

**EDLD 8950**  
**Seminar:**  
**Educational Leadership I**

**Fall 2011**

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**Office Hours:**

By Appointment via phone, Skype,  
Google Chat, or in-person

**EFLT**  
**College of Education**

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*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



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**EDLD 8950**  
**Seminar: Educational Leadership I**  
**Auburn University - College of Education**  
Educational Foundations, Leadership, and Technology Department  
Fall 2011

**Class Time:** Thursday 5:00 pm – 9:00pm

**Location:** Auburn, AL; Ozark, AL; Online – READ SCHEDULE CAREFULLY!

**Instructor:** Dr. Lisa Kensler

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Office Hours: By appointment

1. **Course Number:** EDLD 8950

**Course Title:** Seminar: Educational Leadership I

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to AESG or ASCG Doctoral Program

2. **Syllabus Revised:** August 2011

3. **Texts:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association style guide* (6th ed.). Washington, DC: American Psychological Association.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (Third Edition). Chicago: University of Chicago Press. ISBN: 0-226-06566-9

Firestone, W. A., & Riehl, C. (2005). *A New Agenda for Research in Educational Leadership*. New York: Teachers College Press. ISBN: 0-8077-4630-4

Also required:

Ropes Course experience – approximately \$25.00 per person.

4. **Course Description:** Professional and social integration into the doctoral program; enhancement of professional knowledge through structured inquiry, professional dialogue, and reflective thinking.
5. **Course Objectives:** Upon completion of this course, students will be able to:
  - Identify the major elements of APA style
  - Identify and use technological resources of the college and university
  - Write annotated bibliographies and integrate research articles into a literature review/presentation
  - Identify personal values and their personal vision
  - Develop a plan for enhancing their personal vision
  - Identify their professional values, goals, and vision
  - Demonstrate reflective capabilities relative to their professional vision
  - Identify aspects of organizational community building
  - Develop and implement strategies to develop the educational community of learners in educational leadership.
  - Assist in the development of collaborative partnerships within the community of learners.
  - Identify internal and external publics who are stakeholders in the educational contexts.
  - Demonstrate the ability to work in collaborative teams to complete assigned tasks

## 7. Course Content:

Wk	Date	Time	Description
1	August 18	4:30 – 7ish <b>Kensler Home 213 Kimberly Dr. Auburn, AL</b>	<b>2011 Welcome</b> to the Doctoral Program and EDLD 8950 with EDLD Faculty, Staff, and other Cohorts
2	August 25	5pm – 9pm <b>Carroll HS Career Ctr</b>  227 Faust Ave Ozark, AL 36360	<b>Designing Our Learning Community</b> <ul style="list-style-type: none"> <li>o Establish learning community norms</li> <li>o Review of syllabus, requirements, expectations</li> <li>o Personal/Professional/Scholarly spheres...</li> <li>o Form Research Teams – One team per <i>New Agenda</i> Chapters 3 – 9.</li> <li>o Small Learning Community Activity – Team Rubric and discussion of possibilities</li> <li>o Google+, Google Documents/Dropbox - Introduction</li> <li>o APA Style Manual – course relevant expectations and resources</li> </ul> <b>DUE: Read <i>New Agenda</i> Ch 1&amp;2; <i>The Craft</i> Ch 1&amp;2</b>
3	September 1	5pm – 9pm <b>Auburn University RBD Library</b> Computer Lab just behind information desk at the Mell St. entrance (2 <sup>nd</sup> Floor)	<b>Technology/Library orientation</b> – Meet at the Mell Street Entrance Lobby of the Auburn University RBD Library  <b>DUE: Read your research team's <i>New Agenda</i> chapter; Read <i>The Craft</i> Ch 3 – 6</b>
4	September 8	ONLINE	<b>The Role and Structure of Literature Reviews – online resources</b>  <b>DUE: Read <i>The Craft</i> Ch 7 – 11; Personal/Professional/Scholar Paper (post to Bb)</b>
5	September 15	5pm – 9pm <b>Carroll HS Career Ctr</b>  227 Faust Ave Ozark, AL 36360	<b>Analyzing published research</b> <ul style="list-style-type: none"> <li>o What is the structure of the author's argument?</li> <li>o Writing Annotated Bibliographies and Research Matrices</li> </ul> <b>Due: Read assigned Leithwood article; Each person bring five unique (no repeats among group members) empirical articles related to your <i>New Agenda</i> chapter.</b>

