

**California State University San Marcos  
College of Education**

**EDLD 715: Leadership for a Diverse Society  
Spring 2013**

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**Class Meeting times/places:** See Course Syllabus; CSUSM, University Hall 443

**COLLEGE OF EDUCATION MISSION STATEMENT**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*adopted by COE Governance Community October, 1997*)

**COURSE DESCRIPTION**

This course will address theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. The emphasis in this course is on how leadership intersects with socio-historical and socio-cultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities and cultures in formulating policy and practice.

**COURSE OBJECTIVES**

Students will be able to:

- Describe how educational leadership is influenced by socio-historical and socio-cultural contexts.
- Describe their developing identity as an educational leader and researcher in a diverse society.
- Develop a plan of action for engaging in transformative conversations focused on equity for all in their workplace communities.
- Link research on issues of social justice with their own research focus.

**GENERAL CONSIDERATIONS**

**Writing:** In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) that can be administered in a variety of ways. In this course, this requirement is fulfilled through the written assignments.

**Appeals:** Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Bridget Blanshan, Dean of Students.

***Ability:*** Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

***Students with Disabilities Requiring Reasonable Accommodations.*** Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

## **CSUSM ACADEMIC HONESTY POLICY**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

## **OUR LEARNING COMMUNITY**

The following Community Agreements will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

### **Community Agreements**

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where

## E-MAIL & ONLINE DISCUSSION PROTOCOL

Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact the instructor or other students, e-mail is often the easiest way to do so. It is our intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion.

For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>

### Discussion Posting (Value Added Model)

When replying to a posting in the discussion area (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post had described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

## ATTENDANCE AND PARTICIPATION

The Educational Leadership Program is designed to allow students to explore theories of leadership, reflect on practice and solve problems together through the cohort model. Due to the dynamic and interactive nature of courses in the program, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community on 12/19/97)

Because of the program design attendance is critical. As we promote system-thinking and inquiry-based problem solving in our learning opportunities, we require all of our professional students to be on time and present at each class meeting. Students are expected to have read assigned materials by the date indicated in the syllabus and should be prepared to discuss readings individually or in variously structured groups. Attendance expectations apply to all instructional activities, in class, on-line and at other events included in course syllabi.

## GRADING STANDARDS

### Grading Scale:

#### General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> <li>• Includes some of the required elements as delineated in the syllabus</li> <li>• Some components of the assignment are included</li> <li>• Provides a few concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints</li> <li>• Organization hard to follow</li> <li>• Many mechanical errors, including APA format</li> <li>• Hard to read</li> <li>• Little sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus</li> <li>• All components of the assignment are included</li> <li>• Provides concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints</li> <li>• Good organization</li> <li>• Has few, if any, mechanical errors including APA format</li> <li>• Holds interest – is interesting to read</li> <li>• Some sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus</li> <li>• All components of the assignment are included</li> <li>• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities</li> <li>• Insightful commentary using personal viewpoints supported by current learning</li> <li>• Presents clear and logical organization of thoughts</li> <li>• Has few, if any, mechanical errors including APA format</li> <li>• Holds interest – is engaging and thought-provoking to the audience</li> <li>• Uses a sophisticated scholar researcher vocabulary and sentence structure</li> </ul>

**If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.**

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills and disposition. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.

- Contributes to the positive environment of the class by respecting all members.

**Grading Emphasis:**

Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or <[www.apastyle.org/index.html](http://www.apastyle.org/index.html)>

**REQUIRED TEXTS**

EDLD 715 Reader – University Reader

Singleton, Glen E. & Linton, Curtis (2006), *Courageous Conversations: About Race*. Thousand Oaks, CA: Corwin Press Inc.  
ISBN: 978-0-7619-8877-9

Wink, J. (2004). *Critical Pedagogy: Notes from the Real World* (3<sup>rd</sup> edition). Boston. Pearson.  
ISBN: 0-205-41818-X

OR

Wink, J. (2010). *Critical Pedagogy: Notes from the Real World* (4<sup>th</sup> edition). Boston. Pearson.  
ISBN-13: 978-0137028733

**COURSE REQUIREMENTS**

NOTE: The instructors for this course will always work in a timely way with students if a change to the syllabus or materials is necessary.

**Assignments:**

All assignments are due on the dates indicated. Assignments must be word processed, double-spaced and with standard margins. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

1. Attendance and Participation	15%
2. Reading Response Reviews (2)	30%
4. Case Study Paper	20%
5. Closing the Achievement Gap Final Paper	35%

1. Attendance and Participation (20%)

As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Toward this end, you are expected to attend every class, be prepared to contribute and be an active participant.

2. Reading Response Review (30%)

There are two Reading Response assignments. Both will require you to write your reaction to all readings assigned. The Response should demonstrate your “thinking” about what you have read (it should not be merely a summary). Look for common themes among the articles. This is an opportunity for you to present your perspective on the themes (Name it) and share your experiences and struggles with the ideas (Reflect on it). At the end of each review, identify one action that could be developed based on your understanding of the issue (Act on it). Each review must be, at minimum, 3 pages.

