

University of South Carolina
College of Education
Department of Educational Leadership and Policies
EDLP J701 School Leadership
Spring Semester, 2002

Dr. Julie Rotholz
305 Wardlaw College, USC
phone: (803) 777-2831 (office)
749-0534 (home, pre 9:00 p.m.)
E-mail: jrotholz@gwm.sc.edu

Dr. Tom Thompson
318 Wardlaw College, USC
Phone: (803) 777-3091 (office)
E-mail: tthompson@gwm.sc.edu

I. Course description: The study of school leadership, particularly the interpersonal relations and communication within an educational organization and between the school and the community. Course credit: 3 semester hours. Prerequisite: Admission to the Graduate School. Intended audience: Graduate students preparing for leadership roles in educational organizations.

II. Statement of course goals and objectives: The purpose of this course is to develop and foster skills, attitudes and practices, as outlined in the existing knowledge base on educational administration, that are essential to providing leadership within the school community. Upon successful completion of this course, as assessed by performance on assignments, students will be able to:

- a) Distinguish between leadership and management;
 - b) Identify characteristics, traits, and qualities of effective leaders;
 - c) Identify and explain leadership theories and their application in educational settings;
 - d) Identify and explain factors that foster and inhibit productivity in an educational setting;
 - e) Discuss factors that affect the change process;
 - f) Explain the dynamics and politics of a school community;
 - g) Identify and discuss effective management and communication strategies;
 - h) Assess individual leadership strengths and weaknesses;
 - I) Develop and implement plans to address individual leadership or management weaknesses;
- and
- j) Demonstrate skills and knowledge necessary for computer literate educational leaders.

III. Required texts:

Hoy, W.K. and Miskel, C.G. (2001). Educational administration: Theory, research, and practice. (6th ed.). Boston: McGraw-Hill. ISBN# 0-07-232289-6

This text can be obtained either through USC's DEIS (Distance Education and Instructional Support), from one of the University's bookstores, or from *Amazon.com*. They are listed here from most to least expensive.

Recommended (optional) texts:

The Jossey-Bass reader on educational leadership. (2000). San Francisco: Jossey Bass. ISBN 0-7879-5281-8.

- American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.
- Owens, R.C. (2001). Organizational behavior in education: Instructional leadership and school reform. (7th ed.). Boston: Allyn and Bacon.
- Schwahn, C.J. & Spady, W.G. (1998). Total leaders. Arlington, VA: American Association of School Administrators.

IV. Assignments:

1. Problem analysis: This assignment has two parts. Each student will identify a problem or dilemma in education that is part of one's everyday life. That is, you should "live with" this problem and not simply read about it. In no more than three pages, describe the context and substance of this problem; simply tell the story via a case study. The case study will be evaluated on its complexity, richness, and relevance to contemporary school life. In short, don't do something trivial. Post this assignment to your instructor via Blackboard. (Due January 22).

For the second part of this assignment, craft a response to two of your peers' "problems" that will be posted over the course of the semester on Blackboard. (See schedule for due dates). Your recommendations for action should include a grounding in the professional literature, reflect knowledge of best professional practice, and address the role that educational leaders might take to resolve or remedy the issue(s) your peers have identified. Justify your course of action from a theoretical perspective. Responses will be evaluated on the extent to which they incorporate knowledge of educational leadership and best practice.

Please note the points possible for this assignment; points are weighted in the direction of the presentation of the problem instead of the proposed solution. While both are important, at this point in your professional development, it is most important that you ask meaningful questions as opposed to "having all the answers." (15 points for problem scenario, 10 points possible for each response.)

2. Self-assessment. This is a paper of not more than four pages which describes your leadership experiences from a variety of perspectives. This paper should include descriptions of your own leadership activities not only in schools, but also in any civic, religious, and/or professional organizations of which you are a member. You may also include brief descriptions of other leaders you know personally; include a description of how these leaders have shaped your thinking about leadership. Discuss your particular accomplishments, behaviors, beliefs, and goals that are indicative of leadership. This paper should exhibit: 1) thematic organization, 2) appropriate structure and format, 3) honesty and integrity, and 4) some indication of a beginning of an appreciation for the complexities of leadership. (15 points possible)

3. Leadership Profile: As future leaders in the field of educational administration, it is imperative that you become acquainted with and avid readers of the professional literature. To assist you in this task, part of your course work entails searching, reading, and criticizing some of the relevant literature. The format for this inquiry is a profile of a leader you know well (e.g., someone whose leadership skills you have observed). Using information from the professional literature, describe and analyze this leader's behaviors. Explain how the literature either supports or contradicts your observations of "effective leadership" as demonstrated by the

individual you have selected. Some possible sources of background material include:

- *Administrative Science Quarterly
- Administrator's Notebook
- American Journal of Sociology
- American Sociological Review
- Education and Urban Society
- *Educational Administration Quarterly
- Educational Evaluation and Policy Analysis
- *Educational Leadership
- *Educational Researcher
- The Elementary Principal
- *Harvard Educational Review
- Journal of Applied Behavioral Science
- Journal of Applied Psychology
- Journal of Educational Psychology
- Journal of Human Behavior & Learning
- Journal of Research and Development in Education
- Journal of School Leadership
- NASSP Bulletin
- *Phi Delta Kappan
- Planning and Change
- Review of Educational Research
- Schools in the Middle
- The Urban Review

* = of particular interest or importance.