6	September 22	5pm – 9pm <b>Auburn 2468 Haley Center</b>	<b>Share and critique annotated bibliographies and research matrices</b> <ul style="list-style-type: none"> <li>Peer review</li> </ul> <b>DUE: Research Matrix (including 5 articles) and Annotated Bibliography #1</b>
7	September 29	ONLINE	<b>Online Resources for developing presentations</b> <ul style="list-style-type: none"> <li>Google Documents</li> <li>Prezi</li> <li>And more...</li> </ul> <b>DUE: Annotated Bibliography #2 &amp; #3</b>
8	October 6	5pm – 9pm <b>Carroll HS Career Ctr</b>  227 Faust Ave Ozark, AL 36360	<b>Group Presentation Work Session:</b> <ul style="list-style-type: none"> <li>What are the themes across your articles?</li> <li>What argument/s do you wish to make?</li> <li>How will you support your arguments?</li> </ul> <b>DUE: Annotated Bibliography #4 &amp; #5</b>
9	October 13	ONLINE	<b>Preview – Research in Educational Leadership</b> <ul style="list-style-type: none"> <li>Informal Group Reports – what are you learning? Come prepared to share informally.</li> </ul> <b>Developing Engaging Research Presentations</b> <ul style="list-style-type: none"> <li>Guidelines</li> <li>Planning and Drafting</li> </ul> <b>DUE: Read <i>The Craft</i> Ch 12-17</b>
10	October 20	5pm – 9pm <b>Auburn 2468 Haley Center</b>	<b>DUE: Practice Presentations – Peer Review/Feedback</b>
11	October 27	Small Learning Community Activity	<b>Research Presentations</b>
12	November 12	7:30AM – 12PM <b>Auburn</b>	<b>Ropes Course (More details to come...)</b>

## 8. Course Requirements/Evaluation

### A. Class Participation (10 points)

Attend all seminar sessions, be prepared when coming to seminar, and actively engage in class and online discussions and activities. See attendance policy for additional information.

### B. Personal -- professional -- scholar visioning paper and action plan (20 points)

Your personal vision should be continuously developing. This is an opportunity to capture a snapshot early in your doctoral program. You may structure your paper in the way that best suits you, however please be sure to address the following questions in a substantial and meaningful way:

- What are your personal -- professional -- scholar core values? How do they converge? Diverge?
- What is your personal – professional – scholar purpose/mission?
- Why did you enroll in this doctoral program? What do you hope to do with your doctoral degree?
- What is your vision for your future? Personally? Professionally? Scholarly?
- Where do your personal, professional, and scholarly visions converge? Is there a “sweet spot” where you might find a dissertation topic? What is it? What do you know about that topic so far? What do you still need to learn?
- How will you translate your vision into action? Be specific...

### C. Building/Participating in Learning Community (20 points)

Participate and initiate social/service activities to create a personal bond that include

- Professional activities to stimulate growth and development
- Outreach to bring our fellow educators into the community
- Educational activities to support the professional development of members of the community
- Your grade for this activity is highly dependent on your peer’s assessment of your contribution to the process. Your group members will complete the Teamwork Rubric for you and I will average their scores for your final score.

### D. Research Team Presentation (30 points total)

Each research team will form around one chapter (chs 3 – 9) of the *New Agenda* text.

Within the team, individuals will be responsible for finding and reviewing (annotated bibliography) at least 5 **unique** empirical references related directly to the *New Agenda* chapter (The articles you find must have been published since 2004 and NOT be cited in *New Agenda*.). Each individual will earn 2 points per annotated bibliography (See form for format). As a group, each research team will prepare a review of research presentation (power point) based on the collective findings of all team articles. The group will earn 20 points for their presentation (See rubric).

**E. Ropes Course Reflection (20 points total)**

Each individual will write a substantial and meaningful personal reflection related to the ropes course experience. The reflection should include insights related to your individual leadership and learning AND insights related to your cohort's team work. How will what you learned on the ropes course influence your work as a school leader? How will what you learned on the ropes course influence your doctoral study in this cohort?

**9. Grading**

The final grade for the course will be based on the point scale listed in the course requirements. Students receiving a D or F will be dropped from seminar classes for the remaining semesters and will have to begin the program with the next cohort group. Alternatively, they may be dropped from the program. Grades for the EDLD seminar will be A-F. To receive a passing grade of C or above students **MUST BE PRESENT FOR ALL CLASS SESSIONS**, unless excused according to university policy.

