

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: EDA 8163

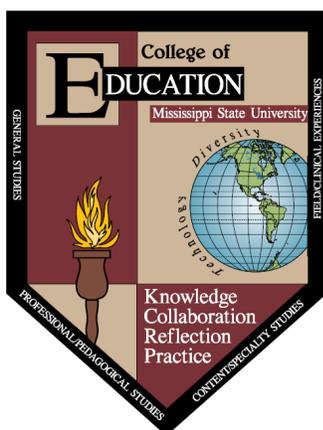
Course Title: Public School Finance

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: Three lectures. Legal and other factors governing financial policies and practices in public schools; sources of revenue; budgeting; disbursement of funds; school plant; records; insurance.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

The framework for the course is based on standards developed by the Educational Leadership Constituents Council (ELCC). In addition, the course also 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 standards and related elements:

ELCC Standard 3: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Meets Standards for School District Leadership Element 3.1b: Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.

Meets Standards for School District Leadership Element 3.1c: Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

Meets Standards for School District Leadership Element 3.3b: Candidates creatively seek new resources to facilitate learning.

Meets Standards for School District Leadership Element 3.3c: Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.

CFPO Outcome 12: Focus on issues, problems, and trends in the area of professional practice.

To successfully complete the course, students are expected to achieve five specific objectives:

1. Demonstrate the knowledge and understanding of principles and issues relating to fiscal, human, and material resources necessary to function effectively. (ELCC 3.1b--budgeting and fiduciary responsibilities)
2. Demonstrate the ability to manage time effectively in deploying financial and human resources in a way that promotes student achievement. (ELCC 3.1c-- deploy financial)
3. Demonstrate the knowledge and understanding necessary to creatively seek new resources to facilitate learning. (ELCC 3.3b--new resources)
4. Demonstrate the knowledge and understanding of school district finance structures and models necessary to ensure that adequate financial resources are allocated equitably for the district. (ELCC 3.3c--school district finance structures)

5. Capability to take a leadership role in addressing financial issues, problems, and trends.
CFPO 12--issues, problems, and trends in the area of professional practice)

Topics to Be Covered:

- Funding public schools
 - Historical perspective
 - Contemporary perspective
- Funding structures
 - Federal support
 - State support
 - Local support
 - Other support
- Equity funding
- School infrastructure: Buildings and grounds
 - Bonding process
 - Current revenues
 - State loans
- Funding transportation and food service
- Transportation service
- Food service
- Legal liability and risk management
- Budgeting, purchasing, accounting, and auditing
 - District-oriented approach
 - Board policy
 - Site-based budgeting
- Financial planning

Required Texts:

Thompson D. C., & Wood, R. C. (2005). *Money and Schools* (3rd ed.). Larchmont, NY: Eye on Education.

Blendinger, J., & Wells, L. R. (in press). *Mississippi School Finance in a Nutshell*. Dubuque, IA: Kendall-Hunt.

Blendinger, J., Wells, L. R., & Tabereaux, C. (2003). *Teaching Reading through the Arts*. Dubuque, IA: Kendall-Hunt.

Methods of instruction:

Methods of instruction include lecturing, inquiry, research-based learning projects, demonstrating, involving students in clinical hands-on school activities, and assigned readings in the recommended texts and supplemental material.

Suggested Student Activities:

Objective #1: Based on assigned readings, students solve problems (using case studies and related materials) and discuss strategies relating to fiscal, human, and material resources

necessary to function effectively.

Objective #2: Analyzing selected school district budgets, students design creative computer-based models for managing time effectively in deploying financial and human resources in a way that promotes student achievement.

Objective #3: Students develop and present practical strategies for creatively seek new resources to facilitate learning.

Objective #4: Using case studies and other simulation materials, students design computer-based models of school district finance structures necessary to ensure that adequate financial resources are allocated equitably for the district.

Objective #5: Using case studies and other simulation materials, students demonstrate they have capability to take a leadership role in addressing financial issues, problems, and trends.

MSU Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Please see <http://students.msstate.edu/honorcode/> for more information.

Examples of actions especially applicable in the online environment that I deem inappropriate include students who have taken a test and students who have not taken a test discussing the content of the test, making a copy of any or all test questions, pasting in materials from other sources for your answers to tests, working together on projects and other assignments unless group work is specified, and posting others’ ideas to the Discussion Board without giving proper credit.

