



**Adrian Dominican School of Education
Educational Leadership**

Course: EDU 615

Ethics & Communication for Leaders

Instructor: Terrence Narinesingh

Office Location: Believers Academy

Phone: 786-426-7974 (Cell)

Fax: 561-839-1995

Email: tnarinesingh@barry.edu

Credits: 3 Graduate-Level Hours

Term: Spring

Office Hours: Thursdays 5-6 PM

Class Location: Renaissance Charter School

Class Time: 6-8:30 PM

Class Days: Thursdays

PROGRAM MISSION:

The programs offered by the Educational Leadership Department reflect the latest issues and knowledge in education and are responsive to the needs of a diverse student population. Faculty members draw upon students' life experiences to facilitate mutual professional and personal growth and to promote meaningful change. Students completing the program are prepared to assume leadership positions in the field of education.

The program integrates the knowledge, skills, and competencies necessary to become highly *qualified* professionals and outstanding *educational* leaders. These include exhibiting accomplished behaviors associated with increasing student achievement through:

- The ability to be proactive and decisive with a moral and ethical commitment to the organization's mission;
- The cognitive and communication skills necessary to facilitate meaningful change;
- Flexibility in using decision making and motivational strategies for effective stewardship of time, resources and personnel.

CATALOG COURSE DESCRIPTION:

EDU 615 develops student communication skills, an understanding of leadership ethics and an understanding of the behavior of the people who work and live within organizations.

COURSE RATIONALE:

EDU 615, Ethics and Communication for Leaders, is designed to explore and articulate ethical principles and practices within educational organizations. It is also designed to develop an understanding of the impact of communication on organizational/educational behavior and to apply that understanding to lead, motivate and fulfill individual, group and organizational objectives. As a requirement leading to Florida Educational Leadership certification, this course addresses the demonstration of knowledge of the Code of Ethics of the Educational Profession in Florida and leadership skills in communication processes (oral and written), decision making, building consensus, conferencing and making formal presentations. It serves as the foundation for ethics and communication and is thoroughly interwoven throughout the newly adopted Florida Principal Leadership Standards.

CONGRUENCE TO UNIVERSITY MISSION:

This course relates to Barry University's Mission core commitments of "knowledge and truth" and "social justice" by providing students with opportunities to integrate knowledge of ethical behavior and communication with the skills, and competencies expected of educational leaders in their daily activities. Students critically analyze and evaluate school-related ethical issues while striving to foster peace and justice within interdependent, diverse communities.

RELATIONSHIP TO COMMON CORE (FLORIDA STANDARDS):

National and State initiatives to integrate the Common Core State Standards into teaching, learning, and leadership in education will impact curriculum design and re-design, curriculum development, implementation, and assessment, as well as the unique nature of the role of the leader in this change movement. In an effort to provide aspiring leaders with real-world opportunities to acquire and implement knowledge and skills related to CCSS (FSA), the educational leadership courses will be updated to integrate the CCSS (FSA) as appropriate. Modification in the course syllabi will reflect the inclusion of appropriate CCSS (FSA) in program and course goals, course outcomes and activities.

LEARNER OUTCOMES:

Upon completion of this course, students will be able to:

1. Critique behaviors (practices and violations) of ethical conduct in accordance with the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida and Florida Statutes.
2. Convey resilience ethically and effectively by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.
3. Analyze, synthesize, and demonstrate effective leadership communication styles, patterns and behaviors in intrapersonal, interpersonal, small and large group, and organizational settings.
4. Design and present orally an explicit improvement plan targeting specific performance areas based on previous feedback and formative feedback.

STANDARDS AND/ OR FRAMEWORKS (as applicable):

State of Florida Principal Leadership Standards

Standard 1: *Student Learning Results*

Effective school leaders achieve results on the school's student learning goals.