Please submit all written assignments via Blackboard's Assignment Dropbox by **attaching your file** (not copying and pasting your assignment into the assignment window.)

Assignment	Points Possible	Due Date
<b>Class Participation</b>	10	Ongoing
<b>Personal/professional/scholar paper and plan</b>	20	September 5 8AM
<b>Small Learning Community Activity</b>	20	Class Decision
<b>Research Team Presentation</b>	30	October 27
<b>Ropes Course Reflection</b>	20	November 21 8AM
<b>TOTAL POINTS</b>	<b>100</b>	

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 69-60

F = Below 60 Points

**10. Class Policy Statements:**

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If class and/or assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed (student illness or family member's serious illness documented with doctor's

verification; immediate family member's death with appropriate verification; religious holidays with written request; subpoena for court appearance; AU sponsored trips with pre-approval; professor-approved). Arrangement to make-up the work must be initiated by the student and *whenever possible, made in advance*. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**. Unexcused absences will result in missed opportunities to earn participation points.

- B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work.
- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. You may call my cell phone at 484-554-2524 even minutes before class to report your unavoidable absence.
- D. Late work: Work for this class should be turned in on time. Without prior permission from the instructor to turn an assignment in late, a grade reduction of ten percentage points per day late will be the consequence. Permission to turn in assignments late will be granted on very rare occasions.
- E. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail at [lisakensler@auburn.edu](mailto:lisakensler@auburn.edu) . Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
- F. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. *Please note that copying and/or pasting other individuals' work and then presenting it as your own is considered plagiarism and is in direct violation of the Honesty Code.*



*Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*

*Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. Violations of the Auburn University Academic Honesty Code will be treated according to university policy. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of EDLD 8260.***

***From Tiger Cub:***

***Academic Honor Code Violations:*** *Violations of the Auburn University Academic Honesty Code are: (1) The possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code; (2) knowingly giving assistance to another person in such preparation; (3) selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor; (4) the submission of themes, essays, term papers, design projects, theses and projects, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or project, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing - using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes; (5) altering or attempting to alter an assigned grade on any official Auburn University record. This violation may also be subject to review and action by the University Discipline Committee; (6) an instructor may delineate in advance*

*and in writing other actions he or she considers a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code; (7) altering or misusing a document (e.g., university forms, infirmary or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee; (8) knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor; and (9) serving as or enlisting the assistance of another as a substitute in the taking of examinations.*

**SANCTIONS:** *The following sanctions may be imposed for violation of the Student Academic Honesty Code by the Provost upon recommendation of the Academic Honesty Committee: (1) a grade of F in the course in which the violation occurs, with the notation "assigned for academic dishonesty" being placed on the transcript for a designated length of time, and the grade of F being reported to both the dean of the college or school in which the student is registered and the Office of the Provost; (2) a zero grade on the examination, project, paper, etc. with written notification to the dean of the college or school in which the student is registered; (3) suspension from Auburn University for a stated period of time during which the student will not be allowed to take any courses at Auburn University either in residence or by correspondence. Auburn University will not accept any credit for work earned at another institution during suspension. If the student has previously been subjected to sanctions for violations of the student academic honesty code, the minimum sanction will be suspension; and (4) expulsion from Auburn University.*

G. Professionalism: As faculty, staff and students interact in professional settings; they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

## Research Team Presentation Project Overview

### Objectives:

- Begin to apply the research and writing skills you will need to continuously develop during your doctoral program as preparation for researching and writing a high quality dissertation.
- Work effectively as a team to integrate, prepare and present an engaging and informative group presentation based on your individual research.
- Learn about the current state of research in educational leadership and begin to identify possible areas of interest for your dissertation research.

### More Detailed Description

#### Phase I – Defining your research focus

- Form your group around one of the *New Agenda* chapters (3 – 9)
- Read your chapter for September 1<sup>st</sup> 's class.
- Relate *The Craft*'s readings to your *New Agenda* chapter for September 8<sup>th</sup>'s class – have notes to guide your participation in class discussion.
- Begin to identify possible lines of inquiry for your individual research.

