

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
Ph.D. IN EDUCATION PROGRAM**

**EDLE 801—Foundations of Education Leadership I: History and Leadership  
(3 credits)**

**EDLE 802—Foundations of Education Leadership II: Ethics, Philosophy and Law  
(3 credits)**

**Summer 2004 Combined Syllabus**

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**Schedule Information**

**Meeting Times:** Classes will meet from 4:30 – 8:30 p.m. on Tuesdays and Thursdays and from 8:00 a.m. – 4:00 p.m. on Saturdays. The class will not meet on Thursday the week of a Saturday class. Please see the calendar for the class below in this syllabus.

**Location:** East Building, Room 122, Fairfax campus

**Office Hours:** Tuesdays, Wednesdays 1:00 – 3:00

**Course Description: EDLE 801 and EDLE 802**

These combined courses are the first two in a three-course sequence designed to introduce students to foundations of education and issues in education leadership. Specific emphases include:

- the history of U.S. education and the evolution of school, district, and state leadership; and
- the ethical, philosophical, and legal foundations of education and how educational leaders grapple with ethical and legal issues.

The general emphasis in the sequence, culminating in EDLE 803, is on students learning how to explore their research interests in the context of the larger sweep of education as a field and within leadership as a focus.

### **Student Outcomes:**

The following are basic student outcomes for the three-course sequence in Foundations of Education Leadership. Students who successfully complete the course sequence will be able to:

- apply various social sciences to issues in education;
- discuss the myriad issues that impact education leadership;
- apply multiple analytical perspectives to education leadership;
- function as education leaders in a rapidly changing social, economic, and legal environment; and
- use research literature to write literature reviews related to their chosen topics.

### **Nature of Course Delivery:**

Students are expected to be active participants in the class and help to create a unique classroom experience for everyone involved. Brief lectures or presentations help to organize the course, but students are expected to flesh out the basic structure through their participation in classroom discussions, debates, problem solving, and/or role-playing. Large group and small group formats may be used in the classroom, and students may be expected to participate in electronic discussions via Blackboard. (Blackboard can be extremely helpful for soliciting peer feedback as your research develops.) Students will enhance course content through sharing their research in a specific topic area—at first informally and ultimately by presenting a structured literature review.

### **Required Readings:**

Clements, A. (1996). *Frindle*. NY: Simon & Shuster (ISBN 0-689-81876-9)

Mondale, S., Patton, S. (Eds.). (2001). *School: The story of American public education*. Boston: Beacon Press. (ISBN 0-8070-4220-X)

Stevens, E, Jr., Wood, G., Sheehan, J. (2002). *Justice, ideology, and education: an introduction to the social foundations of education.*( 4<sup>th</sup> edition). Boston: McGraw-Hill Higher Education. (ISBN 0-07-061479-2)

### **Recommended Readings:**

*Publication Manual of the American Psychological Association* (5<sup>th</sup> Edition). Washington, D.C.: American Psychological Association. (ISBN 1-55789-791-2)

## Grading:

Below are the basic weights of the various kinds of work required for the class, but students should always bear in mind that grading is primarily the instructor's judgment about performance on a particular assignment. The intent is to indicate student success in completing the assignment, not the level of effort put into it.

Class Participation and Roundtable Discussions	35 percent
Research Writing, Defense, Reporting, and Submission	65 percent
• Research Question Paper	25 points
• Student Presentation – Defense of Research Question	15 points
• Follow-up Research Question Memo	5 points
• Student Presentation – Presentation of Literature Review	20 points
• Literature Review Draft (Carryover Draft)	40 points

Class participation has the following components:

- Preparation for class, including completing reading assignments on time and thinking about topics to be handled or discussed.
- Listening actively and attentively to class members and to instructors.
- Making oral contributions in small and large groups in every class session—offering original ideas as well as responding to what others have said.
- Making thoughtful contributions to Blackboard discussions, if applicable.

### *Late Work*

We expect students to submit their work on time. **We will not accept any work later than two days after it is due.** Any attempt to submit work past the two-day deadline will result in no credit for the assignment.

Students may revise and re-submit graded work to improve their performance. Such revisions are due **not later than one week after** receiving our feedback on the previous draft. We may re-consider an assignment grade, but we will not negotiate grades with students.

### *Grading Scale*

A	=	95 – 100 percent
A-	=	90 – 94 percent
B+	=	86 – 89 percent
B	=	83 – 85 percent
B-	=	80 – 82 percent
C	=	75 – 79 percent
F	=	74 percent and below

## GMU Honor Code

Students are expected to abide by the George Mason University Honor Code. Violations (such as cheating, attempted cheating, plagiarizing, lying, stealing) will be reported to the Honor Committee. Please refer to the University Catalog or [www.gmu.edu](http://www.gmu.edu) for the full Honor Code. Ignorance of the code is not a defense.