Standard 10: *Professional and Ethical Behaviors*

Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

William Cecil Golden Portal

Educational Leadership Competencies and Skills

Subset #2: Organizational Development – (2.4) Knowledge of personal and professional behavior consistent with quality practices in education and community leadership
(2.4.1, 2.4.2, 2.4.3, 2.4.4)

The William Cecil Golden (WCG) School Leadership Development Program for Florida School Leaders

As an integral part of completing the educational leadership program in Florida, all students are **required** to avail themselves of resources provided by The William Cecil Golden (WCG) School Leadership Development Program for Florida School Leaders. This website provides *a wealth of high-quality leadership development tools, resources and modules designed to support district leadership development programs*. In addition, this program provides a variety of useful tools to assist students in planning, organizing, and monitoring their development as a school leader and can be accessed at the following website address:

www.FloridaSchoolLeaders.org

For completion of the educational leadership program, each student will be **required** to submit documentation providing evidence that s/he has completed the modules and associated work for each of the 10 Principal Leadership Standards. That documentation must be submitted with the internship in the educational leadership portfolio (see EDU-699). In order to eliminate the possibility that a student may wait until the last minute to complete this requirement and in order to enhance learning for this course, each student will be required to complete by the end of the semester the work associated with the WCG as noted within.

REGISTERING FOR THE WILLIAM CECIL GOLDEN SCHOOL LEADERSHIP DEVELOPMENT PROGRAM FOR FLORIDA SCHOOL LEADERS:

Students who have not previously registered for *The William Cecil Golden School Leadership Development Program for Florida School Leaders* are to:

- Select the “Register for Full Access” link on the www.FloridaSchoolLeaders.org homepage.
- Complete the registration process.
- If they are a Florida public school employee, they will be asked if they are “Enrolled in a Florida University Educational Leadership Program” and asked to select the appropriate university.
- If they are not a Florida public school employee, they will be asked if they are Florida university employee.
- If they select yes, they will indicate university employed from the pull down window.
- If they select “no”, they will be asked if they are “Enrolled in a Florida University Educational Leadership Program” and asked to select the appropriate university.
- After completing the login information, they press the “Submit” button to activate their account.

REQUIRED COURSE TEXTS AND MATERIALS:

APA (2010). *Publication manual of the American Psychological Association* (6th ed.).

Washington, DC: American Psychological Association.

Berko, R., Wolvin, A., & Wolvin, D. (2010 or latest edition). *Communicating: A social, cultural and career focus* (11th ed.). Boston: Houghton Mifflin. (If available, the newer version will be used)

Strike, K. A., Haller, E. J., & Soltis, J. E. (2005 or latest edition). *The ethics of school administration* (3rd ed.). New York: Teachers College. (If available, the newer version will be used)

LiveText Requirement

An active LiveText membership is a required resource for this course. EDU 615 assignments *must* be submitted electronically using this online platform. LiveText is used by the University to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. You have the opportunity to use your account for secure online storage of all of your academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties.

You can purchase your membership from the University Bookstore or from <http://college.livetext.com/misk5/c1/purchase>. LiveText will be a required resource in all courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText membership, you do not need to purchase another one. After five years, you can choose to extend your membership if you need it for additional coursework or would like to maintain it for your personal use.

N.B. The course textbooks can be secured or ordered via the Barry University Bookstore at 305-899-3970, ordered directly from the publisher, or rented through efollett.com.

RECOMMENDED/OPTIONAL TEXT:

COURSE POLICIES:

Teaching is a time honored profession. As maturing professionals, each student is expected to display a professional demeanor in the classroom, in the field, and towards each other. Further, professionalism is displayed by actions, exemplified through attendance, preparation, quality of participation, and responsibilities towards assignments, work, and clinical/field experiences.

ADDITIONAL COURSE POLICIES:

The professor reserves the right to adjust the course based on situation and need.

ACADEMIC HONESTY:

Each of us will publicly and privately uphold the ethical standards of our profession. This includes abiding by the standards of the Barry University Policy on dishonesty, as described in the Barry University Student Handbook. In that regard, any evidence of plagiarism submitted in course assignments will be dealt with harshly with a failing grade for the course and a recommendation to university officials for the expulsion of the offender. ***Cheating*** and ***Plagiarism*** are defined as follows in the Barry University Student Handbook:

- ❑ ***Cheating***-the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.
- ❑ ***Plagiarism***- the use, without proper acknowledgment, of the ideas, phrases, sentences, or

larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright law.