Response 1: Focuses on the readings discussed and reviewed in class Sessions 1 - 4. This response should follow closely the guidelines described above. The paper is due April 19, 2013 and must be submitted online.

Response 2: The Leadership and Diversity readings focus on issues of leading in complex environments. This Reading Response should follow the general guidelines described above and should specifically demonstrate how you identify key ideas, questions that emerged for you and implications for leadership in your setting. The core question to be addressed in Response 2: How will you strengthen your leadership in the area of social justice based on this set of readings as well as other learnings from the course? Due May 19, 2013 and must be submitted online.

### 3. Case Study Paper (15%)

Students will work in small groups (To Be Assigned) based on an on-line session that presents a Case Study focused on issues of diversity. Student groups and prompts will be provided prior to the on-line session. Briefly, individuals will write an analysis and reaction to the case study. The small groups will work together through a Threaded Conversation to share ideas and thoughts about the case study. The threaded conversation will inform each individual's paper. The threaded conversation and paper will be reviewed and evaluated. The paper is due May 3, 2013 and must be submitted online.

### 4. Closing the Achievement Gap – Connections to Individual Research Areas (35%)

A primary goal of this doctoral program is that engage in research with a focus on the social justice goal of closing the achievement gap. In continuing with the general course theme of “naming it,” this 8-10 page assignment will support you *to name, think critically* and *act on* the issues of social justice related to your individual research area. Papers must include connections to course readings, lectures, and group activities. In addition, this assignment will ask you to consider how your growing knowledge about your topic of interest may directly and immediately impact your workplace. Due May 27, 2013. Submitted online.

Organize your paper according to the sections outlined below.

#### Part 1 – Name it

- *Identify* an area of interest
- *Name* how your topic can be framed within a social justice lens (Discuss how this topic is related to social justice, equity, diversity and the achievement gap?)
- Explain why your topic is of interest to you.

#### Part 2 – Think Critically

- Reference (and add to) your developing annotated bibliography. In addition to the course materials you will need to include a minimum of 5 new sources of information.
- Explore your current understanding of the selected topic in general.
- Explain how your individual research area can be developed to more directly focus on closing the achievement gap.

#### Part 3 – Act

- Identify transformative conversations that will result from your research.
- Describe how this transformative conversation can potentially impact the achievement gap.
- Outline the ways your developing research knowledge base could impact your workplace right now.

## TENTATIVE COURSE SCHEDULE

DATE	TOPIC/ACTIVITY	READING/COURSE ASSIGNMENT
Session 1 4/2/13 UH 443 Joint session with Dr. Jeffries	<ul style="list-style-type: none"> <li>• Overview of Syllabus</li> <li>• Introductions</li> <li>• Socio-Historical Context</li> </ul>	<b>NOTE: All readings, except Wink and Singleton, are available in the course reader.</b> Orfield, Anderson, Blount, Bonilla-Silva, Ladson-Billings
Session 2	<ul style="list-style-type: none"> <li>• Arranged meetings: place to be determined</li> </ul>	
Session 3 & 4 4/13/12 Saturday UH 443	<ul style="list-style-type: none"> <li>• Critical Pedagogy</li> <li>• Positionality</li> <li>• Achievement Gap</li> </ul>	Wink – 3/4/5 3 <sup>rd</sup> edition Wink – 1/2/3 4 <sup>th</sup> edition
<b>April 19, 2013</b>	<b>Assignment Due: Reading Response Review #1</b> (Readings from Session 1)	<b>Submit online by April 19, before midnight</b>
Session 5 On-Line Complete anytime before 5/3/13	<i>Case Study Module</i>	Complete all activities in the online module for Session 5
<b>May 3, 2013</b>	<b>Assignment Due:</b> Threaded Conversation available for review. Case Study Paper	<b>Submit online by May 3 before midnight</b>
Session 6 5/8/13 Wednesday UH 443	<ul style="list-style-type: none"> <li>• Transformative Conversations</li> </ul>	Tatum – 2 Articles, McIntosh, Nieto
Sessions 7 & 8 5/11/13 Saturday UH 443	<ul style="list-style-type: none"> <li>• Transformative Conversations</li> <li>• White Privilege – Race again?</li> </ul>	Singleton: <i>Courageous Conversations</i> Part I: Passion, Part III: Persistence
Session 9 On-Line Complete anytime before 5/19/13	<b>Assignment Due: Reading Response Review #2</b> (Readings from Sessions 6, 7, 8)	<b>Submit online by May 19 before midnight.</b> <b>Leadership and Diversity Readings:</b> Louie, Henze, Thompson, Thomas & Ely. Levine, McGee Banks
<b>May 27, 2013</b>	<b>Assignment Due: Achievement Gap Paper</b>	<b>Submit online by May 27 before midnight</b>
Session 10 5/29/13 – Wed. Joint Session with Dr. Jeffries	<b>Reflections and Debrief</b>	Hargreaves