### **Learning Disabilities**

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

### **Class Meeting Dates and Topics**

<b>TUESDAY</b>	<b>THURSDAY</b>	<b>SATURDAY</b>
<b>May 18 4:30 – 8:30 (DB)</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Articulating a researchable question</li> <li>• What is a literature review?</li> <li>• Written and oral requirements and other syllabus details</li> <li>• Historical bingo</li> <li>• What would you do if . . .?</li> </ul>	<b>20 4:30 – 8:30 (DB)</b> <ul style="list-style-type: none"> <li>• Library orientation and practice (meet in 2<sup>nd</sup> floor computer lab in JC library)</li> <li>• Major historical trends in the history of U.S. education.</li> </ul>	22
<b>25 4:30 – 8:30 (DD)</b> <ul style="list-style-type: none"> <li>• What is an educational philosophy?</li> <li>• Where do philosophies originate?</li> <li>• Where do ethics originate?</li> </ul>	27	<b>29 8:00 a.m. – 4:00 p.m. (DD, DB)</b> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Roundtable discussions</li> <li>• Using published research to build arguments (DB)</li> </ul>

<b>TUESDAY</b>	<b>THURSDAY</b>	<b>SATURDAY</b>
<b>June 1 4:30 – 8:30 (DB)</b> <ul style="list-style-type: none"> <li>• Common School movement</li> <li>• Post-Civil War education—bilingual education, graded schools, high school movement</li> <li>• What is leadership? Who is a leader?</li> </ul>	<b>3 4:30 – 8:30 (DD)</b> <ul style="list-style-type: none"> <li>• <i>Research Question papers due</i></li> <li>• Ethical leadership</li> <li>• Education governance &amp; the law</li> <li>• Convergence (or lack thereof) of law, ethics &amp; politics</li> </ul>	5
<b>8 4:30 – 8:30 (DD)</b> <ul style="list-style-type: none"> <li>• Philosophy, ethics, and politics of pressure groups</li> <li>• Ethics and philosophy of contemporary federal roles in education</li> </ul>	10	<b>12 8:00 a.m. – 4:00 p.m. (DD, DB)</b> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Roundtable discussions</li> <li>• <u>Defense of research question</u></li> <li>• The “so what?” factor in education research</li> </ul>
<b>15 4:30 – 8:30 (DB)</b> <ul style="list-style-type: none"> <li>• Administrative Progressives</li> <li>• The factory model vs. experiential learning</li> </ul>	<b>17 4:30 – 8:30 (DD)</b> <ul style="list-style-type: none"> <li>• <i>Follow-up Research Question Memo due</i></li> <li>• What is a leader? How do leaders behave?</li> <li>• State and local education trends</li> <li>• State level education leadership</li> </ul>	19
<b>22 4:30 – 8:30 (DB)</b> <ul style="list-style-type: none"> <li>• Professionalization of teachers and administrators</li> <li>• Unionization and collective bargaining</li> <li>• Schools on the firing line: special interests at work</li> </ul>	24	<b>26 8:00 a.m. – 4:00 p.m. (DD, DB)</b> <ul style="list-style-type: none"> <li>• <u>Presentation of Literature Review</u></li> </ul>
<b>29 4:30 – 8:30 (DD)</b> <ul style="list-style-type: none"> <li>• Urban and rural school boards</li> <li>• Leadership at the central office</li> <li>• Equality of educational opportunities</li> </ul>	<b>July 1 4:30 – 8:30 (DD, DB)</b> <ul style="list-style-type: none"> <li>• <i>Literature Review Draft due</i></li> <li>• Contemporary school reforms</li> <li>• Wrap up</li> </ul>	3

Instructors reserve the right to adjust the scheduling of topics and discussions as necessary (i.e.,ff).

## Suggested Library Research Topics

Any of the topics listed below may be pursued for the research question paper that will lead to a formal literature review in the third course in the sequence. The list is designed to give students a head start on the major project for the course sequence. Students may combine topics, or they may pursue topics of their own creation with permission of either instructor.

