### Syllabus Format

<table>
<thead>
<tr>
<th>Division:</th>
<th>Administrative and Organizational Studies</th>
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</thead>
<tbody>
<tr>
<td>Program Area:</td>
<td>Educational Leadership and Policy Studies</td>
</tr>
<tr>
<td>Course #:</td>
<td>EDA 9790</td>
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<tr>
<td>Course Title:</td>
<td>Seminar in Educational Leadership</td>
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<tr>
<td>**Section #:</td>
<td></td>
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<tr>
<td>**Term/Year:</td>
<td>Winter 2015</td>
</tr>
<tr>
<td>**Course Location:</td>
<td>Room 55</td>
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<tr>
<td>**Day:</td>
<td>Thursday</td>
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<tr>
<td>**Time:</td>
<td>5 pm</td>
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<tr>
<td>**Office Address:</td>
<td>Education 339</td>
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<tr>
<td>**Office Hours [and where to call to make an appointment]:</td>
<td></td>
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<tr>
<td>**Office Phone #:</td>
<td></td>
</tr>
<tr>
<td>**Home Phone #: [optional]:</td>
<td>313 823-6888</td>
</tr>
<tr>
<td>**e-mail:</td>
<td><a href="mailto:cshields@wayne.edu">cshields@wayne.edu</a></td>
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### Course Description:

This course is intended to provide students with an opportunity to study both historical and contemporary perspectives on leadership and to prompt reflection on their own practice. As students read, discuss, reflect on, and critique a variety of perspectives and topics such as power, cultural leadership, change, instructional leadership, and building community, they will consider how their personal philosophy of educational leadership takes into consideration moral and ethical issues related to equity and student performance as well as the purposes and nature of the task and
the complexity of the educational context.

**Course Outcomes:**

Upon successful completion of this course, the student will:

- examine their practice in the light of leadership theories
- develop a personal leadership appropriate for diverse contexts
- refine their personal philosophy of leadership
- understand their roles as educational leaders in their organizations
- clarify the role of the leader in promoting student learning
- clarify the role of the leader in promoting educational change,
- understand the leadership role in facilitating courageous and difficult conversations
- understand the leadership role in acting to overcome inequities in the status quo wherever they may be found (related to class, race, ethnicity, ability/disability, religion, etc.)

**Required Text(s)**

**Required Texts:**


Please try to purchase the texts and start reading before the first class.

**Required Materials:**

Most readings will be available from the electronic blackboard site. Students will be responsible for downloading and accessing all required readings. Please ensure you have read the first set of required readings *prior to* the first class.

**Supplemental Text:**


**General Publications:**

*Educational Administration Quarterly*
Course Assignments:

Regular attendance and Participation
Completion of required readings, and active participation in class demonstrations, discussions, group work and other activities
Value: 10%

Scholarly Reflective Journal
Students are required to keep an ongoing reflective journal in which they reflect on the key ideas from readings and discussions and their relevance to their own contexts and experiences as well as to the development of their own personal philosophy of educational leadership. (See below)
Total Value: 50%
Final scholarly paper. (see details)
Value: 40% Due Date:

Assignment Details:

Scholarly Reflective Journal
Due as specified below.
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 writing approach is acceptable, there should still be attention paid to spelling, grammar, coherence, etc. Each journal will be marked out of 5 points. A good journal contains the following components:
  • demonstrated understanding of the readings, (2)
  • critique (2)
  • and clear application to an educational situation (1).
You will be required to write ten journal entries. Each entry should be between two and three single-spaced pages (1000-1500 words, double spaced between paragraphs), and will be submitted to the instructor as discussed during the first class, by 9 pm on the following dates: January 18; Jan. 25, Feb. 1, Feb. 8, Feb. 15, Feb. 22, Mar. 1, Mar. 8, Mar. 22, Mar. 29. The instructor will provide commentary on each entry within 3 days (and normally the same day).
Total value: (50%)

Final Scholarly Paper -- Detailed Information
Due April 23.

