

St. John's University

The School of Education



Syllabus

Fall 2014 ESBOCES 4

Department of Administration and Instructional Leadership

Dr. Anthony Annunziato

EDU 5571 - Advanced Leadership in Schools

Rationale and Purpose of the Course

This doctoral level course examines the various theories of leadership and its implications for school building and district leaders for the purpose of applying leadership skills to transform schools.

This course syllabus has been reviewed and approved by the faculty of the School of Education and the Department of Administrative and Instructional Leadership and is being submitted to the Curriculum Committee.

Signature of Chairperson _____

Date _____

St. John's University
Department of Administrative and Instructional Leadership
EDU 5419 – Advanced Study in Organizational Theory

COURSE INFORMATION

Type: In-Class
Professor: Anthony J. Annunziato, Ed.D.
Office: 631-218-7721
Cell: 631-561-8619
E-Mail: annunzia@stjohns.edu
Credits: 3
Dates: November 7, 8, 9
December 5, 6, 7

COURSE TIME REQUIREMENT

The State Department of Education regulations for New York State require that each graduate course meet for at least 28 hours of instruction to earn three (3) graduate credits.

COURSE DESCRIPTION

This course explores the plethora of leadership literature from a variety of viewpoints. Case studies of leadership from history, business and education will be used for the purpose of understanding the underlying characteristics, implications and purpose of leading organizations and institutions through change.

COURSE TEXTS AND MATERIALS

Required Readings

Harvard Business Review's 10 Must Reads: *On Leadership*

Other required readings will be distributed throughout the course.

Recommended Readings

There will be recommended readings throughout the course.

COURSE OBJECTIVE(S)

The course has three main objectives: to explore the theory and practice of leadership in multiple settings and contexts to conduct theory building around the "leadership" that is similar to the development of a Literature Review (Chapter 2 of the dissertation), individually and collectively codify a personal and professional philosophy of leadership, discuss the application of leadership theory to our experiences as formal and informal leaders in schools, to analyze the leadership of those around us based on the theory and readings, to parallel in the course the work associated with the digital portfolios and the doctoral proposal and dissertation, to meet the expectations of students as to leadership.

COURSE OUTLINE

The Doctoral Dissertation, overview and development of a topic

Stanford Roundtable – as a perspective on the contemporary social context of educational leadership, based on your viewing of the panel discussion, what would you say is the nature of leadership in our times? What are some of the distinguishing characteristics of contemporary leadership? How do you personally define leadership?

Leadership – theory, context, change, efficacy, types, power and authority

The Dimensions of Leadership

Profile a leader – case studies from history, *Team of Rivals* by Doris Kearns Goodwin, *The Endurance*, documentary of the story of Ernest Shackelton

Case studies in Educational Leadership

Assessing the Organization as a New Principal / Superintendent
The Entry Plan
Theory of Action
Harvard PELP Model

Assignments

In Class Project

You will participate in a group project that builds theory from the literature of leadership. The purpose of this exercise is to demonstrate the process used to develop Chapter 2, the literature review of a dissertation.

Case Study Analysis

Case studies will be distributed during the course, one of which you will be required to present an analysis in a two page paper.

Book Review / Analysis

Choose one book from that focuses on leadership. In 3-5 pages, please respond to the following:

Provide an Executive Summary of the salient points from the book. Include a thesis, summarize any analysis and include any recommendations that may have been presented. Provide your opinion of the books theories / analysis and support your position using any readings from the course or class discussions.

Research Article - Critique

Critique a journal article of your choosing from a topic that interests you. Write a two to three page reflection piece describing implications, reactions, commentary, or critical comments concerning the articles topic. I will provide an outline for critiquing peer reviewed journal articles.

Outlining Chapter 1

Develop a brief outline of Chapter one of a topic of your choice that will have the following components: statement of the problem, purpose of the study, research questions, significance of the study.

COURSE EVALUATION OF STUDENT PERFORMANCE

A. REQUIREMENTS

1. Students are expected to attend class regularly and to prepare themselves for participation by reading the assigned chapters and any additional material assigned by the instructor. Students are also responsible for all assignments, including group work and class presentations.

2. Students will be evaluated according to individual contributions on reading critiques, written case analyses, and synthesis papers for change strategies all contained in individual portfolios. Further assessment will be made of individual and team performance on simulations and presentations.

C. EVALUATION

Through coursework, readings, discussions, and assignments, students will be evaluated on their work with the following weighted final grade allocation:

Attendance/Class Participation.	30%
Case Study	20%

Research Article	20%
In Class Project	20%
Outline of Chapter 1	10%

STUDENTS WITH DISABILITIES

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, colleges are required to provide reasonable accommodations for documented disabilities. Such documentation should be on file at the Student Life Office. If students require such services, please see your instructor by the **second class** of the semester.