### National Education Trends

1. The influence of higher education on K – 12 teaching and learning
2. Policy interest groups and the national education agenda
3. Whole school reform models and their impact on the classroom and school governance
4. The national administrator shortage vs. the supply of school leaders more broadly defined
5. Non-career educators and/or non-teachers leading school districts
6. Choose a federally funded program (e.g., anything from the most recent re-authorization of ESEA) and assess its effectiveness

### Local and State Education Trends

1. Home schooling—rationales, motivations, and goals
2. The purpose of public schooling in the 21<sup>st</sup> century
3. A little competition is good for you . . . or is it? Public schools and increased competition

### Ethical Leadership

1. Ethical leadership in a complex and diverse society
2. The ethics foci of justice, critique, and care
3. The ethics of dilemma
4. The Public vs. the Majority in school decision-making

### Education Governance and the Law

1. The impact of school choice on racial and ethnic minorities
2. Single sex education
3. Tracking
4. Past and current implications of *Brown I-II v. Board of Education*
5. Past and current implications of *Tinker v. Des Moines*
6. The “Pierce Compromise” and its implications for education governance
7. Library book selection
8. Evidence and due process
9. The development of constitutional doctrine
10. The role of alternative ideas in public schooling
11. Equality and difference: The special challenges of gender equity
12. Voucher plans, charter schools, accountability, and education quality

### Who is a Leader?

1. The roles of the contemporary school leaders (pick a level, e.g., teacher, principal, superintendent, etc.)
2. Principals as leaders and followers
3. Superintendents as experts, leaders, and followers
4. Factors contributing to the life-expectancy (figuratively speaking) of a superintendent

### Leadership at the Central Office

1. The impact of high-stakes testing on today's superintendent
2. The relationships between superintendents and school boards
3. The impact of site-based management on student achievement
4. The process by which school boards hire superintendents
5. The equity effects of state accountability systems

### Organizational Frameworks

1. School districts as open systems
2. Rational systems thinking vs. external influences
3. School reform models and their assumptions about how schools function as organizations
4. Explain how an organizational perspective emphasizing human relations would impact teaching, learning, and student achievement

### Enhancing Education Efficiency, Equality, and Choice

1. Education as a policy variable in the pursuit of equality, efficiency, and liberty
2. Public responsibility in education
3. Equity and choice
4. Building an education profession
5. Enhancing working conditions vs. organizational dynamics
6. Equating teacher effectiveness and salary
7. "Incapable of benefiting" vs. the right to an "appropriate" education

### Leadership at the School Level

1. An "effective" school leadership model
2. Relationships between assistant principals and principals—roles, rules, and negotiations
3. Teachers and site administrators as leaders and followers
4. Parents as school leaders
5. Nurturing students to be "effective" school leaders

## **Writing Assignments and Assessment Rubrics**

### **RESEARCH QUESTION 25 points**

This writing assignment has the following goals:

1. To give students the opportunity to practice developing a research question.
2. To help students make a strong start on their literature review to be presented, discussed, and assessed at the end of the Foundations of Education Leadership course sequence.
3. To give students and faculty the opportunity to experience one another's writing and feedback.

To complete this writing assignment, follow the steps below:

1. Select a topic listed on the syllabus (or create your own or combine more than one) that will be the core of a structured literature review.
2. Conduct a preliminary review of the relevant literature to identify a large set of research questions in the area that interests you.
3. Figure out what kind of question(s) about this topic you wish to answer. The question you choose will become the starting point of your literature review.
4. Write a paper not to exceed 6 pages that explains the following:
  - Your purpose in pursuing the general topic (Why do you want to study this?)
  - The significance of the topic (Why is it important to study this?)
  - The specific research question(s) you wish to pursue and why
  - The leadership implications of your question(s)

Your paper should be written persuasively. As with any paper, it requires a thesis that is supported, proven, or demonstrated through its course. The thesis in this case should be a statement about the importance of investigating your research question(s). You will use the literature you have found to support what you wish to say about the research question(s). The research question(s) will follow an explanation of the context of the question(s) (i.e., purpose and significance). Your paper will end with a restatement of your thesis and how answers to your question(s) might inform what we know about education leadership.

Citations, quotations, and general format must be consistent with APA style and a full list of references must be included at the end of the paper.



## RESEARCH QUESTION ASSESSMENT RUBRIC

	<b>EXCELLENT</b>	<b>FAIR</b>	<b>POOR</b>
<p><b>Thesis (5 points)</b> The thesis essentially establishes the burden of proof for the paper. It provides structure for the paper by telling the reader what the author intends to prove.</p>	<p>The thesis is clear, analytical, and focused on the importance of studying the research question(s). It requires demonstration through coherent arguments. The thesis appears as the last sentence of the first paragraph.</p>	<p>The thesis is apparent, though not entirely clear. It may be more descriptive than analytical.</p>	<p>The paper lacks a clear thesis.</p>
<p><b>Research Question (8 points)</b> The research question(s) should be clear and answerable.</p>	<p>The research question is easily understood and may be answered through standard data collection and analytical techniques. The research question does an excellent job drawing together the chosen topics.</p>	<p>The research question is difficult to understand and/or may not be answerable. It is not entirely clear how the research question draws together the chosen topics.</p>	<p>The research question is poorly conceived and impractical.</p>
<p><b>Question Support (8 points)</b> It is important to explain to the reader the purpose for asking the stated research question, and to make a persuasive argument about its significance.</p>	<p>The author weaves together an explanation of the purpose for asking the question, persuasive arguments regarding the significance of the question, and the leadership implications of answering it.</p>	<p>Significance is not persuasively demonstrated, though it is somewhat apparent. The relationships among purpose, question, significance, and implications are not entirely clear.</p>	<p>The question is not well supported either in terms of its significance or its relationship to chosen topics.</p>
<p><b>Grammar, Mechanics, and APA style (4 points)</b></p>	<p>The paper contains few errors and is consistent with APA style.</p>	<p>The paper has several errors.</p>	<p>The paper has numerous errors.</p>