Technology:

Technological tools are used for student activities, specifically with regard to objective #4.

Diversity:

Diversity issues are not discussed in this course.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at <http://www.sss.msstate.edu/> or (662-325-3335) for more information.

Field component:

This course of study does not have a field component.

Evaluation of Student Progress:

A comprehensive examination will be administered at the conclusion of the course. Evaluation will include research projects and papers. In addition, students will be evaluated on their participation in class discussion and activities. Students' grades are based on the following:

Participation in class discussion and activities--30%
Research projects--30%
Selected assignment--20%
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

Bibliography:

- Rebore, R. W. (1995). *Personnel administration in education* (4th ed.). Boston: Allyn and Bacon.
- Caldwell, S. D. (Ed.). (1989). *Staff development: A handbook of effective practices..* Oxford, OH: National Staff Development Council.
- Castetter, W. B. (1996). *The human resource function in educational administration.* Englewood Cliffs, NJ: Prentice-Hall.
- Goodale, J. G. (1982). *The fine art of interviewing.* Englewood Cliffs, NJ: Prentice-Hall.
- Joyce, B. (Ed.). (1990). *Changing school culture through staff development.* Alexandria, VA.: Association for Supervision and Curriculum Development.
- Hack, W. G., Candoli, I. C., & Ray, J. R. (2001) *School business administration: A planning approach.* (7th ed.). Boston: Allyn and Bacon:
- Johnson, G. & Callahan, L. (1994). *Mississippi finance handbook.* Mississippi State University: College of Education.
- Candoli, C. R. (1990). *School district administration: Strategic planning for site-based management.* Lancaster, PA: Technomics.
- Casteldi, B. (1994). *Educational facilities.* Boston: Allyn & Bacon.
- Demming, E. W. (1993). *The new economics for industry, government, education.* Cambridge, MA: Massachusetts Institute of Technology.

Eastman, G. I. (1992). *Planning educational facilities for the next century*. Reston, VA:
Association of School Business Officials International.

Ray, J. R., & Davis, L. (1991). *Computers in educational administration*. New York: McGraw-Hill.

Thmpson, D. C., Wood, R. C., & Honeyman, (1994). *Fiscal leadership for schools*. New York: Longman.

Underwood, J. K., & Versteegen, D. A. (Eds.). (1990). *The impacts of litigation and legislation on public school finance: adequacy, equity, and excellence*. New York: Harper & Row.

Williams, C., A. Jr., & Heins, R. M. (1985). *Risk management and insurance* (5th ed.) New York: McGraw-Hill.

COURSE SYLLABUS

EDA 8273

Educational Administration and Supervision

Credit: 3 semester hours

Instructor of Record:

Dr. Jack Blendinger

Catalog description:

Three lectures. Fundamentals of leading and managing at the central office executive level, e.g., assistant superintendent. Emphasis on policy development, curriculum and instruction, planning, operations, and public relations.

Standards, Elements, and Objectives:

The framework for the course is based on standards developed by the Educational Leadership Constituents Council (ELCC). In addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. In particular, In particular, the course focuses on the following standards and related elements:

ELCC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Meets Standards for School District Leadership Element 2.2a: Candidates develop an understanding of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.

Meets Standards for School District Leadership Element 2.3a: Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.

Meets Standards for School District Leadership Element 2.3b: Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.

Meets Standards for School District Leadership Element 2.4a: Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

CFPO Outcome 8: Use/application of research findings to enhance instruction/training in specialty area of study (school district administration).

To successfully complete the course, students are expected to achieve five specific objectives:

1. Demonstrate knowledge and understanding of instructional research methodologies and capability analyze the comparable strengths and weaknesses of contemporary K-12 curriculum. (ELCC 2.2a--research methodologies)
2. Capability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. (ELCC 2.3a--best practices)
3. Capability to assist school and district personnel in understanding and applying best practices for student learning. (ELCC 2.3b--assist school and district personnel)
4. Demonstrate knowledge and understanding of adult learning strategies and the ability to take a leadership role in professional development emphasizing problem solving, mentoring, coaching, conferencing, and other techniques. (ELCC 2.4a-- adult learning)
5. Capability to use and apply research findings to enhance school district administration. (CFPO 8--research findings)

Topics that will be addressed in the course:

