understanding/application of concepts to a particular situation or context
25. appropriateness of written expression including choice of language, tone, and style
26. general ability to organize content and to acknowledge sources in an acceptable manner, including voice, perspective (objectivity/bias/assumptions), clarity, conciseness, and comprehensiveness of writing.

Class Policies

You are expected to attend all classes and to participate in all class activities. If you must be absent, you must contact the instructor in advance and discuss how you will catch up on missed material and activities.

All assignments are to be submitted on time. If you need an extension for an emergency or any exigency (life happens), you must discuss this with the instructor prior to the due date and establish a firm alternative date for submission.

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://doso.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/gbk-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

Mon. Jan. 12 Intro to course

Readings: (posted on blackboard)

Burrell, G., & Morgan, G., (1979) *Sociological paradigms and organizational analysis*, Burlington, VT: Ashgate Publishing -- Introduction & chapters 1 & 2.

Schwandt, T. A. (2007). Judging interpretations, in *New directions for evaluation*, 114, pp. 11-14 & Guba, Y. S., & Lincoln, E. G. (1986/2007), But is it rigorous? Trustworthiness and authenticity in naturalistic research. pp. 15-25) immediately following.

Capper, C. A. (1998), Critically oriented and postmodern perspectives: Sorting out the differences and applications for practice. *Educational Administration Quarterly*, 34(3), 354-379.

Capper, C. A., & Jamison, M. T., (1993), Outcome-based education re-examined: From structural functionalism to post-structuralism, *Educational policy*, 7(4), 427-446.

Mon. Jan. 19 No class – university closed

This would be a good week to meet with your advisor, to identify the four topics for your qualifying exam, and to begin to think about compiling reading lists. Please see the web link: <http://coe.wayne.edu/as/examinations.php> at which you will find all current information about qualifying exams.

Mon. Jan. 26

Readings:

Morgan *Images of Organization*: Introduction
Chapter 2: *Mechanization takes command*

Mon. Feb. 2 Exploring the qualifying exam

Readings

Morgan: Ch. 3 *Nature Intervenes*

Mon. Feb. 9

Readings:

Morgan ch. 4 *Learning and self-organization*

Booth et al. Read section 2 – Asking Questions, Finding Answers pg 29-102

Mon. Feb. 16

Readings:

Morgan ch. 5 *Creating social realities*

Booth et al. Ch 7, 8, & 9

Mon. Feb. 23

Readings:

Morgan Ch 6 *Interests, Conflict, and Power*

Booth et al. Ch. 10 & 11

Mon. Mar. 2

Readings:

Morgan Ch 7 *Exploring Plato's Cave*

Mon. Mar. 9

Readings:

Morgan Ch. 8 *Unfolding logics of change*

Mon. Mar 16 no class-mid term break

Mon. Mar. 23

Readings:

Morgan Ch. 9 *The Ugly Face*

Assignment re Morgan due

Mon. Mar. 30

Readings:

Shields: *Courageous leadership*: Introduction and Ch 1

Mon. Apr. 6

Readings

Shields: Ch. 2 & 3

Mon. Apr. 13

Readings

Shields Ch. 4 & 5

Mon. Apr. 20 – last day of AERA

Shields Ch 6 & conclusion

Mon. Apr. 27 last day of classes

Grading System

Grades of A will be reserved for outstanding performance. Grades in the B category will be awarded for solid quality work, and grades of C will be assigned to work that fails to meet minimum expectations for professional quality at the graduate level on one or more criteria. A grade of F will be assigned for failure to fulfill course expectations.

Graduate Grades:

A (95-100) B+ (85-89)

A- (90-94) B (80-84)

B- (75-79) C+ (70-74)

C (65-69) F (below 65)

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.

Additional Resources

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: <http://www.clas.wayne.edu/writing/>.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) <http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330>.

Suggested Journals

American Educational Research Journal	American Journal of Education
Educational Administration Quarterly	Educational Evaluation & Policy Analysis
Journal of Educational Administration	Journal of Higher Education
Journal of School Leadership	Journal of Blacks in Higher Education
Journal of Education Finance	Economics of Education Review
African Americans in Higher Education	Research in Higher Education
University Council for Educational Administration Review	International Journal of School Leadership
Journal of Hispanic Education	Educational Researcher
Review of Educational Research	Education and Urban Society
International Journal of Qualitative Studies in Education	Review of Higher Education
Association for the Study of Higher Education Readers	
Education Policy Analysis Archives	