Of course, your paper should include complete citations in APA style, an introductory paragraph with thesis statement, a well crafted body to this paper, and a coherent summary. Your work will be evaluated on your use of professional literature, clarity, and completeness. Original thinking, elegant writing, and a reflection of honesty in presentation will be similarly rewarded. (15 points possible)

4. Community Relations Project: Your final project for this course is a short paper (no more than 5 pages) which details your design of a plan to improve school / community relations for a school or school district. Details about this assignment will be presented later in the semester. (15 points possible)

5. Final Exam: As with any examination, its intent is to provide you the opportunity to demonstrate that you have mastered a body of material relevant to school leadership. The final will draw from both your reading and class lectures and activities. (10 points possible).

6. Class attendance and contributions: Every student is expected to be mentally present at each class and to be actively engaged in the learning process. Although this is a distance education course, there will be opportunities for you to participate. You are urged to take advantage of these opportunities. In addition, any more than one and one-half absences is excessive and will

be graded accordingly. If you know you will be absent, please notify the instructors ahead of time. Please note that forging or “fudging” course attendance documents is a form of academic dishonesty and will be treated accordingly.

V. Course Requirements:

A student’s course grade will be based upon the following criteria:

1. Attendance. Class time is important for each student’s learning and synthesis of material through discourse and analysis. Students are expected to sign in at the beginning of each class period. See number 6, above.

2. Neatness and promptness: Written work is to be typed, double spaced, free of errors, and conform to APA 5th edition guidelines. All work is due by the date noted on this syllabus. No work will be accepted late, unless the circumstance is extremely extenuating in the opinion of the faculty. If a late paper is accepted, the assigned grade will be dropped by one letter grade for each day the paper is late (this includes weekends).

3. Originality and substance: Classroom and written work is to reflect original, creative and substantive thought appropriate for graduate students. Written work should be concise and free of ambiguity, verbosity, and carelessness in composition.

4. Academic integrity: Graduate students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students will be expected to follow the guidelines found in the *Publication Manual of the American Psychological Association* (5th ed.) regarding the conventions of scholarly citation, which requires acknowledgment of the writings of another author. All significant phrases, clauses, or passages taken directly from source material must be enclosed in quotation marks and acknowledged in the text. Borrowing the ideas of another writer, including paraphrasing, must also be acknowledged using APA style.

VI. Evaluation and grading:

Each component of the course will be weighted as follows.

Leadership profile:	15 points
Self-assessment:	15 points
Problem scenario:	15 points
Problem responses::	20 points
Class contributions:	5 points
Final project:	15 points
Final exam:	<u>15 points</u>
	100 points total

Grading scale:

- 95-100 = A
- 92-94 = B+
- 85-91 = B
- 78-84 = C+
- 70-77 = C

65-69 = D

Below 65 = failing

Please note that four or more course grades of C or lower make you ineligible for a graduate degree.

VII. Schedule and assignment due dates: (*The terms in quotation marks are the general topics contained in the Principal Evaluation Document; we are using them as guiding principles for this course.*) For reading assignments, H&M = *Hoy and Miskel's Educational Administration (required)*.

Class 1 January 15. Overview, assignments, and expectations.

Mandatory meeting Saturday, January 19, 126 Wardlaw College, USC, at 10:00 a.m.

Class 2 January 22 “Vision”

Read H&M, chapter 1; recommended reading: JBR, chapters 18, 19, & 20.

Due: Problem scenario.

Class 3 January 29 “Instructional Leadership”

Read H&M., chapter 2; recommended reading, JBR, chapters 4, 5, & 6.

Class 4 February 5 “Effective Management”

Read H&M, chapter 3; recommended reading, JBR, chapters 3, 11, & 12.

Class 5 February 12 “Staff Development”

Read H&M, chapter 4, recommended reading JBR chapter 9.

Class 6 February 19 “Climate”

Read H&M chapter 5, recommended reading JBR chapters 16 & 17.

Due: Response to first set of problem scenarios.

Class 7 February 26

Read H&M, chapter 6, recommended reading JBR chapters 7 & 13.

Class 8 March 5 (mid-point of the semester) “School / Community Relations”:

Read H&M, chapter 7.

Due: Self-assessment.

No class the week of March 12. Have a wonderful Spring Break!

Class 9 March 19 “Ethical Behavior”:

Read H&M, chapter 8.

Class 10 March 26: Read H&M, chapter 9; recommended reading, JBR chapters 14 & 21.

Due: Leader profile.

Class 11 April 2 “Interpersonal Skills”:

Read H&M, chapter 10 on communication; recommended reading, JBR chapter 15.

Class 12 April 9:

Read H&M chapter 11 & 12; recommended reading, JBR chapter 22.

Due: Response to second set of problem scenarios.

Class 13 April 16 “Professional Development”

Recommended reading, JBR chapters 10, 23 & 24.

Class 14 April 23: Summary, wrap-up, and evaluations, followed by your Final Exam.

Final papers on your community relations project are due to your instructors no later than Tuesday, April 30 at 5:00 p.m.