*George Mason University*

***College of Education and Human Development***

***Graduate School of Education***

EDUC 802

**Leadership Seminar**

Spring 2010

CRNs 11460 and 20740

Sections 001 and 657

**Professor: Rebecca K. Fox, Ph.D.**

**Class Days/Time:** Wednesdays, 4:30 - 7:10

**Class Location**: Research I, Room 201

**E-Mail:** [rfox@gmu.edu](mailto:rfox@gmu.edu)

**Office:** Robinson Hall A, 451 B

**Office Hours:** By appointment, or before class on Wednesdays

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**Course Outline**

# Course Description

Intensive study of leadership, emphasizing decision and change processes, and assessment and development of leadership skills. Required during the (third) semester of study in the program.

Prerequisite: admission to the Ph.D. Program.

**B. Course Outcomes**

As a result of this course, students will be able to:

1. Analyze the concept of leadership in a variety of forms, venues, and styles;
2. Understand the evolution of philosophical orientations that articulate a defined concept of leadership;
3. Write with cogency about leadership and related academic issues;
4. Identify individual orientations and dispositions associated with effective leadership and how leadership relates to the broader educational community;
5. Support their understanding of the emergent nature of leadership in education with targeted consideration toward an expanding international context and the role of culture by drawing on historical and current research and literature in the field to inform both local and wider reaching decision making.

**C. Course Readings and Resources**

**Required Texts**

Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Gardner, H. (2008). *Five minds for the future.* Boston: Harvard Business Press.

Hanh, T. N. (2007). *The art of power.* New York: HarperCollins.

Machiavelli, N. *The prince.* Classics Edition (2004). New York: Simon & Schuster, Pocket Books Division.

Wheatley, M. J. (2006). *Leadership and the New Science: Discovering Order in a Chaotic World*

*Additional Articles/Resources*

Applegate, J., Earley, P., & Tarule, J. (2009). Support for women leaders: The visible and the invisible. In C.A. Mullen, Ed., *Leadership and building professional learning communities*.

Bordas, J. (2007, Fall). How salsa, soul, and spirit strengthen leadership. *Leader to Leader, (*2007) 46, pp. 35-41.

Garcia, E., Arias, M.B., Harris Murri, N.J., & Serna, C. (2010). Developing responsive teachers: A challenge for a demographic reality. *Journal of Teacher Education, 61*(1-2), 132-142.

Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education, 61*(1-2), 143-152.

Lee, C. (2008). The centrality of culture to the scientific study of learning and development: How an ecological framework in education research facilitates civic responsibility. *Educational Researcher, 37*(5), 267-279.

Lieberman, A., & Mace, D. P. (2010). Making practice public: Teacher learning in the 21st century. *Journal of Teacher Education, 61*(1-2), 77-88.

Tarule, J., Applegate, J., Earley, P., & Blackwell, P. (2006). Narrating gendered Leadership. In D.R. Dean & J. Allen, Eds.,  *Women in academic leadership: Professional strategies, personal choices,* Volume 2: *Women in academe.* Sterling, VA: Stylus Pub.

Other articles may be substituted or added, as appropriate.

**D. Course Delivery**

Dialogic in nature, the EDUC 802 Leadership Seminar is predicated upon expanding professional development through discussion, critical reflection, and research. As my teaching style is deeply seated in the Freirian philosophy that all teachers are learners and all learners are teachers, course delivery is accomplished in a combination of ways. In order to meet the needs of participants and their learning styles I employ a variety of in-class, on-line, cooperative, and individualized instructional strategies to include:

* *Student Directed Discussions*;
* *Interactive Discussions* (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
* *Cooperative and Collaborative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
* *Guest lectures;*
* *Online/electronic discussions, blogging, and postings* via *Blackboard* course framework.

**E. College of Education and Human Development Statements of Expectations**

1. The Graduate School of Education (GSE) in the College of Education and Human Development abides by the following:

Students are expected to exhibit professional behavior and dispositions. Please see <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. Please see <http://www.gmu.edu/catalog/apolicies/#TOC_H12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. Go to <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

**Students with special needs:** Students who require special accommodations or those with special needs that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation. Students seeking accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. Please see [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

1. Attendance is required, as the discussions that take place in this class are essential to achieving the course objectives. To that end, each student is expected to complete all the assigned readings and participate in the discussions, both in class and online. It is expected that each student will be attuned to group dynamics in order to ensure the active participation all aspects of the class.

If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.

