

## COURSE SYLLABUS

EDA 8190

Workshop In Educational Administration And Supervision

Credit: 1-3 semester hours

Instructor of Record:

Dr. Jack Blendinger

Catalog description:

This course is for practicing school administrators who need courses of varying length, format, and focus in area not covered by the regular curriculum.

Standards (Outcomes) and Objectives:

The workshop focuses on professional writing for educational administrators and its framework addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. In particular, the course focuses on the following outcome:

CFPO Outcome 2: Professional communication skills.

Objectives that students are expected to achieve in relation to the outcome are:

1. Demonstrate an awareness of written communication standards necessary to function effectively as an educational administrator (e.g., writing memoranda and research reports). (CFPO 2--communication skills)
2. Capability to apply the appropriate use of grammar, mechanics, punctuation, and spelling practices. (CFPO 2--communication skills)
3. Demonstrate awareness of ways to promote multi-cultural awareness, gender sensitivity, and racial appreciation through written communication. (CFPO 2--communication skills)
4. The student will possess the capability to communicate effectively with various cultural, racial, and special interest groups through written language. (CFPO 2--communication skills)

Topics that will be addressed in the course:

English essentials  
    Grammar  
    Punctuation  
    Mechanics  
    Spelling  
Sentence and paragraph organization  
Outlines  
Transitions  
Written formats: memoranda, letters, and reports  
Editing  
    Analyzing good writing  
    Critiquing bad writing  
Writing a research paper  
Writing literature reviews  
Writing a dissertation proposal  
APA style manual fundamentals

Activities for student learning in relation to course objectives:

Objective #1: Through writing and assessing memoranda, letters, columns, and research reports, students demonstrate written communication standards necessary to function effectively as an educational administrator.

Objective #2: Through writing memoranda, letters, columns, and research reports, students demonstrate the appropriate use of grammar, mechanics, punctuation, and spelling practices.

Objective #3: Through writing memoranda, letters, columns, and research reports, students demonstrate ways to promote multi-cultural awareness, gender sensitivity, and racial appreciation.

Objective #4: Through writing memoranda, letters, columns, and research reports, students demonstrate capability to communicate effectively with various cultural, racial, and special interest groups.

Required texts:

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Blendinger, J., & Wells, L. R. (in press). *Writing Essentials for Educational Leaders in a Nutshell*. Dubuque, IA: Kendall-Hunt.

Methods of instruction:

Methods of instruction include lecturing, writing projects, and editing.

### Evaluation of student progress:

A comprehensive examination will be administered at the conclusion of the course. Evaluation will include a variety of written work. Students' grades will be based on the following:

Participation in class discussion and activities--20%  
Written assignments--60%  
Comprehensive examination--20%

Grading is on a 4-point scale as follows:

A = 3.5-4.0  
B = 3.0-3.4  
C = 2.0-2.9  
D = 1.0-1.9  
F = Below 1.0

### Academic honesty:

Academic honesty is expected. Refer to *Mississippi State University Policy and Procedures for Handling Academic Misconduct*.

### Bibliography:

- Blumenthal, L. A. (1976). *Successful business writing*. New York: Putnam.
- Butler, E., Hickman, M. A., & Overby, L. (1976). *Correct writing* (2nd ed.). Lexington, MA: D.C. Heath.
- Gorn, J. L. (1973). *Style guide*. New York: Simon and Schuster.
- Jackson, T., & Buckingham (1994). *Power letter express*. New York: Random House.
- Kaplan, B. (1991). *Strategic communication*. New York: Harper Collins.
- Madson, D. (1998). *Successful dissertations and theses*. San Francisco: Jossey-Bass.
- Markman, R. H., Markman, P. T., & Waddel, M. L. (1994). *10 steps in writing the research paper* (5th ed.). New York: New York Barron's Educational Services.
- Miller, C., & Swift, K. (1980). *The handbook of nonsexist writing*. New York: Lippincott & Crowell.
- Nolting, K. S. (1990). *The written word* (3rd ed.). Boston: Houghton Mifflin.

Shertzer, M. D. (1986). *The elements of grammar*. New York: Macmillian.

Staff of the Princeton Review (1994). *Grammar smart*. New York: Villard Books.