COURSE DESCRIPTION

This graduate level course will be an exploration of the underlying issues within contemporary educational policies and practices. We will discuss the educational theories and philosophies that frame the discourse on educational policy and practice as well as the practical challenges of managing schools within the larger historical, political, and sociological context. This interdisciplinary approach will allow students to begin to reflect upon the role of schooling and education within a democracy. The ultimate goal of this course is to provoke critical reflection which can be applied to practice. This course will encourage students to think in proactive ways about how they, as current and future school administrators, can contribute to the betterment of schools by promoting equity, inclusiveness, and academic excellence. Readings will focus on current dilemmas, trends, and gaps in our understanding of theory, policy, and practice that influence the ways in which schools are conceived and operate.

COURSE OBJECTIVES

- To familiarize students with social forces which influence education policy and practice;
- To understand and critique strategies used to exert influence and control over education;
- To critically analyze the interrelationships and contradictions between American values and the social, political, economic, and cultural forces that compromise the context in which education is provided;
- To better understand how these broader forces shape your role as a current and/or future educational leader;
- To help you develop a more informed vision for how schools should function in a democratic society which values equity, access, inclusiveness, and academic excellence.
COURSE TEXTS

There are two required textbooks for this course. These books should be available at the university bookstore and online. If you find the books online, please obtain the specific editions noted below.


In addition to the required textbooks, we will be reading a number of articles, essays, and dissertations. These will be made available via Desire to Learn [D2L]. We will also be making use of the system for online links and to share information with each other. You will need a valid siu.edu email account, and an updated DAWG ID number. D2L can be accessed at: http://online.siu.edu. In the case that the readings are not made available via Desire to Learn [D2L], I will email the reading or make copies and distribute the reading in class in advance. When the reading is posted, you are expected to download it and/or bring it with you in either hard copy or electronic form for each class session. We will spend a great deal of time reading aloud, referencing, questioning and discussing the assigned texts. Please bring all of the assigned books and articles for that day to class, along with your notes and questions about the texts.

There will also be a number of optional readings listed for each week. These readings are meant to spark further reflection about the topic for the week. You may incorporate these optional readings into your classroom assignments and discussions; however you will not be penalized if you choose not to read or include these optional readings into your assignments and discussion.

EVALUATION

The goal of this course is to help you gain a broad appreciation and understanding of the explicit and implicit theories, policies, and practices that shape current educational administration discourse and practice. You will be evaluated on your ability to clearly and intelligently discuss and write about these concepts in a way that demonstrates you have done the readings, absorbed classroom discussions, and engaged in critical reflection. You will be assessed on your classroom participation, various structured written assignments, and one oral and written group project. Your final grade will be based upon each of these components, which are described below.

A. Class Participation (20%): As a graduate student, you are expected to participate in class in a critical and reflective way. Your participation in this course will be a significant part of your final grade. In order to fully participate in class, you must attend consistently, prepare for class, and participate in class discussions and activities. You are expected to conduct yourself as a doctoral student. Absences and tardiness are not acceptable and will affect your participation grade. If you must be absent, a formal request needs to be made in email.
You are also expected to critically read all of the required course readings and be prepared to contribute to group discussions and activities. Your participation grade will also include your participation in a final group paper and project. You will be assessed by both me and your classmates on your contribution to the group assignment.

B. Memos (50%): Course requirements include 5 structured 2-page memo assignments. Each memo is designed to help you reflect upon and synthesize the material in a way that will demonstrate your understanding of the readings. This exercise will also help you critically think about how the readings relate to the “big picture” topic for each week. You will be given the discussion questions for each memo the week prior to the due date for the assignment. All 5 of these memos should be single-spaced, 2 pages in length, include proper headings to indicate what questions you are addressing. Proper APA citation is required along with 12 point font, Times New Roman.

C. Professional Manifesto Part I (5%) – For the Part I Professional Manifesto assignment, you will introduce yourself to me as a professional educator, including your current position, future aspirational career goals, and a statement about your vision as a school leader. This manifesto should be no more than 3 pages, double spaced, 12 point font, Times New Roman.

D. Professional Manifesto Part II (5%): For the Part II Professional Manifesto assignment, you will reflect on what you’ve read and discussed over the entire course. You will discuss how the readings and discussions have influenced your professional goals and vision of yourself as a school leader. This manifesto should describe any refined goals you now have as a current/future school leader, what educational problems or challenges you would like to tackle in your current or future career, and how your ideas about how to address these issues may have changed or expanded. This manifesto should be 3-4 pages, double spaced, 12 point font, Times New Roman.