1. ***All assignments should be completed in MS Word and sent to me electronically as an attachment via email prior to, or on, the class date for which they are due. Late assignments are not acceptable without having made prior arrangements with me.***

**F. Relationship to Program Goals and Professional Organizations**

**The EDUC 802 relationship to the GMU CEHD Core Values:** EDCI 802reflects the mission and core beliefs of the College of Education and Human Development at George Mason University through its commitment to engage doctoral students in the scholarly examination of research and writing in the area of educational leadership, critical reflection and engagement in research literature that promotes ethical educational leadership. As stated on the website, the five Core Values of the CEHD are: *Collaboration, Ethical Leadership, Innovation, Research-based Practice, and Social Justice.*

**G. Principle Class Assignments and Requirements**

**\*\* Doctoral Program Course Expectations**

Prior to the completion of this course, students are expected to form their Doctoral Advising Committee and complete portfolio review #1.

There are four principle types of assignments in the EDUC 802 all of which are intended to help you develop and deepen your capacity for critical reflection, connect your reflection to course readings and other experiences, and develop and hone your skills as a doctoral student disposed to lead.

***All assignments should conform to APA (6th Edition) Style.***

***Please submit all assignments electronically to me by the due date.***

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| --- | --- | --- | --- |
| **Class Assignments for EDUC 802** | | | |
| **Project** | **Emphasis/Goal** | **Percentage of Grade** | **Due Date** |
| Book Group Leadership Assignment | Each student will select to be a member of one of four groups; each group will be responsible for facilitating a discussion during class that is focused on one of the following assigned books: *The Art of Power*, *Leading in a Culture of Change*, *Leadership and the New Science*, or *Five Minds for the Future*. The criteria for the discussion group will be discussed in class. | 20 percent | As determined by group sign up |
| Reading Responses | Write a response to course readings that addresses the following two topics. Each response should be no more than 5 pages, double-spaced, and include specific references to course readings.   1. For Feb. 10th, address the concept of Power: “Leading is more than getting somebody to do something or getting somebody to believe in something.” 2. For March 24th, address new perspectives for consideration that you have gained from the Gardner, Wheatley, and article readings. Discuss how these will inform your emergent decision-making process. | 20 percent    (10 points each) | Due via email on  **Feb. 10**  **&**  **March 24** |
| Analysis Paper | Use Fullen’s model to analyze President Obama’s State of the Union Address. Your paper should be no longer than 5 pages in length. | 20 percent | Due on **Feb. 24** |
| Movie Assignment  Essay | Get out your popcorn and watch one of the movies on the list accompanying this syllabus. Then, write a 4 page essay in which you discuss the leadership style of one or two of the characters in the movie. Make specific connections to course readings in your response. | 10 percent | Due on **April 7** |
| Final Essay | The purpose of this final assignment is to provide you with an opportunity to synthesize course readings as you consider where you are as a leader at this point in your doctoral program. It is designed to be included in your Doctoral Portfolio.  Please prepare a final paper of no more than 10 pages (not including references), double-spaced, in which you identify from our course readings and discussions the most essential attributes of a leader and why you consider them the most essential. As you reflect on your beliefs, discuss your leadership goals as they relate to your doctoral study and estimate where you are in your leadership pathway toward achieving these goals and what you will need to focus on/develop during the remainder of the Ph.D. program. | 30  percent | Due on  **May 5** |

**H. Grading**

The University-wide system for grading graduate courses is as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Standards** | **Grading** | **Grade Points** | **Graduate Courses** |
| A+ | Substantially Exceeds Standard | 98 - 100 | 4.00 | Satisfactory / Passing |
| A | Meets Standard | 93 – 97.9 | 4.00 | Satisfactory / Passing |
| A- | Meets Standard | 90 – 92.9 | 3.67 | Satisfactory / Passing |
| B+ | Approaches Standard | 88 – 89.9 | 3.33 | Satisfactory / Passing |
| B | Approaches Standard | 83 – 87.9 | 3.00 | Satisfactory / Passing |
| B- | Approaches Standard | 80 – 82.9 | 2.67 | Satisfactory\* / Passing |
| C | Attempts Standard | 70 – 79.9 | 2.00 | Unsatisfactory / Passing |
| F | Does not Meet Standard | Below 70% | 0.00 | Failing |

