



A Member of the Texas State University System

**ASE 675 WOMEN IN EDUCATIONAL LEADERSHIP  
(On-Line) Spring 2008**

**Sam Houston State University  
College of Education**

**Department of Educational Leadership & Counseling**

**Instructor Contact Information:** Dr. Jane Haggard (979-255-3335) or [jhaggard@shsu.edu](mailto:jhaggard@shsu.edu)

**Course Description:** This course addresses issues and challenges of particular interest to women in educational leadership positions. It is designed to encourage prospective women administrators by enhancing leadership, interpersonal, and motivational skills. Course outcomes and activities are based on Texas Principal Standards and NCATE Standards.

**Four Main Types of Assignments:**

**Type One (Part A):** Weekly Writing Prompt – assignment criteria will be sent by email each week (on Monday) and your response to the prompt must be posted to our discussion board by Friday of that week (by midnight) in order to avoid a ten point late penalty. Word count will vary from week to week. Note: There will be a few weeks we will not have a writing prompt.

**Type One (Part B):** Read all other student posts (after the due date has passed) and select an essay (other than your own) that you determine the most inspiring. Post a paragraph on the reason you selected this specific essay (50 word minimum). To be posted within a week of the due date for that specific essay in order to avoid a ten point late penalty.

**Type Two (Part A):** Weekly Article Review – locate an article you determine would be of benefit to our base of knowledge in relation to leadership issues (leadership, interpersonal and/or motivational skills which are directly or indirectly related to women in educational leadership). Include within your post an overview of the article and the reason you deem it beneficial to our knowledge base (one hundred word minimum - include article reference). Regarding the article selections – there should be no repeat article reviews – check to make sure that no other student has posted a review of your article on any other week – you may post ahead in order to have the opportunity to claim the article before another student posts that same article. Post by the deadline on our calendar to avoid a ten point late penalty.

**Type Two (Part B):** Read all other student posts (after the due date has passed) and select an article (other than your own) that you determine has the potential to expand your way of thinking. Locate the article, read, reflect, and post how this article transformed your thinking (fifty word minimum). If the article was not transformative seek out another article. Post under the heading “Transformative Effect” – to be posted within a week of the due date of that specific article overview in order to avoid a ten point late penalty.

**Assignment Type Three:** Present to your team a book (in a written format) that is a minimum of 500 words (related directly or indirectly to women in educational leadership issues). Include an overview of the book and the reasoning for this book being a viable option for the team to consider in the development of a major team project. As a team, based on the books each team member presented, determine the book you will use in the

development of a major team project (criteria will be given via email further into the semester). Note: Each team member - in addition to presenting the book to their team (in written format) - will post to the discussion board so the entire class will benefit from the sources located for this assignment.

**Assignment Type Four:** Final (essay format)

## Grade Sheet and Due Dates

Tribute Writing Prompt (Due Feb 1<sup>st</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for Feb 1<sup>st</sup> Prompt – due by the 8<sup>th</sup>: \_\_\_\_\_ (10 pts)

Article Review (Due Feb. 6<sup>th</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect Post for Feb 6<sup>th</sup> Article – due by the 13<sup>th</sup>: \_\_\_\_\_ (10 pts)

Writing Prompt (Due Feb. 8<sup>th</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for Feb 8<sup>th</sup> Prompt – due by the 15<sup>th</sup>: \_\_\_\_\_ (10 pts)

Article Review (Due Feb. 13<sup>th</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect Post for Feb 13<sup>th</sup> Article – due by the 20<sup>th</sup>: \_\_\_\_\_ (10 pts)

Writing Prompt (Due Feb. 15<sup>th</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for Feb 15<sup>th</sup> Prompt – due by the 22<sup>nd</sup>: \_\_\_\_\_ (10 pts)

Article Review (Due Feb 20<sup>th</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect Post for Feb 20<sup>th</sup> Article – due by the 27<sup>th</sup>: \_\_\_\_\_ (10 pts)

Writing Prompt (Due Feb 22<sup>nd</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for Feb 22<sup>nd</sup> Prompt – due by the 29<sup>th</sup>: \_\_\_\_\_ (10 pts)

Article Review (Due Feb 27<sup>th</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect Post for Feb 27<sup>th</sup> Article – due by March 5<sup>th</sup>: \_\_\_\_\_ (10 pts)

Writing Prompt (Due Feb. 29<sup>th</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for Feb 29<sup>th</sup> Prompt – due by the 7<sup>th</sup> of March: \_\_\_\_\_ (10 pts)