#### Phase II – Researching and Annotated Bibliographies (approximately 9/8 – 10/6)

- Define each team member's line of inquiry for researching and selecting related research articles (each individual needs to find 5 **unique** articles) since 2004 and NOT cited in the *New Agenda* text.
- Each time you individually select an article, post the citation to your group's Google Doc references page – Be sure the article is not already cited there!
- Write an annotated bibliography of each of your five articles – note due dates on syllabus
- Share your annotated bibliographies with your group members.

#### Phase III – Developing a Group Presentation (approximately 10/6 – 10/27)

- As a group you will present the CURRENT STATE of Educational Research in your line of inquiry.
- Your presentation should build on your group's foundational chapter from the *New Agenda* text and end with ideas for future dissertation work.
- You want to be sure you integrate each individual's research findings into a coherent, practical, and engaging presentation.

#### Phase IV – Presentation

### Annotated Bibliography Format

Each annotated bibliography should be approximately one page, single spaced. If you keep each article summary to one page, you will make working with the information easier during the synthesis/writing phase. Please follow the following format:

<p>Annotated Bibliography # ____</p> <p>YOUR NAME</p> <p>DATE: ____</p> <p>APA Style Reference (refer to APA 6<sup>th</sup> Manual):</p> <p>Author (Year). Article title. <i>Journal Title</i>, Volume, Issue, pages. DOI number.</p> <p>Purpose (2-3 sentences at most! Please do not quote.):</p> <p>Research Questions (quotation marks and page number/s, if you quote):</p> <p>Methodology (circle/ one):</p> <table><tr><td>Quantitative</td><td>Qualitative</td><td>Mixed Methods</td></tr></table> <p>Sample description:</p> <p>Results (summarize their results in your own words):</p> <p>Discussion (summarize their discussion in your own words):</p> <p>Future Research Possibilities:</p> <p>Favorite quotes (use quotations and provide page numbers):</p>	Quantitative	Qualitative	Mixed Methods
Quantitative	Qualitative	Mixed Methods	

## Research Team Presentation Rubric

	0-2.5	2.5-3.5	3.5 -4.0	Score
<b>Topic/Purpose clearly stated AND New Agenda chapter</b>	The topic/purpose of the presentation is unclear	The topic of the presentation is clear, but the purpose of the presentation remains unfocused	The topic and purpose of the presentation are very clear	
	Little to no reference is made to the guiding <i>New Agenda</i> chapter	Passing reference is made to the <i>New Agenda</i> chapter with little substantial understanding articulated	<i>New Agenda</i> chapter is clearly the foundation to the presentation	
<b>Research since 2004</b>	The presentation of research since 2004 is shallow and incomplete	Research since 2004 is summarized in a non-integrated format; the summary is list-like and lacks any clear organization	The presentation of research since 2004 is thoughtfully integrated, thorough, and well organized; Citations follow APA formatting throughout	
<b>Future research questions</b>	The presentation suggests only one or two questions for future research and/or the questions are shallow and not logically related to the whole presentation	The presentation suggests just three or four questions for future research and the questions logically follow the substance of the presentation	The presentation suggests <i>at least</i> five questions for future research and the questions logically follow the substance of the presentation	
<b>Active &amp; Engaged Learning</b>	The presentation does not include engaged learning opportunities	The presentation includes superficial engaged learning opportunities	The presentation includes relevant and meaningful engaged learning opportunities	
<b>Professional Dispositions</b>	The presentation lacks a professional quality; the slides are poorly formatted; not all group members participate	All group members participate in the presentation but the presentation lacks cohesion and is not engaging overall	The presentation is professional, polished, and engaging; all group members participate at a high level	
			<b>TOTAL Pts EARNED</b>	<u>      </u> /20

**EDLD 8950 - Vision Plan Rubric**

<b>Guiding Questions need to be addressed, but not necessarily in this order...</b>	<b>Points Possible</b>	<b>Points Earned</b>
What are your personal -- professional -- scholar core values? How do they converge? Diverge?	3	
What is your personal – professional – scholar purpose/mission?	3	
Why did you enroll in this doctoral program? What do you hope to do with your doctoral degree?	3	
What is your vision for your future? Personally? Professionally? Scholarly?	3	
Where do your personal, professional, and scholarly visions converge? Is there a “sweet spot” where you might find a dissertation topic? What is it?	3	
What do you know about that topic so far? What do you still need to learn? (include citations)	3	
How will you translate your vision into action?	2	
<b>TOTAL POINTS</b>	<b>20</b>	

