

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number: EDA 8190

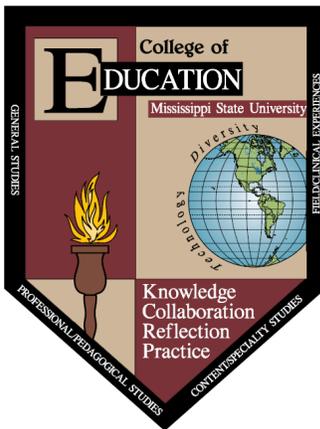
Course Title: Workshop in Educational Administration and Supervision

Credit Hours: One-Three (1-3) semester hours

Type of Course: Lecture

Catalogue 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.

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 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 to Be Covered:

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

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.

Suggested Student Activities:

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.

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.”

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

Technology:

Technology is not specifically addressed in this course.

Diversity:

Diversity is addressed explicitly in Objective 3. It is addressed implicitly in the other objectives.

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 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

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.