E. Final Assignment: Our Vision of Change Paper & Presentation (20%): The final assignment will be a group project designed to demonstrate your grasp of the material covered in the April 7th, 14th, 28th classes. This final paper should be organized as a formal term paper, using APA formatting. It will be 20-25 pages in length, double-spaced. This paper should not exceed 25 pages. Your group will also present an overview of your paper in a final presentation for our last class. More details forthcoming.

LEARNING ENVIRONMENT & WORKGROUPS

In a doctoral seminar, everyone assumes responsibility for the quality of the class. You are expected to engage in scholarly discussion, exchange of ideas, and practice collegiality. Some of the topics we will be discussing are contentious and political, so respect and reflective listening is a must. You will be expected to share your thoughts, offer evidence for your claims, and bring an open mind to what others are sharing as well.
Since we will spend the vast majority of our time engaged in discussion and group activities, it is very important that we work together to foster a safe, cooperative, and collegial learning community. We will discuss our learning community and establish some basic guidelines in our first class.

GUIDELINES FOR WRITTEN ASSIGNMENTS

All written assignments for this class must be typed; use 1 inch margins all around; APA style formatting; and 12 point Times New Roman font. If you receive grades on your written work that you don’t understand or are not happy with, you should visit me during office hours or schedule a time to discuss it with me. In general, the following criteria apply for all written work:

- **A level work** is reflects substantial effort, proof-read, and well thought out. Guidelines for the assignment have been followed thoroughly, and have been carried out in organized, coherent, and thorough manner. Arguments are well-cited with appropriate sources, use supportive examples, and are written in a compelling and persuasive manner. For papers and long essays, there is an introduction, conclusion, and transition between sections. The mechanics of the paper are excellent with very few grammatical or spelling errors.

- **B level work** reflects satisfactory quality and a clear effort to complete the assignment. Most of the aspects of the assignment are covered in an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is a clear structure to the paper. The mechanics of the paper are acceptable; however there may be some minor grammatical and/or spelling errors. However, these errors do not detract substantially from the clarity, organization, or content of the paper/essay.

- **C level work and below** is unsatisfactory. The paper reflects a lack of proof-reading, understanding of the material, and/or lack of effort to address the guidelines for the assignment. The structure, clarity, and/or mechanics of the paper are below what is expected of graduate level work.

ACADEMIC DISHONESTY & PLAGIARISM

Academic dishonesty and plagiarism will not be tolerated. According to the SIU Plagiarism Committee (2007) plagiarism is defined as: “presenting existing work as one’s own”. Plainly speaking, any ideas or language or visual design taken from another source, including one’s own work, must be fully acknowledged unless the information is common knowledge. What is considered ‘common knowledge’ may differ from subject to subject.

To avoid plagiarizing, one must not adopt or reproduce material from existing work without acknowledging the original source. Existing work includes but is not limited to ideas, opinions, theories, formulas, graphics, and pictures.
Examples of plagiarism, subject to interpretation, include but are not limited to directly quoting another’s actual words, whether oral or written; using another’s ideas, opinions, or theories; paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; borrowing facts, statistics, or illustrative material; and offering materials assembled or collected by others in the form of projects or collections without acknowledgment.” (SIU College of Education and Human Services, 2014).

Individuals suspected of academic misconduct will be handled according to established Southern Illinois University policies. You are expected to take responsibility for the integrity and honesty of your academic work. If you plagiarize any aspect of any of the written assignments, you will receive a grade of F for the assignment and, as appropriate, for the class. Additionally, I reserve the right to use software to periodically scan for plagiarism, as well as the right to ask you for an electronic copy of your work for any assignment. Plagiarizing includes the following:

- Handing in work that you did not write for this particular course. This not only includes other people’s uncited work, but also work that you previously handed in for another course or have already published. You should not self-plagiarize your own work. If you have any questions or doubts about this area, just ask me.

- Using someone else’s words, expressions or ideas in your writing without directly citing them by using quotation marks and an appropriate reference. A quotation is a word-for-word repetition of written or spoken language. Quotation marks directly before and after the material tell the reader these are the exact words of the source. Direct quotations must always include a reference with the author’s last name, year of publication and page number (in APA). The page number can be given in parentheses at the end of the exact quotation or incorporated into the in-text citation.