Leading and managing in educational environments
Key elements

- Vision
- Critical behaviors
- Communication
- Policy development
- Establishing a world-class curriculum
 - Theory
 - Content
 - Infusing the arts
- Delivering instruction
 - Direct
 - Non-direct
- Learning and teaching styles
- Managing instruction
- Shaping the environment
 - School and classroom culture
 - Recognizing teaching and learning
 - Celebrating teaching and learning
- Supervising instruction
 - Teacher performance evaluation
 - Staff development
- Reaching out to families
 - School-home communication Extending learning to the home Participating in school events and activities
- Assessing learning
- Planning improvement

Activities for student learning in relation to course objectives:

Objective #1: Based on assigned readings, students solve problems (using case studies) demonstrate knowledge and understanding of instructional research methodologies and capability analyze the comparable strengths and weaknesses of contemporary K-12 curriculum.

Objective #2: Students design creative computer-based models that use best practices and sound educational research to improve instructional programs.

Objective #3: Through hands-on projects, students demonstrate capability to assist school and district personnel in understanding and applying best practices for student learning.

Objective #4: Using case studies and other simulation materials, students demonstrate knowledge and understanding of adult learning strategies (e.g., coaching).

Objective #5: Using case studies and other simulation materials, students demonstrate capability to use and apply research findings to enhance school district administration.

Required texts:

Blendinger, J. (1996). *QLM: Quality Leading and Managing*. Dubuque, IA: Kendall- Hunt.

Blendinger, J., & Jones, L. T. (2003). *Reaching Out to Families* (2nd ed.). Dubuque, IA: Kendall/Hunt.

Blendinger, J., Wells, L. R., & Tabereaux, C. (2003). *Teaching Reading through the Arts*. Dubuque, IA: Kendall-Hunt.

Owens, R. G. (2001). *Organizational Behavior in Education* (7th ed.). Boston: Allyn and Bacon.

Methods of instruction:

Methods of instruction include lecturing, inquiry, research-based learning projects, demonstrating, and assigned readings.

Evaluation of student progress:

A comprehensive examination will be administered at the conclusion of the course. Evaluation will include research projects and papers. In addition, students will be evaluated on their participation in class discussion and activities. Students' grades are based on the following:

- Participation in class discussion and activities--30%
- Research projects--30%
- Selected assignment (e.g., brief critiques)--20%
- 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:

- Blendinger, J. (1996). *QLM: Quality Leading and Managing*. Dubuque, IA: Kendall- Hunt.
- Cunningham, W. C., & Cordeiro, P. A. (2000). *Educational Administration*. Boston: Allyn and Bacon.
- Crick, F. (1994). *The astonishing hypothesis*. New York: Charles Scriber's Sons. Joyce, B., & Calhoun, E. (1997). *Creating Learning Experiences: The Role of Instructional Theory and Research*. VA: Association for Supervision and Curriculum Development.
- Danielson, C.. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexander, VA: Association for Supervision and Curriculum Development.
- Glickman, C. D., Godon, S. P., & Ross-Gordon, J. M. (1998). *Supervision of Instruction: A Developmental Approach* (4th ed.). Boston: Allyn and Bacon.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership*. Boston: Harvard Business School Press.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Tileston, D. (2000). *10 best teaching practices: How brain research, learning styles, and standards define teaching competencies*. Thousand Oaks, CA: Corwin Press.
- Ubben, G. C., Hughes,, L. W., & Norris, C. J. (2001). *The principal: Creative Leadership for Effective Schools* (4th ed.). Boston: Allyn and Bacon.
- Wilson, F. R. (1998). *The hand*. New York: Pantheon Books.
- Zeman, A. (2003). *Consciousness*. New Haven, Connecticut: Yale University Press.

COURSE SYLLABUS

EDA 8353

Applications of Theory to Educational Administration

Credit: 3 semester hours

Instructor of Record:

Dr. Jack Blendinger

Catalog description:

Three lectures. The nature of theory; types of educational administrative theories; uses of organizational and administrative theory in administrative problem solving; applications of general system theory.

Standards, Elements, and Objectives:

The framework for the course is based on standards developed by the Educational Leadership Constituents Council (ELCC). In addition, the course also 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 standards and related elements:

ELCC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Meets Standards for School District Leadership Element 2.1a: Candidates develop a sustained approach to improve a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Meets Standards for School District Leadership Element 2.3c: Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

ELCC Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Meets Standards for School District Leadership Element 4.1c: Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, and government, and higher education partnerships.

