EDAD 5352: Communication for Educational Leaders
Spring, 2018
EDAD 5352 is a required course for Principal Certification.

College of Education, Department of Educational Leadership

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Office hours: **Available by email / text / by appointment**

Class time: **January 17 – May 10**

Location of class: **Online**

Course Description: This course integrates communication theory, research and practical skills to analyze and solve problems, conduct research, and develop and deliver polished presentations in both academic and professional settings. Using communication literature, students will have the opportunity to engage in self-assessment of communication competence, learn strategies for enhancing communication abilities, and to effectively interact with and lead diverse populations.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system toward the end of this semester):

Essential:

1) Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

2) Learning to apply course material (to improve thinking, problem solving, and decisions)

3) Developing skill in expressing oneself orally or in writing

Important:

1) Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

2) Learning how to find, evaluate, and use resources to explore a topic in depth

Required Textbooks:

Hamilton, C. & Kroll, T. L. (2018). *Communicating for results; a guide for business and professionals.* Boston, MA.: Cengage Learning.

Stone, D., Patton, B., & Heen, S. (1999). *Difficult conversations: how to discuss what matters most.*

Tk20 Account statement (NOT required for class)

Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Course Format:
Lessons will include a combined approach of online discussion, outside reading, field projects, web-based research, and a presentation to achieve the objectives of the course. Brain-based learning principles, adult learning principles, and flipped classroom principles will be engaged in this class.

Course Content: Study is made of communication needed for effective educational leaders in public schools including communication theory, types of communication, collegial relationships, non-verbal communication, collaborative learning, small and large group communication, cultural diversity communication, group problem-solving procedure, as well as effective oral and written presentations. Credit 3.

Course Requirements:
Weekly online activities including: reading class texts, reviewing lectures and PowerPoints (ppts), participating in Blackboard (Bb) discussion board activities as well as written and oral presentations are all vital to achieving success in this course. No late work is accepted so the importance of completing weekly assignment is critical.

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Technology during instruction: Unless being used as a part of the instructional activity, all cell phones, computers, and other electronic devices should be turned off during class. Refrain from checking email during class time.
  - Technology during exams: Using technology during an exam is prohibited, unless instructed to do so.
  - Technology in emergencies: Students should remove themselves from the classroom if he/she is needed to address an emergency situation.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance
Participation and attendance in all online activities is required.
Students are expected to interact online with others as assigned in the syllabus and within the Unit sections. Graduate/Certification students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. The student must develop the professional competencies necessary for applying the knowledge in the essential areas of school leadership. Extended reading and research is an integral part of graduate study. Student dispositions will be factored in the final grade for the course.
*Attendance and participation is both expected and required in this class. <mark>Students are expected to be actively engaged each class session.</mark> Online students must have completed all required reading and activities and weekly interaction with the class (unless otherwise noted by instructor) is expected. Class participation is extremely important in order for everyone to learn at the highest level, not only from your instructor but from each other. A lack of participation will result in a reduction in your final grade.

Course Expectations:
Academic dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Professionalism: Expectations of Graduate Students and Principal Certification Candidates include: <mark>demonstrate regular and active participation in class (face to face and online), timely completion of assignments, and respectful interactions with others</mark>.

Plagiarism: Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct

quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Program standards: TEXES, NCATE, IDEA, and principal standards as aligned by EDL at Sam Houston State University

College of Education Information

Accreditation
The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation
Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

SHSU Dispositions and Diversity Proficiencies

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

Course Matrix: EDAD 5352

Date	Course Objectivpu9es	Course Activities	Performance Assessments and Measurement/	Standards Alignment TAC Principal Standards
Week 1 January 17 - 23 **See Blackboard (Bb) – Module Week 1 for details**	1. Overview of the course 2. Identify and describe each element of the basic transactional model of communication and how communication flows through an organization. 3. Define what is meant by communication. 4. Identify personal communication challenges.	Review syllabus. As a future administrator, read, reflect, and be prepared to respond to the Blackboard (Bb) class discussion	1. Read Chapter 1 and review ppt lectures 2. Online activity and response	TAC: e(1); e(3); g(1-10)
Week 2 January 24 - 30 **See Bb – Module Week 2 for details**	1. List the five types of workplace organizations. 2. Summarize the main characteristics of each of the five types of organizations. 3. Determine the types of organizations for which you would most enjoy working and which ones you should avoid. 4. Assess how each type of organization uses communication. 5. Compare and contrast the three different ways organizations coordinate people.	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Chapter 1 quiz. 2. Introductions 3. Read Chapter 2 and review ppt lectures. 4. Communications Pre-test 5. Online activity and response.	TAC: e(1); (3); b(8); c(5)
Week 3 January 31 – February 6 **See Bb – Module Week 3 for details**	1. Identify types of conflict and strategies for managing conflict in the workplace and explain when each strategy works best. 2. Define individualistic and collectivistic cultures and low-context and high-context cultures and explain how different cultures view and react to conflict. 3. Identify the role that interpersonal relationships play in organizational success. 4. Determine your personal communication style by taking the Survey of Communication Styles, both long and short form. 5. Define the terms clear expectations, reciprocal relationships, self-fulfilling prophecy, and trust cycles, and explain what role each plays in developing and maintaining relationships. 6. List the four main communication styles typically used in the workplace and summarize tips for relating with people of different styles.	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Chapter 2 quiz Read Chapter 3 and review ppt lectures. 2. Online activity and response.	TAC: e(1); e(3); e(6); g(1-10); b(8)
Week 4 February 7 -	1. Define and explain the term nonverbal communication and	As a future administrator, read, reflect, and be	1. Chapter 3 quiz. 2. Read Chapters 5 & 6 and	TAC: e(1); e(3); e(6); g(1-10); c(5) f(5); f(11); c(3); c