- Paraphrasing someone else’s argument without providing an appropriate reference to show where you got the idea/argument. Paraphrases and summaries are restatements of written or spoken language in your own words. If you draw on someone else’s ideas in your paper, you must cite that source. Additionally, you should always clearly identify the parts of your paper that are not your own. Likewise, it’s important to not add your opinions while paraphrasing or summarizing someone’s opinions unless you make it clear that your ideas are not the original author’s. Paraphrases and summaries do not use quotation marks but must be cited. In, APA, this citation requires the author’s last name and year of publication. APA does not require the use of specific page numbers when paraphrasing, however, for this course, I expect you to include page numbers in the citation.

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu.
Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

ACCOMODATIONS

I wish to make this course as accessible as possible to students with disabilities, temporary medical conditions, or mental or emotional health issues that may affect any aspect of course assignments or participation. Please communicate with me at the beginning of the semester or at your discretion about any accommodations that will improve your experience of or access to the course. We can create an agreement to document accommodations. The Disability Student Services (DSS) office provides support and various services for students with disabilities. DSS is located in Woody Hall room B-150 and can be reached DSSiu@siu.edu, 453-5738 (PH), 453-5700 (FAX), or 453-2293 (TTY). DSS requests that students contact the office at the beginning of the semester or at their earliest convenience. More information about Disability Support Services is available at: http://disabilityservices.siuc.edu/. The Achieve Program also offers support (for a fee) to students with learning disabilities and can be reached at (618) 453-2369 or achieve@siu.edu.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Assignment</th>
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<tbody>
<tr>
<td><strong>Monday, January 13, 2014</strong></td>
<td>Course Overview, Introductions, &amp; The Role of Theory</td>
</tr>
<tr>
<td><strong>Homework:</strong> See readings and assignment listed for the week of January 20th below.</td>
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<tr>
<td><strong>Monday, January 20, 2014</strong></td>
<td>No Class (Dr. King’s Holiday)</td>
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<td>Optional Additional Readings:</td>
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<tr>
<td>❖ <strong>Homework:</strong> Memo #1</td>
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<tr>
<td><strong>Monday, January 27, 2014</strong></td>
<td>Democracy, Capitalism, &amp; Education</td>
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<td><em>Assignment Due:</em> Memo #1: Theory and Education Discussion Questions</td>
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<tr>
<td>Optional Additional Readings</td>
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<tr>
<td>❖ <strong>Homework:</strong> Professional Manifesto #1</td>
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<tr>
<td><strong>Monday, February 3, 2014</strong></td>
<td>Socioeconomic Class, Privilege, &amp; Poverty</td>
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<tr>
<td></td>
<td><em>Assignment Due:</em> Professional Manifesto #1</td>
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Optional Additional Readings:


Monday, February 10, 2014

Race & Ethnicity


Optional Additional Readings:

Monday, February 17, 2014


Optional Additional Readings:


❖ Homework: Memo #2- Class, Race, & Citizenship

Monday, February 24, 2014


Optional Additional Readings:


Monday, March 3, 2014


Optional Additional Readings:


❖ **Homework: Memo #3- Gender, Sexuality, & Disability**

**Monday, March 10, 2014**

**NO CLASS- SPRING BREAK**

**Monday, March 17, 2014**

❖ **Assignment Due:** Memo #3- Gender, Sexuality, & Disability


**Monday, March 24, 2014**

**The Classroom, Pedagogy, and the Curriculum**


Optional Additional Readings:


❖ Homework: Memo #4- Tracking, Testing, Pedagogy, & the Curriculum

Monday, March 31, 2014

Assignment Due: Memo #4- Tracking, Testing, Pedagogy, & the Curriculum


Optional Additional Readings:


Monday, April 7, 2014

Students, the Media, & Popular Culture


Homework: Memo #5: Students, the Media, and Outreach

Monday, April 14, 2014

Accountability & Reform Movements

➢ Assignment Due: Memo #5: Students, the Media, and Outreach


Optional Additional Readings:


Monday, April 21, 2014

Leading for Change: Challenges & Barriers


Optional Additional Readings:


Homework: Professional Manifesto Part II
Monday, April 28, 2014

Leading for Change: Administrators as Agents of Social Change

➢ Assignment Due: Professional Manifesto Part II


Optional Additional Readings:


➢ Homework: Finish up group paper and project ‘Visions for Change’

Monday, May 5, 2014

Visions for Change: Class Presentations

➢ Assignment Due: Group paper and presentations on “Visions for Change”