**Suggested Movie List Selections**

*12 Angry Men (1957)*

*A Few Good Men (1992)*

*Casablanca (1942)*

*Citizen Kane (1941)*

*Courage Under Fire (1996)*

*Crouching Tiger, Hidden Dragon (2003)*

*Dances With Wolves (1990)*

*Dr. Strangelove or How I Learned to Stop Worrying and Love the Bomb (1964)*

*Frost-Nixon (2008)*

*Good Night and Good Luck (2005)*

*High Noon (1952)*

*Invictus (2009)*

*Mr. Smith Goes to Washington (1939)*

*Rabbit Proof Fence*

*Schindler’s List (1993)*

*Shane (1953)*

*The Blind Side (2009)*

*The Great Debaters (2007)*

*To Kill a Mockingbird (1962)*

*West Side Story (1961)*

*Whale Rider (2002)*

*Wizard of Oz (1939)*

1. **Course Schedule: Spring 2010 for EDUC 802-Leadership Seminar**

[This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester.]

| **Class** | **Theme/Topic** | **Weekly Schedule** Assigned Readings and Assignment Due Dates |
| --- | --- | --- |
| **Class One Jan. 20** | Course Introduction & Overview | Course Information, Overview, and Introduction  Sign up for Group Presentations |
| **Two**  **Jan. 27** | *The Prince* | The concept of Leadership – What is Leadership?  Read Chapters 15-23 of *The Prince*  Discussion on Leadership as seen through the eyes of The Prince |
| **Three**  **Feb 3** | Discussion of  *The Art of Power* | Interactive Book Facilitation/Presentation – Group #1  All: Read *The Art of Power* in preparation forGroup led Discussion #1 |
| **Four**  **Feb. 10** | Leadership, Power, and Decision-making | Garcia, Garcia, E., Arias, M.B., Harris Murri, N.J., & Serna, C. (2010). Developing responsive teachers: A challenge for a demographic reality. *Journal of Teacher Education, 61*(1-2), 132-142.  Lee, C. Lee, C. (2008). The centrality of culture to the scientific study of learning and development: How an ecological framework in education research facilitates civic responsibility. *Journal of Teacher Education, 37*(5), 267-279.  ***Reading Response #1 on Power due via email today*** |
| **Five**  **Feb. 17** | *Leading in a Culture of Change* | Interactive Book Facilitation/Presentation – Group #2  All: Read *Leading in a Culture of Change* in preparation for Group led Discussion #2  The Importance of Purpose |
| **Six**  **February 24** | Leading and Change | ApplegApplegate, J., Earley, P., & Tarule, J. Support for women leaders: The visible and the invisible. In C.A. Mullen, Ed., *Leadership and building professional learning communities*.  BordasBordas, J. (2007, Fall). How salsa, soul, and spirit strengthen leadership. *Leader to Leader, (*2007) 46, pp. 35-41.  Discussion of Analysis Papers  ***Analysis Assignment Due by email today*** |
| **Seven**  **March 3** | *Leadership & the New Science* | Interactive Book Facilitation/Presentation – Group #3  Read *Leadership & the New Science* in preparation for Group led Discussion #3  Systems Thinking |
| **March 10** | *No Class* | Spring Break – No Class |
| **Eight**  **March 17** | *Five Minds for the Future* | Interactive Book Facilitation/Presentation – Group #4  Read *Five Minds for the Future* in preparation for Group led Discussion #4 |
| **Nine**  **March 24** | Leadership and  Other Voices | Tarule, Tarule, J., Applegate, J., Earley, P., & Blackwell, P. (2006). Narrating gendered Leadership. In D.R. Dean & J. Allen, Eds., *Women in academic leadership: Professional strategies, personal choices,* Volume 2: *Women in academe.* Sterling, VA: Stylus Pub.  Gay, GGay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education, 61*(1-2), 143-152.  ***Reading Response #2 on New Perspectives due via email today*** |
| **March 31** |  | School Division Spring Break – No Class  Time to work on Movie Essay |
| **Ten**  **April 7** | Leadership In our Mainstream Culture | Movie discussion and connections  ***Written Movie Essay Assignment Due today by email*** |
| **Eleven**  **April 14** | Exercising Leadership | Can Leaders *Make* Organizations Learn? How do you exercise leadership?  LiebeLLieberman, A., & Mace, D. P. (2010). Making practice public: Teacher learning in the 21st century. *Journal of Teacher Education, 61*(1-2), 77-88. |
| **Twelve**  **April 21** | Informing  Leadership Decisions | Continuing our focus on issues and challenges in the Leadership Around Us  ***Email your assignment for feedback this week to workgroup/learning partner*** |
| **Thirteen**  **April 28** | Leadership and You | Finding Your Way in Leadership – making personal connections and considering the connections of our course readings to the following article (also examined in EDUC 800):  Eisner, Eisner, E. (1991). Educational criticism. In E. Eisner, *The enlighten*ed e*ye* (pp. 85-105)*.* New York: Macmillan. |
| **Fourteen**  **May 5** | The Future of Leadership | Leadership, The Future, and You  Course Wrap-Up, Course Evaluations, and final discussion  ***Final Leadership Assignment due today via email*** |