(Purdue University’s Online Writing Lab (OWL) provides materials on “Avoiding Plagiarism.” This useful information is found at: http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html.) Please note that Barry University’s definition of plagiarism is unique. The candidate is responsible and held accountable for knowing and appropriately applying this definition. (See University catalog for definition.) *This includes direct, paraphrase, and patchwork plagiarism.*

ATTENDANCE:

Due to the critical importance of your participation in group discussions and presentations, your presence and preparation for each class are mandatory. Absences and tardies may affect a final grade. You are responsible and will be held accountable for any information, work, assignments, etc., missed, regardless of the circumstances.

CLASS PARTICIPATION:

Students are expected to come to class prepared to participate fully in discussions, small group work, and other activities. To be an effective participant and to maximize personal learning, each student **must complete** assigned reading(s) prior to each class meeting.

DISABILITY STATEMENT:

“It is the policy of Barry University to provide reasonable accommodations for qualified individuals with disabilities. This University adheres to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations to afford equal educational opportunity. It is the student’s responsibility to contact the Office of Services for Students with Disabilities (305.899.3489), located at Landon Hall. The Office will aid in appropriate accommodations for the student and notify faculty in a timely manner.” This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

ELECTRONIC DEVICES:

Respect for the learning environment should include, but not limited to, switching all cellular telephones to “vibrate” mode. Laptops are to be used for course-related work only. Text messaging during class time is prohibited.

CHILDREN AND VISITORS TO THE CLASSROOM

Graduate students are expected to come to class prepared to participate fully in discussions, small group work, and other activities. To be an effective participant, honor the right of fellow students to a quality educational experience, and protect the safety of all, students are not permitted to bring minor children or visitors to class sessions at the main Barry campus or off-site locations.

FLEXIBILITY CLAUSE:

Circumstances might arise which prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any change that occurs prior to any due date.

FOOD/ BEVERAGES:

Barry University has a policy prohibiting eating within classroom space. Only water is allowed to be brought to class.

INCOMPLETE GRADE:

A student who is passing a course, but has not completed all the required work because of extenuating circumstances (e.g., accident, severe or long-term illness, and death in the immediate family) may, at the discretion of the instructor, receive a grade of incomplete (“I”). The grade of incomplete is neither passing nor failing, and is not used in computing a student’s grade point average; it indicates a grade deferred. Work must be submitted no later than two weeks before the end of the semester following the semester in which the course was taken.

The grade of “I” is not to be used to allow students to do extra work or to complete field experiences, or subsequently to raise the grade earned during the regular semester the course was taken. The student is responsible for making arrangements with the instructor for the timely completion of the work through the completion of the Incomplete Agreement form. The course instructor will record in writing the work that must be completed for a final grade and the timeframe for completion as noted on the form. Should the work not be submitted or completed within the agreed upon timeframes, the “Incomplete” grade will automatically be converted to an “F.”

INTEGRATING TECHNOLOGY:

The professor will communicate with students via Barry e-mail addresses only, and students will be responsible for the contents of such emails; therefore, students who do not check their Barry email on a regular basis may have mail from that account forwarded to the account of their choice. **In general, your student *Mymail* address is your first name.last name plus @mymail.barry.edu (for example johnny.abrams@mymail.barry.edu).** In order to check your *mymail*, first log onto the university through remote access. This is accomplished by entering webmail.barry.edu into your browser URL address. You will need your username and password to access your email. This is the same username and password you normally use to logon to the University’s system.

LATE ASSIGNMENTS:

All assignments must be completed in a professional and timely manner. The grade on late written assignments will be lowered, at the instructor’s discretion.