Article Review (Due March 5<sup>th</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect Post for March 5<sup>th</sup> Article – due by March 12<sup>th</sup>: \_\_\_\_\_ (10 pts)

Writing Prompt (Due March 7<sup>th</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for March 7<sup>th</sup> Prompt – due by the 14<sup>th</sup>: \_\_\_\_\_ (10 pts)

Spring Break (March 10<sup>th</sup> – March 14<sup>th</sup>)

Article Review (Due March 19<sup>th</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect Post for March 19<sup>th</sup> Article – due March 26<sup>th</sup>: \_\_\_\_\_ (10 pts)

Holiday (March 21<sup>st</sup>)

Writing Prompt (Due March 22<sup>nd</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for March 22<sup>nd</sup> Prompt – due by the 27<sup>th</sup>: \_\_\_\_\_ (10 pts)

Development of Team Project ( March 7<sup>th</sup> – March 30<sup>th</sup>)

Post individual book presentations (in written form) by March 7<sup>th</sup>

Team Project (based on book selection) will be due by midnight on the 30<sup>th</sup> of March : \_\_\_\_\_ (100 pts)  
Criteria will be sent by email.

Writing Prompt (Due April 4<sup>th</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for April 4<sup>th</sup> Prompt – due by the 11<sup>th</sup> of April: \_\_\_\_\_ (10 pts)

Article Review (Due April 9<sup>th</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect Post for April 9<sup>th</sup> Article – due by April 16<sup>th</sup>: \_\_\_\_\_ (10 pts)

Writing Prompt (Due April 11<sup>th</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for April 11<sup>th</sup> Prompt – due by the 18<sup>th</sup>: \_\_\_\_\_ (10 pts)

Article Review (Due April 16<sup>th</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect for April 16<sup>th</sup> Article – due by April 23<sup>rd</sup>: \_\_\_\_\_ (10 pts)

Writing Prompt (Due April 18<sup>th</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for April 18<sup>th</sup> Prompt – due by the 25<sup>th</sup>: \_\_\_\_\_ (10 pts)

Article Review (Due April 23<sup>rd</sup>): \_\_\_\_\_ (30 pts)

Transformative Effect for April 23<sup>rd</sup> Article – due by April 30<sup>th</sup>: \_\_\_\_\_ (10 pts)

Writing Prompt (Due April 25<sup>th</sup>): \_\_\_\_\_ (30 pts)

Most Inspiring Essay for April 25<sup>th</sup> Prompt – due by May 2<sup>nd</sup>: \_\_\_\_\_ (10 pts)

Criteria given for final (by email): April 28<sup>th</sup>

Final Due (individual assignment) May 10<sup>th</sup>: \_\_\_\_\_ (100 pts)

### **Grade Scale:**

900 – 1000 points = A

800 – 899 points = B

700 – 799 points = C

600 – 699 points = D

599 and below = F

### **Student Evaluation of Instructor Effectiveness (IDEA Objectives):**

Students will be asked to evaluate the instructor's teaching effectiveness related to course objectives and general effective teaching practices at the end of the course using the IDEA instrument based on the following objectives:

#### Course **Essential** Objectives:

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course materials to improve thinking, problem solving, and decisions.

#### Course **Important** Objectives:

3. Learning how to find and use resources for answering questions or solving problems.
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Learning to analyze and critically evaluate ideas, arguments, and points of view.

### III. Materials

A. Required Readings: Articles and Books (note assignment section)

### IV. SHSU Policies see also: <http://www.shsu.edu/syllabus/>

1. Academic Honesty: Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the *SHSU Graduate Catalog* and the *Publication Manual of the American Psychological Association*. Students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources. Academic Policy Statement 810213. Regarding collaboration on team projects please include the names of contributing team members on the cover page.

2. Dropping the Class/Withdrawing from the University: If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course.

3. Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center at 936.294.1720

4. Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.

5. University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. Also see [http://www.shsu.edu/~vaf\\_www/aps/stualpha.html](http://www.shsu.edu/~vaf_www/aps/stualpha.html)

6. The Sam Houston Writing Center provides one-on-one help with your writing assignments. The Center is open from 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 3 p.m. Friday, and 2-7 p.m. on Sunday. The new location is in Farrington 111. It is not necessary to schedule an appointment; however, you may call 936-294-3680, twenty-four hours in advance to schedule an appointment.