The final paper, likely between 15-20 double-spaced pages, will provide an opportunity for students to do one of the following:
  a) develop a coherent personal philosophy statement about educational leadership and show how it might help you to lead in your context;
  b) choose one aspect from the course (e.g., power, disability, dialogue, moral purpose, community) and, drawing extensively from additional literature, discuss how understanding the topic in a new way might help you, as an educational leader, to address a problem in your specific context;
  c) develop a plan, using the material from the course, outside reading, and your personal reflections, to address a challenge in your workplace;
  d) discuss the strengths and weaknesses of three different leadership theories and identify the theory that holds the most potential for addressing the topic you will choose for your thesis: or
e) other (approved by instructor).

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

Evaluation Criteria:
1. demonstrated appropriate depth and breadth of understanding and analysis.
2. development of a coherent approach to educational leadership
3. appropriate (and critical) use of the concepts from literature and research
4. appropriate understanding/application of concepts to a particular situation or context
5. appropriateness of written expression including coherence of argument, choice of language, tone, and style
6. 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) for major assignments, you must discuss this with the instructor prior to the due date and establish a firm alternative date for submission. NOTE: This does not apply to journals which must be submitted on or before required dates.

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

Thurs. Jan. 15 Learning from the past:
1. Sun Tsu’s The Art of War. Go the following web site http://classics.mit.edu/Tzu/artwar.html and read chapters
III. Attack by strategem
VII. Maneuvering
VIII. Variation in Tactics

3. Finally, read some excerpts from Machiavelli’s *The Prince*. Go to [http://www.constitution.org/mac/prince00.htm](http://www.constitution.org/mac/prince00.htm) and read Chapters XV, XVII, and XVIII. If you have time, you will find chapters XXI and XXV interesting as well.

**Thurs.. Jan. 22**  
**Reflections on the Field**

Oakes & Rogers: Prologue and Ch. 1


Shields & Edwards (2005), *Dialogue is not just talk* (ch. 1) New York: Peter Lang,  
(Download from blackboard.)

**Thurs.. Jan. 29**  
**Transformational Leadership (critique & limitations)**

Oakes & Rogers: Ch. 2


Leithwood, K., Harris, A., & Hopkins, D. (2008), Seven strong claims about successful school leadership, *School Leadership and Management, 28*(1), 27-42


**Thurs.. Feb. 5**  
**Emotions & Trust**

Oakes & Rogers: Ch. 3

Parker Palmer: Ch. 4, 5


**Thurs.. Feb. 12**  
**Race, Gender & Language**


**Thurs.. Feb. 19  Leadership for Social Justice**


North, C. E., (2008), What is all this talk about “Social Justice”? Mapping the terrain of education’s latest catchphrase, Teachers College Record, 110(6), 1182–1206.

**Thurs.. Feb. 26  Transformative leadership**


**Thurs.. Mar. 5  Democratic Leadership**


Dantley, M. E., (2005), Changing the nature of educational leadership: The intersection of critical spirituality and the notions of democratic citizenship, A Paper Presented at the Annual Convention of the University Council for Educational Administration, Nashville, Tennessee.


**Thurs.. Mar. 12**  
**Power and Privilege**  
Parker Palmer  Ch. 6, 7  

**Thurs.. Mar. 19**  
no class-mid term break

**Thurs.. Mar. 26**  
**Curricular Issues in Leadership**  

**Thurs.. Apr.  2**  
**Some political questions**  

**Thurs.. Apr. 9**  
**Other “novel” approaches.**  

**Thurs.. Apr. 16**  
**AERA begins – To be discussed**  
**Other Popular Leadership theories**  
McKenzie, K. B., & Locke, L. A. (2013), Distributed leadership: A good theory but what if leaders won't, don't know how, or can't lead? *Journal of School Leadership, 2*, 164-188.  

**Thurs.. Apr. 23**  
**Final Class – Wrap-Up.**
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 fulfil course expectations.

Graduate Grades:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>B-</td>
<td>80-84</td>
</tr>
<tr>
<td>C+</td>
<td>70-74</td>
</tr>
<tr>
<td>C</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
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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](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/](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](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).