All assignments are due on the designated date and in the stated format. Exceptions will not be made unless there are extenuating circumstances as so deemed by the professor. All papers must be prepared according to APA style guidelines. Written assignments will be evaluated based on a “rubric” that takes into account both content and writing skills.

METHODS OF INSTRUCTION:

Course goals and competencies will be met by means of the following instructional methodologies; lecture, small group/individual activities, student power point presentations, worksheets assignments, and class discussion.

PERMISSION TO SAVE WORK:

As part of meeting the requirements of a Florida DOE state-approved program, samples of individual student's assignments may be copied and may be maintained in a file for reporting purposes. If a student wishes not to have their assignments be eligible for such purposes, please let the instructor know in writing via a note or email no later than the second class meeting of the semester.

PROFESSIONAL ENGAGEMENT:

Students are expected to attend every class session and engage in the various class activities. It is believed that each student has something valuable to share with others and that his/her participation enhances the academic environment and learning experience of everyone involved with this course. At the same time, the instructor is cognizant of the fact that each student has a distinctive style of class participation. It is expected that students will come to class prepared to contribute to the learning of others. This entails the timely completion of required readings and written assignments and participation in class discussions, activities, and presentations. Moreover, students are requested that their participation be directed in a positive, constructive, nonmonopolistic, and focused manner. Professional engagement (attendance and participation) will influence a student's final grade (per *The Graduate Catalog*).

WRITTEN ASSIGNMENT CRITERIA:

Written assignments for this course must be word-processed and formatted using APA guidelines [see Publication Manual of the American Psychological Association (most current edition)]. Be sure to use a 12 point font and to double-space the text per APA formatting guidelines. All assignments and course activities, including individual and group activities, will be evaluated relative to proper sentence structure, grammar, punctuation, and appearance.

SPECIFIC LEARNING OUTCOMES:

LEARNING OUTCOMES	ASSIGNMENTS
1. Critique behaviors (practices and violations) of ethical conduct in accordance with the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida and Florida Statutes.	1. Ethical Dilemma Discussion Facilitator/Discussant & WCG Module: The Ethical Educator -Chapter 3-WBA 3A
2. Convey resilience ethically and effectively by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	2. Scenario/Role Play Presentation
3. Analyze, synthesize, and demonstrate effective leadership communication styles, patterns and behaviors in intrapersonal, interpersonal, small and large group, and organizational settings.	3. Reflections and Summary Paper
4. Design and present orally an explicit improvement plan targeting specific performance areas based on previous feedback and formative feedback.	4. Persuasive Speech

DESCRIPTION OF ASSIGNMENTS, INCLUDING THE FIELD/ CLINICAL EXPERIENCE COMPONENT:

	<u>ASSIGNMENT DESCRIPTION</u>	<u>PRODUCT OR PERFORMANCE</u>	<u>MEANS OF EVALUATION</u>	<u>POINTS OR %AGE OF GRADE</u>
1.	<p>Ethical Dilemma Discussion: Facilitator/Discussant Lead and facilitate a class discussion concerning a school-related ethical dilemma. Use the Strike, Haller & Soltis text to support this discussion.</p>	Discussion Facilitator & Discussant	Rubric	30 Pts.
2.	<p>Scenario/Role Play Presentation Create and share scenarios that identify and analyze various leadership resilient behaviors which demonstrate the maintenance of a focus on the school vision and constructive reactions to barriers.</p>	Presentation	Rubric	20 Pts.
3.	<p>In-Class Reflections Respond briefly and in writing to each week to a scenario related to effective professional communication processes that support sustainable, collaborative relationships through ethical communication.</p>	Written response	Rubric	10 pts.
4.	<p>Weekly Reflections and Summary Paper Summarize the weekly in-class reflections in a written paper relating them to effective professional communication processes that support sustainable, collaborative relationships through ethical communication.</p>	Paper	Rubric	20 Pts.
5.	<p>Persuasive Speech Present an original oral persuasive speech on the general topics of commitment to the success of all students, identifying barriers and their impact on the well-being of the</p>	Presentation	Rubric	20 Pts.