Meets Standards for School District Leadership Element 4.1h: Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

CFPO Outcome 1: Inquiry and problem solving skills.

To successfully complete the course, students are expected to achieve five specific objectives:

1. Demonstrate knowledge and understanding of theories and strategies of organizational management in relation to community relations models, marketing strategies and processes, data driven decision-making, and communication theory. (ELCC 4.1c--frameworks; CFPO 1--inquiry and problem solving skills)
2. Demonstrate knowledge and understanding necessary for establishing and sustaining a positive school district culture. (ELCC 2.1a--district culture)
3. Demonstrate knowledge and understanding of human development theory, motivational theories, and concern for diversity. (ELCC 2.3c--human development theory)
4. Capability to develop and implement strategies that support the involvement of families in the education of their children (ELCC 4.1h--families)
5. Demonstrate knowledge and understanding of proven learning theory. (ELCC 2.3c--learning theory)

Topics that will be addressed in the course:

- Putting theory into practice
 - Understanding the concept of theory
 - Selected theories
- Organization as a metaphor
 - Organizations as machines
 - Organizations as organisms
 - Organizations as brains
 - Organizations as cultures
 - Organizations as political systems
 - Organizations as psychic prisons
 - Organizations as transformation
 - Organizations as domination
- Key educational administration theories
 - Chaos Theory
 - Contingency Theory
 - Human development theory
 - Systems Theory
 - Theory X and Theory Y
 - Theory Z
- Parent involvement theory
- Learning theory
 - Neuroscience research
 - Role of the hand in brain development

Activities for student learning in relation to course objectives:

Objective #1: Based on assigned readings, students solve problems (using case studies) and discuss theories and strategies of organizational management that apply to establishing an effective and efficient school district.

Objective #2: Using historic literature, students design creative computer-based models for establishing and sustaining a positive school district culture.

Objective #3: Students design and present theoretical models addressing human development theory, motivational theories, and concern for diversity.

Objective #4: Using case studies and other simulation materials, students develop and implement strategies that support the involvement of families in the education of their children.

Objective #5: Using materials based on contemporary neuroscience research, students demonstrate knowledge and understanding of proven learning theory.

Required texts:

Blendinger, J. (1996). *QLM: Quality Leading and Managing*. Dubuque, IA: Kendall- Hunt.

Blendinger, J., & Jones, L. T. (2003). *Reaching Out to Families* (2nd ed.). Dubuque, IA: Kendall/Hunt.

Blendinger, J., Wells, L. R., & Tabereaux, C. (2003). *Teaching Reading through the Arts*. Dubuque, IA: Kendall-Hunt.

Morgan, G. (1997). *Images of Organization* (2nd ed.). Thousand Oaks, CA: Sage.

Methods of instruction:

Methods of instruction include lecturing, inquiry, research-based learning projects, demonstrating, and assigned readings.

Evaluation of student progress:

A comprehensive examination will be administered at the conclusion of the course. Evaluation will include research projects and papers. In addition, students will be evaluated on their participation in class discussion and activities. Students' grades are based on the following:

- Participation in class discussion and activities--30%
- Creative projects--30%
- Selected assignment (e.g., brief critiques)--20%
- 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:

- Bennis, W., & Nanus, B. (1985) *Leaders: The strategies for taking charge*. New York: Harper & Row.
- Bolman, L. G., & Deal, T. E. (1995). *Leading with soul: an uncommon journey of spirit*. San Francisco: Jossey-Bass.
- Crick, F. (1994). *The astonishing hypothesis*. New York: Charles Scriber's Sons.
- Drucker, P. F. (1998). *Managing the nonprofit organization*. New York: Diane Publishing.
- English, F.W. (1994). *Theory in educational administration*. New York: Harper Collins.
- Giuliani, R. W. (2003). *Leadership*. New York: Hyperion.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership*. Boston: Harvard Business School Press.
- Hoy, W. K., & Tarter, C. J. (1995). *Administrators solving the problems of practice*. Boston: Allyn & Bacon.
- Owens, R. G. (2001). *Organizational Behavior in Education (7th ed.)*. Boston: Allyn and Bacon.
- Welch, J., & Welch, S. (2005). *Winning*. New York: HarperCollins.

COURSE SYLLABUS

EDA 8190

Workshop In Educational Administration And Supvission

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 areaa 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.