13	how it differs in each of the three cultural levels: technical, formal, and informal. 2. List and discuss the major types of nonverbal communication in the workplace and the cultural differences found for each type. 3. Identify how to improve your nonverbal skills through immediacy behaviors, expectancy violations theory, and effective habits.	prepared to respond to the Bb class discussion.	review ppt slides. 2. Online activity and response.	(5); c(10)
Week 5 February 14 - 20	1. List at least two practical tips for improving your listening skills with each of the following groups: employees, coworkers, and supervisors. 2. Describe the signs of poor listening. 3. Apply the signs of poor listening to examples where a communication breakdown occurred. 4. Distinguish among the main barriers to good listening and determine which of these barriers cause you the most problems. 5. Explain guidelines for improving your listening and the payoffs for using them correctly.	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Read Chapter 4 and review ppt slides. 2. Online activity and response. 3. Oral Presentation topic choice	TAC: e(1); e(3); c(3); c(5); b(8)
Week 6 February 21 - 27	1. Define the term *small group,* and list the uses and values of teams in the effective organization. 2. Briefly describe the seven characteristics of successful problem-solving teams, and determine which ones are normally the most important and why. 3. List the steps of the basic problem-solving procedure, including how to use criteria correctly in step 5, and determine which steps are the most crucial to successful problem solving. 4. Briefly summarize the following group formats: roundtable, panel, symposium, and forum.	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Chapters 4 & 5 quiz 2. Read Chapter 9 and review ppt slides. 3. Online activity and response. 4. Effective Leadership articles. Read and respond to peer online activity.	TAC: e(1); e(3); b(8); b (10); f(5); f(11)
Week 7 February 28 – March 6	1. Summarize the communication skills needed by effective team members and why these skills are so important. 2. Define task, maintenance, and	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Read Chapter 10 and review ppt slides. 2. Online activity and response.	TAC: e(1); e(3); c(5); c(10); d(4); f(5); f(11)

	dysfunctional roles as used by effective team participants, and briefly list and explain the group behaviors that fall under each category. 3. Describe each of the different approaches to leadership described in this chapter and explain what contribution each makes to the person learning to be an effective leader. 4. Identify the leader's responsibilities during a team meeting.		3.. Situational and Transformational Leadership articles. Read and respond to peer online activity.	
Week 8 March 7 - 20	1. Plan your presentation by contrasting informative and persuasive presentations, analyzing your audience, and selecting your topic. 2. Research your topic by using a variety of materials while avoiding plagiarism. 3. Organize your presentation to best communicate clear content and keep audience interest. 4. Deliver your speech in a natural, enthusiastic, and confident manner using effective verbal elements.	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Chapters 9 & 10 quiz 2. Read Chapter 11 and review ppt slides. 3. Online activity and response. 4. Oral Presentation Skills articles. Read and respond to peer online activity. 5. Begin reading text **Difficult Conversations (due April 4th)**	TAC: e(1); e(3); e(6); g(1-10); g(1-10); b(8); c(3); d(4); f(5)
Week 9 March 21 - 27	1. Discuss suggestions for designing visuals, including tips for text and graphic visuals as well as general design principles and color. 2. Pinpoint major guidelines for effective use of PowerPoint. Identify effective supporting materials used in quality presentations. 3. Discuss benefits of using visual aids in a presentation. Identify important guidelines for selecting visual aids.	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Read Chapter 12 and review ppt slides. 2. Oral Presentation: Visual Supporting Materials articles. Read and respond to peer online activity. 3. Reflective PRCA paper 4. Continue reading text **Difficult Conversations (due April 4th)**	TAC: e(1); e(3); g(1-10); b(8); c(3); d(4); f(5)
Week 10 March 28 – April 3	1. Using the knowledge learned in this course, prepare a 5-7 min oral presentation using the oral presentation rubric as a guide.	1. Work week—oral presentation preparation 2. Review Rubric for oral presentation guidance	1. Oral Presentation Work Week 2. Continue reading text **Difficult Conversations (due April 4th)**	TAC: e(1); (3); g(1-10); b(8); c(3); d(4); f(5)
Week 11 April 4 - 10	1. Apply knowledge gained from this course. 2, Begin applying principles of handling Difficult Conversations found in the Difficult Conversations text.	As a future administrator, read, reflect, and be prepared to respond to the class discussion.	1. Peer Oral Presentation Set #1 2. Peer Reviews 3. Difficult Conversations discussion	TAC: e(1); e(3); g(1-10); b(8); c(3); d(4); f(5)
Week 12 April 11 - 17	1. Apply knowledge gained from this course. 2. Continue applying principles of handling Difficult	As a future administrator, read, reflect, and be prepared to respond to the	1. Peer Oral Presentation Set #2 2. Peer Reviews	TAC: e(1); e(3); g(1-10); b(8); c(3); d(4); f(5)