DESCRIPTION OF ASSIGNMENTS, INCLUDING THE FIELD/ CLINICAL EXPERIENCE COMPONENT:

<u>ASSIGNMENT DESCRIPTION</u>	<u>PRODUCT OR PERFORMANCE</u>	<u>MEANS OF EVALUATION</u>	<u>POINTS OR %AGE OF GRADE</u>
school, families, and local community; or communication to school employees on the explicit improvement needs in specific performance areas based on previous evaluations and formative feedback.			
6. WCG Module The Ethical Educator Chapter 3, WBA 3A.	Completed Workbook Pages	Module Completion Verification Form	SA

Ed. S Students Only: In addition to these assignments, Ed.S. students will lead the class in a round-table discussion regarding current ethical and communication issues facing site-based school administrators.

GRADING:

Final grade will be based on course requirements, and examinations. The graded activities will reflect both alternative and traditional assessments. Graded activities and their relative weight are as follows

GRADING SCALE:

- A = 100-90 Points
- B = 89-80 Points
- C = 79-70 Points
- F = 69 Points or below

Class Projects will be evaluated according to the following point system:

Ethical Dilemma Discussion 30 Points
Facilitator/Discussant

In-Class Reflections 10 Points
Scenario/Role Play 20 Points
Presentation
Reflection Summary Paper 20 Points
Persuasive Speech 20 Points

Total 100 Points

INSTRUCTIONAL APPROACHES:

A variety of instructional strategies may be utilized as they apply to the context of each class session including: lectures, class discussions, small group work, audio-visual presentations, guest speakers, case studies, individual investigations, student presentations, Internet research, and interviews.

SUPPORTIVE INSTRUCTIONAL RESOURCES:

Barry University Library: Catalog and Electronic Resources, Interlibrary Loan, AV Materials

WEB-BASED, DIGITAL, AND OTHER MEDIA RESOURCES:

Ask ERIC Virtual Library	http://eric.syr.edu
FIRN Florida Information Resource Network	http://www.firn.edu
http://www.worldculture.com	www.techsource.com
http://www.2.tltc.ttu.edu/Zanglein/ADR/active.htm	www.psych.nwu.edu
http://www.workteams.unt.edu/	http://sebcorp.com/sounds/
http://www.historychannel.com/speeches/index.html	http://www.apa.org
www.Keirse.com	http://www.liszt.com
www.dejanews.com	www.natcom.org/research
www.netlingo.com	www.ed.gov/technology
www.serve.com	www.typelogic.com
www.personalitytype.com	www.typeworks.com
http://www.abacon.com/commstudies/groups	
http://www.startpage.com/html/quotations.html	

<http://www.grammarbook.com/>
<http://www.toastmasters.org/>

<http://owl.english.purdue.edu/>
<http://www.powa.org>

PROFESSIONAL ORGANIZATIONS:

American Educational Research Association (AERA) <http://aera.net>
1230 Seventeenth Street NW
Washington, D.C. 20036-3078

Association for Supervision and Development (ASCD) <http://www.ascd.org>
1703 N. Beauregard St.
Alexandria, VA 22311

Florida Association for Supervision and Development (FASCD) <http://www.FASCD.org>
11511 Pine St. S
Seminole, FL 33772

Phi Delta Kappa <http://www.pdkintl.org>
408 N. Union St.
Bloomington, IN 47405 - 3800

BIBLIOGRAPHY:

CONTEMPORARY REFERENCES :

- Dainton, M., & Zelle, E.D. (2011). *Applying communication theory for professional life: A practical introduction*. Thousand Oaks, CA: Sage.
- Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2013). *The communication age: Connecting and engaging*. Thousand Oaks, CA: Sage.
- Grant, A. E., & Meadows, J. H. (2012). *Communication technology update and fundamentals*. Burlington, MA: Focal Press.
- Harvard Business Review. (2011). *Harvard business review on communicating effectively*. Boston, MA: Harvard Business School Publishing Co.
- Littlejohn, S.W., & Foss, K. A. (2010). *Theories of human communication*. Waveland Press, Inc.: Long grove, IL.
- Weingart, L. R., Todorova, G. (2010, Aug.). Applying communication theories and methods to study group dynamics. *Small Group Research*, 41(4), 495-502.
- Young, R. W., Cates, C. M. (2010, Aug.). Listening, play, and social attraction in the mentoring of new teachers. *Mentoring and Tutoring in Learning*, 18(3), 215-231.

