

Syllabus

EDAD 6360: K-16 Leadership Theory Research Spring 2014

Instructor Information

Instructor: Casey Graham Brown, Ph.D. Email: cgbrown@uta.edu
Office: Trimble Hall 104A Phone: 817-272-5166
Office Hours: By appointment
Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/12579>

Course Information

Section Information: EDAD 6360.001

Course Time and Location: SH 315, Monday, 5:30-8:20 p.m.

Description of Course Content

The course centers on organizational leader behavior in K-16 settings with reference to interpersonal relationships, hierarchy, management style, and communication. It includes an analysis of both classical and contemporary organizational theories, and their application in K-16 settings.

Student Learning Outcomes

Students are expected to master the following learning outcomes:

1. Students will be able to analyze and differentiate between various leadership theories, as evidenced by the leadership perspective paper.
2. Students will be able to describe how theoretical frames are used in educational leadership research, as evidenced by the leadership theory paper.
3. Students will be able to synthesize how particular leadership theories can be used to frame research, as evidenced by the leadership theory paper.
4. Students will be able to identify complexities confronting school leaders, as evidenced by the leadership theory paper.

Textbooks and Materials

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Beyer, B. (2012, October 1). *Blending constructs and concepts: Development of emerging theories of organizational leadership and their relationship to leadership practices for social justice*. Retrieved from the Connexions Web site:
<http://cnx.org/content/m44971/1.4/>

Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage.

Phillips, D. T. (1992). *Lincoln on leadership*. New York, NY: Warner Books, Inc.

Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler Publishers, Inc.

Major Assignments

Leadership Perspective Paper (100 points; 25% of course grade). Choose and have approved in advance a notable educational leader. Analyze the leader's style and motivation to lead. Describe responsibilities and skills required of the leader. Synthesize the leader's style and traits. Articulate how the person's leader style affects teaching and learning. Discuss how your style is similar to or different from the person's style. Incorporate course and external references. Utilize APA style. The paper should be 6-8 pages long (not including title page, abstract, references, and appendices). Adhere to specified standards, including one-inch margins, 12-point type, and Times New Roman font.

Leadership Theory Paper (100 points; 45% of course grade). Informed by course and outside readings, write and submit a paper in which a specific leadership theory is synthesized. Briefly analyze the theory's components (based upon literature). Share research and practice implications. Design and describe an education-based research problem. Explain how the leadership theory can be used as a lens to explore the problem. Utilize APA style. The paper should be 15-18 pages long (not including title page, abstract, references, and appendices). Adhere to specified standards, including one-inch margins, 12-point type, and Times New Roman font.

Group Assignment (100 points; 20% of course grade). Work with your assigned small group to explore the leadership theory proposed by the assigned theorist. Possible theorists include Bennis, Fullan, Gardner, Greenleaf, Hersey and Blanchard, Senge, and Sergiovanni. Prepare a 20-minute class presentation that highlights information pertaining to the following guide:

- Describe the tenets of the theory.
- Evaluate the ideology/visions/beliefs of your approved educational theorist.
- Consider the impact of the theory on educational practice.
- Analyze the contributions of the theory on educational research.
- What schools of thought do the tenets of the theory enlighten and make ambiguous?
- What issues or concerns did the theorist seek to address? What solutions are presented?
- What consequences are there for not attending to the theory

Attendance and Active Participation (100 points; 10% of course grade). Come to class prepared to discuss and collaborate. Complete assigned readings in advance; attend and participate in class. Participate in online Blackboard discussions.

Grading

Leadership Perspective Paper. There are 100 points possible, comprising 25% of the final course grade. Submissions should exhibit scholarly writing ability; APA style should be utilized.

Leadership Theory Paper. There are 100 points possible, comprising 45% of the final course grade. Submissions should exhibit scholarly writing ability; APA style should be utilized.

Group Assignment. There are 100 points possible, comprising 20% of the final course grade.

Attendance and Active Participation. There are 100 points possible, comprising 10% of the final course grade.

A = 90-100% of points

B = 80-89% of points

C = 70-79% of points

D = 60-69% of points

F = 59%-less of points

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Instructional Approach

Come to class ready to participate and discuss. Please be collaborative and prepared. Be present and speak up. We will work to expand our knowledge and explain why we believe the way we do. Please submit work on time in order to receive feedback that will assist with future assignments.

Please note that to accommodate coursework and the preparation of assignments, we may not meet as a class every week. If at any time this feels detrimental to your education, we can change the schedule. If university academic events occur that may enhance the coursework, I will encourage you to attend.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for

an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state

law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit; exits can be accessed by turning left or right after exiting the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Tentative Course Schedule

Week 1: Monday, January 13

Topic: Introductions and orientation to the course

Week 2: Monday, January 20

Holiday

Week 3: Monday, January 27

Online Session

Week 4: Monday, February 3

Topics: Trait, skills, and style approaches
Northouse Chapters 1-4

Week 5: Monday, February 10

Topics: Orderly world; Quantum Age
Phillips Part 1 and Wheatley Chapters 1-2

Week 6: Monday, February 17

Topics: Situational approaches; contingency and path-goal theories; character
Northouse Chapters 5-7 and Phillips Part 2

Week 7: Monday, February 24
Online Session

Week 8: Monday, March 3
Topic: Group presentations
Group assignment presentations

Week 9: Monday, March 10
Spring Break

Week 10: Monday, March 17
K-16 Leadership Speaker Series

Week 11: Monday, March 24
Topics: Leader-member exchange; transformational/servant leadership; invisible fields
Northouse Chapters 8-10 and Wheatley Chapters 3-4
Leadership Perspective Paper is due.

Week 12: Monday, March 31
Topics: Authentic and team leadership; change/creative energy/chaos
Northouse Chapters 11-12 and Wheatley Chapters 5-7

Week 13: Monday, April 7
Topic: Women and leadership
Northouse Chapters 13-14 and Wheatley Chapter 8

Week 14: Monday, April 14
Topics: Culture and leadership; leadership ethics; endeavor
Northouse Chapters 15-16 and Phillips Part 3

Week 15: Monday, April 21
K-16 Leadership Speaker Series

Week 16: Monday, April 28
Topics: Scientific management; communication
Wheatley Chapters 9-10 and Phillips Part 4
Leadership Theory Paper is due.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Casey Graham Brown

Name

Phone Number

Workplace

Position

In the event of an emergency during class time, who should be contacted?

Name

Number to reach contact during class time

A few questions please. . .

Something that I'd like to happen in this class. . .

Something that I hope does not happen in this class. . .

Something that I really appreciate is when the professor. . .

Also, I want to share. .