## **FOLLOW-UP RESEARCH QUESTION MEMO**

### **5 points**

This writing assignment has the following goals:

1. To help students reflect on their efforts to articulate their research questions, including the purpose and significance.
2. To help students further refine their research interests and research questions as they develop their literature reviews.

In the qualitative research tradition of writing research memos (Maxwell, 1996), we are asking class members to be reflective about their experiences working on research questions. We believe that these questions will evolve over time. The reflection and writing processes are important ways for students to move that evolution along. We see these memos as a way of carrying on a “discussion” with the course instructors that will help to develop students’ thinking about the topics that interest them. We expect students to write clearly and with proper mechanics. We do not specify a particular structure for the memo, however, because we want to emphasize students’ reflection and making the memo useful to them. Your memo should not exceed three single-spaced pages. There is no assessment rubric for this assignment.

## LITERATURE REVIEW—FIRST DRAFT

**40 points**

This writing assignment has the following goals:

1. To give students the opportunity to construct an analytical literature review and receive feedback on their efforts
2. To clarify students' thinking about their chosen topics and possible avenues for further exploration
3. To help students decide which concepts have greatest potential to inform their thinking on a particular topic

This paper represents students' first attempt to write a literature review that could be the core of a dissertation proposal. We consider this students' best first attempt and will provide feedback to help students revise and polish their literature reviews for further development in the third course in the Foundations of Education Leadership sequence. Students are expected to:

- Begin the paper with an introduction that presents the research question(s) driving the literature review
- Write a thesis that explains how their literature addresses the question(s) they have articulated
- Demonstrate the validity of the thesis in the body of the paper
- Write a conclusion that re-states the thesis and presents further implications (particularly with regard to education leadership) and next steps for research

This paper is intended to be analytical. The literature should not be summarized, but should be used to support specific arguments that demonstrate the validity of the thesis. This is the first draft of a paper that will be completed in the third and final course in the Foundations of Education Leadership sequence.

## LITERATURE REVIEW FIRST DRAFT ASSESSMENT RUBRIC

	<b>EXCELLENT</b>	<b>FAIR</b>	<b>POOR</b>
<p><b><u>Thesis (10 points)</u></b> The thesis establishes the burden of proof for the paper. It provides structure for the paper by telling the reader what you intend to prove.</p>	<p>The thesis is clear and analytical. It requires demonstration through coherent arguments and support from the literature. The thesis appears as the last sentence of the first paragraph.</p>	<p>The thesis is apparent, though not entirely clear. It may be more descriptive than analytical.</p>	<p>The paper lacks a clear thesis.</p>
<p><b><u>Use of Literature (15 points)</u></b> The literature you found is intended to inform your research question and provide support for the point of view you present in your thesis.</p>	<p>The author uses published research literature to support logical arguments that help to demonstrate the thesis. The relevant literature is <u>not</u> summarized, but citations are used as a tool to make points persuasively. Quotations are used judiciously to make especially important points.</p>	<p>Research literature is used, but the author does not connect it to the thesis effectively. Citations may be inaccurate or missing. Quotations are not always used appropriately.</p>	<p>The literature cited is not relevant to the thesis and/or does not help to support the thesis.</p>
<p><b><u>Conclusions (10 points)</u></b> It is important to conclude your paper in a manner that is persuasive to the reader and that suggests next steps.</p>	<p>The conclusions drawn at the end are clear and logical, and begin with a re-worded statement of the thesis. The author explains the importance of the conclusions and draws implications for methodology that might be used to expand on the literature and help to answer the research question.</p>	<p>Conclusions are related to the thesis but are not compelling. The conclusions may not consistently follow from the body of the paper. Further implications are missing or unrelated.</p>	<p>The conclusions drawn do not appear to be related to the thesis or supported by the research literature cited.</p>
<p><b><u>Grammar, Mechanics, and APA style (5 points)</u></b></p>	<p>The paper contains few errors.</p>	<p>The paper has several errors.</p>	<p>The paper has numerous errors.</p>