ADDITIONAL REFERENCES :

- Ailers, R. (1988). *You are the message: Getting what you want by being who you are*. New York: Doubleday.
- Andrews, L. (2007, November/December). The hidden fragrance. *Psychology Today*, 57.
- Baber, A., & Wayman, L. (2006). *Great connections: Small talk and networking for businesspeople* (2nd ed.). Manassas Park, VA: Impact.
- Barker, A., & Wahlers, K. J., & Watson, K. W. (2009). *Groups in process: An introduction to small group communication* (6th ed.). Boston, MA: Allyn and Bacon.

- Barker, L. L., & Gaut, D. (2001). *Communication*. (8th ed.). New Jersey: Prentice Hall
- Bennis, W. G., & Thomas, R. J. (2002). *Geeks and Geezers: How era, values, and defining moments shape leaders*. Boston: Harvard Business School Publishing.
- Blanchard, K., & Hodges, P. (2003). *The servant leader: Transforming your heart, head, hands, & habits*. Nashville, TN: Countryman.
- Bourgeois, T. (2006). *The hybrid leader: Blending the best of the male and female leadership styles*. Windchester, VA: Oakhill Press.
- Collins, J. (2001). *Good to great: Why some companies make the leap...and others don't*. New York: HarperCollins.
- Cooper, R. K. (2001). *The other 90%: How to unlock your vast untapped potential for leadership & life*. New York: Crown Business.
- Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Simon & Schuster.
- Covey, S. R. (1990). *Principled-centered leadership*. New York: Simon & Schuster.
- Convey, S. R. (1994). *First things first*. New York: Simon & Schuster.
- Convey, S. R. (2004). *The 8th habit: From effectiveness to greatness*. New York: Free Press.
- Edelman, J., & Crain, M. B. (1993). *The TAO of negotiation: How you can prevent, resolve and transcend conflict in work and everyday life*. Santa Monica: Harper Business.
- Fischer, L., Schimmel, D., & Stellman, R. (2003). *Teachers and the law*. Boston: Allyn and Bacon.
- Friedman, T. I. (2007). *The world is flat: A brief history of the twenty-first century*. New York, NY: Picador/Farrar, Straus and Giroux.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Gorlick, A. (2006, July). Merriam-Webster picks words to go by in the book. *Cleveland Palin Dealer, 2*.
- Gronbeck, B. E., Ehninger, D., & Monroe, A. H. (2007). *Principles and types of speech communication* (16th ed.). Boston, MA: Pearson.
- Gudykunst, W. B. (2003). *Bridging differences: Effective intergroup communication* (3rd ed.). Newbury Park, CA: Sage.
- Johannesen, R. L., Valde, K. S., & Whedbee, G. (2007) *Ethics in communication* (6th ed.). Long Grove, IL: Waveland Press, Inc.
- O'Keefe, D. J. (2004). *Persuasion theory and research*. Newbury Park, CA: Sage.
- Osborn, M., & Osborn, S. (2006). *Public speaking* (7th ed.). Boston, MA: Houghton Mifflin.
- Peters, T. (1994). *The pursuit of WOW!* New York: Viking Books.
- Putman, L., & Pacanowsky, M. (1983). *Communication and organizations: An interpretive approach*. Newbury Park, CA: Sage.
- Rosenfeld, L. B., & Proctor, R. F. (2006). *Interplay: The process of interpersonal communication* (10 ed.). New York, NY: Oxford University Press.
- Samovar, L., Porter, R., & McDaniel, E. (2006). *Intercultural communication: A reader*. Belmont, CA: Thomas Higher Education.
- Sanborn, M. (2006). *You don't need a title to be a leader*. New York, NY: Doubleday Broadway Publishing Group.
- Seligman, M. (2006). *Learned optimism: How to change your mind and your life*. New York: Alfred A. Knopf.
- Shriberg, A., Shriberg, D.L., & Lloyd, C. (2002). *Practicing leadership: Principles and applications* (2nd ed.). New York: John Wiley & Sons, Inc.
- Swets, P. W. (1983). *The art of talking so that people will listen: Getting through to family, friends and business associates*. New York: Simon & Schuster.
- Szalavitz, M. (2007). Stand and deliver. In K. Duffy (Ed.), *Personal growth and behavior* (35th ed.). 62-63.