**EDUC 802**

**Rubric for Team Book Facilitation/Discussion Assignment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory**  **1** | **Emergent to Good**  **2** | **Very Good**  **3** | **Exemplary**  **4** |
| **Small Group Leadership Assignment**  **20 points total** | Presentation completed by the group, however there were some elements of the assignment missing; Conversation was not well facilitated for the class or may not have been focused on the topic or could have been better prepared;  Questions show minimal preparation or lack of understanding of the book;  Provides minimal to no visual, experiential, or other accompanying presentational support to facilitate the group’s understanding of leadership as portrayed by the author;  Minimal team participation or presentation. | Good book presentation by the group;  Facilitates conversation among class members focused on the topic but could have been better prepared;  Questions show good preparation and understanding of book;  Provides minimal visual, experiential, or other accompanying presentational support to facilitate the group’s understanding of leadership as portrayed by the author;  Good team participant and presenter. | Strong book presentation by the group;  Facilitates and promotes conversation among class members focused on the topic;  Questions and comments reveal good preparation and understanding of book;  Provides moderate visual, experiential, or other accompanying presentational support to facilitate the group’s understanding of leadership as portrayed by the author;  Very good team participant and presenter. | Outstanding book presentation by the group;  Facilitates and promotes conversation among class members focused on the topic;  Questions and comments reveal thoughtful preparation and strong understanding of book;  Provides visual, experiential, or other accompanying presentational support to facilitate a multidimensional understanding of leadership as portrayed by the author;  Excellent team participant and presenter. |

**EDUC 802**

**Rubric for Reading Responses & Analysis Assignments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory**  **1**  **< 75 F** | **Emergent to Good**  **2**  **75-79 C** | **Very Good**  **3**  **80-91 B** | **Exemplary**  **4**  **92-95=A- & 96-100=A** |
| **Completeness of assignment** | Difficult to recognize as the assignment, or assignment was not submitted as a complete document.  Does not address the assignment’s question or topic. | Insufficient evidence of understanding and application; important elements missing or difficult to find;  Adequately addresses the assignment’s question or topic | Moderate shortcomings, or minor elements missing that do not allow the instructor to see the product as a whole;  Evidence of effort but one or more significant points are missed or not addressed.  Does a solid job of addressing the assignment’s question or topic | All elements of the assignment are complete and submitted on time. The assignment is accurate, seamlessly written, and presents a complete document according to required elements.  Completely and critically addresses the assignment’s question or topic. |
| **Connections to Leadership Literature and Research** | The project only briefly provides connections to research or evidence of having an understanding of leadership or other related course topics. | The project establishes a few connections between the research literature and application with little substantive evidence of having an understanding of leadership or other related course topics | The project establishes some connections to the research literature and provides adequate evidence of having an understanding of leadership and other related course topics | The project establishes clear and accurate connections to and provides substantial evidence of having read and understood course readings on leadership and other related course topics |
| **Resources** | Minimal, or no, resources are provided; does not comply with APA 6th style | Limited to few resources are used ; there are multiple APA 6th irregularities | Some resources provided; some APA 6th irregularities may be present | A number of resources from course assignments including, if applicable, on’line resources; Conforms to APA (6th ed) style completely and accurately. |
| **Quality of Written Work**  **Language/Writing** | Author makes more than 4-5 errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the graduate work level or does not develop ideas or support them with course readings. | Author makes some errors in grammar, mechanics or spelling that distracts the reader from the content. Uses language that is appropriate but not fluent or engaging; would benefit from more clearly developed ideas that are supported by course readings. | Author makes few errors in grammar, mechanics or spelling. Uses language adequately and with elaboration to express ideas, but could develop ideas more clearly with support from course readings. | Exceptional quality. Author makes no errors in grammar, spelling or mechanics. Uses language masterfully to express and develop ideas with support from course readings. |
| **Critical Reflection**  **(Final Essay)** | The author is limited in reflective scope without elaboration or draws conclusions without justification. More specific and deeper connections to the author’s doctoral program or professional context are called for. | The author appears to be making meaning of his/her leadership direction, but deeper reflection is called for or further elaboration is needed in the area of his/her doctoral program and/or professional context. | The author works with meaning in a reflective and well structured manner; a deeper/more critical level and elaboration would strengthen the reflective aspect of the author’s plans in the doctoral program or professional context. | The author’s reflection shows deep and careful consideration and articulates a critically personal understanding of the concept of leadership and its connection to the author’s doctoral program and professional context. |