	Conversations in the workplace.	Bb class discussion.	3. Difficult Conversations	
Week 13 April 18 - 24	1. Apply knowledge gained from this course. 2. Demonstrate new understandings of principles of handling Difficult Conversations in the workplace.	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Peer Oral Presentation Set #3 2. Peer Reviews	TAC: e(1); e(3); g(1-10); b(8); c(3); d(4); f(5)
Week 14 April 25 – May 1	1. Apply knowledge gained from this course.	As a future administrator, read, reflect, and be prepared to respond to the Bb class discussion.	1. Peer Oral Presentation Set #4 2. Peer Reviews	TAC: e(1); e(3); g(1-10); b(8); c(3); d(4); f(5)
Final May 7	1. Demonstrate new knowledge base regarding communication for educational leaders through responding to T/F and multiple choice questions.	As a future administrator, apply new learning to final exam questions.	Final Exam online Comprised of True/False and Multiple Choice questions	TAC: e(1); e(3); g(1-10); b(8); c(3); d(4); f(5)

2017 State Standards:
2017 Principal Standards

Definition of expected quality levels:
A grade of "**A**" in the course represents consistent *exceptional* work **[Exceeds Standards]** with detailed responses and <u>no</u> grammar & spelling errors. **All** assignments are turned in on time. Student demonstrates learning **beyond** the course and stated expectations. Learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills earn "A" work.

A grade of **"B"** in the course represents *expected* work **[Meets Standards and demonstrates mastery of objectives assessed]** with responses that address required elements. Written work consists of correct grammar & spelling at 90% accuracy. Discussions are thoughtful and follow guidelines. The assignments are turned in on time. Learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments earn "B" work. Most graduate students demonstrate proficiency related to the course objectives and earn B's. A "B" represents acceptable performance.

A grade of **"C"** represents *below expectation* work or **[Failure to meet Standards]** which lack consistency in **addressing required** responses. Written work consists of misspellings, poor use of grammar and punctuation. Reflection papers and some written assignments are poorly organized and don't follow the required formats described in syllabus. Discussions are missing, short, or inappropriate. Work overall is poorly done, submitted late, or non-existent. Course objectives will be assessed using discussions, written activities, active class participation, and presentations. A grade lower than C is not acceptable at the graduate level. Students will have to retake the course if grade falls below a C.

Course Evaluation:
*Online Class (includes discussion board/related assignments): 245 pts
- Introduction

- Communication in the Workplace
    - Meeting Observation
    - Ethics
    - PRCA
    - Communication Styles
    - Case Study
    - Nonverbal Communication
    - Social Media
    - Listening
    - Trustworthiness
    - Small Group Leadership
    - Effective Leadership
    - Situational / Transformational Leadership
    - Leadership Styles
    - Oral Presentation Skills

Activities and Final Exam: 455 pts
- Chapter Quizzes – 150 pts
- Reflective Paper – 75 pts
- Oral Presentation —100 pts
- Oral Presentation Peer Reviews – 30 pts
- Final Exam—100 pts

Final GRADE: 630-700 = A;
                      559-629 = B;
                      489-558 = C; below 489 = F

Expectations:

Weekly online activities including: reading class texts, reviewing lectures and PowerPoints (ppts), participating in Blackboard (Bb) discussion board activities as well as written and oral presentations are all vital to achieving success in this course. No late work is accepted so the importance of completing weekly assignment is critical.

Written Assignments…   (IMPORTANT)
All work is expected to be at the graduate level and reflects minimum grammatical/written mechanics errors in order to be accepted for a grade. If you have writing challenges, please seek assistance from The Academic Center prior to submitting your papers. See Announcements for contact information.
Written Work should be:
- clear, well organized, and concise
- free from grammatical and spelling errors
- typed (12 point) and double spaced with 1 inch margins on left and right, with name, date, course, paginate with page number in upper right hand corner
- demonstrate a thorough analysis of the assignment
- include supporting evidence from course readings and additional resources (citations must be provided)
- adhere to the conventions delineated in the latest edition of the APA Manual, including the use of bias-free language.
- include last name, course number, and assignment reference in header.
- due on the date specified, as late work will not be accepted or awarded credit, unless special arrangements are made with the instructor of the course BEFORE the assignment is due

- All Work is due on the date specified, as late work will not be accepted or awarded credit, unless special arrangements are made with the instructor of the course BEFORE the assignment is due