- Watzlawick, P., Bavelas, J. B., & Jackson, D. D. (1967). *Pragmatics of human communication: A study of interactional patterns, pathologies and paradoxes*. New York: W.W. Norton.
- Wood, J. (2007). *Gendered lives: Communication, gender and culture*. Belmont, CA: Thompson High Education.
- Wycoff, J. (1995). *Transformational thinking*. New York: Berkley Books.
- Young, K.S., & Travis, H.P. (2007). *Oral communication skills, choices, and consequences* (2nd ed.). Long Grove, IL: Waveland Press, Inc.
- Zohar, D., & Marshall, I. (2000). *Connecting with our spiritual intelligence*. New York: Bloomsbury.

TENTATIVE COURSE CALENDAR, CONTENT AND ASSIGNMENT DUE DATES:

SESSION	DATE	TOPIC	ASSIGNMENT
1	01/14/2016	Introductions/Overview/Thoughts on Communication	Berko, Wolvin, & Wolvin (BWW) Chapter 1 Ethics Chapter 1
2	01/21/2016	Human Communication Process Ethics Chapter 1	BWW Chapter 2 Ethics Chapter 2
3	01/28/2016	Foundations of Verbal Language Ethics Chapter 2	BWW Chapter 3 Ethics Chapter 3
4	02/04/2016	Nonverbal Communication Ethics Chapter 3	BWW Chapter 4 Ethics Chapter 4
5	02/11/2016	Listening Ethics Chapter 4	BWW Chapter 5 Ethics Chapter 5
6	02/18/2016	Intrapersonal Communication Ethics Chapter 5	BWW Chapter 6 Ethics Chapter 6
7	02/25/2016	Concepts of Interpersonal Communication Ethics Chapter 6	BWW Chapter 7 Ethics Chapter 7
8	03/03/2016	Interpersonal Skills Ethics Chapter 7	BWW Chapter 8 Ethics Chapter 8 Case 5
9	03/10/2016	The Interview Ethics Chapter 8 Case 5	BWW Chapter 9 Ethics Chapter 2 Case 10
10	03/17/2016	Concepts of Groups Ethics Chapter 8 Case 10	BWW Chapter 10 Ethics Chapter 2 Case 11
SPRING BREAK (03/21-25/2016) NO CLASS			
11	03/31/2016	Participating in Groups Ethics Chapter 8 Case 11	BWW Chapter 11 Ethics Chapter 2 Case 14
12	04/07/2016	Planning, Developing the Message Ethics Chapter 8 Case 14	BWW Chapters 12 & 13 Ethics Chapter 2 Case 15
13	04/14/2016	Structuring and Presenting the Message Ethics Chapter 8 Case 15	BWW Chapters 14 & 15 Ethics Chapter 2 Case 18
14	04/21/2016	Informative and Persuasive Speaking Ethics Chapter 8 Case 18	Persuasive Speeches
15	04/28/2016	Persuasive Speeches	
16	05/05/2016	Persuasive Speeches/Make Up Day	

ALIGNMENT OF ASSIGNMENTS TO STANDARDS:

ALIGNMENT OF ASSIGNMENTS TO FLORIDA STANDARDS AND COMPETENCIES AND SKILLS

The assignments in this course are linked/associated with some components of one or more sets of the *Florida's Department of Education's Ed Leadership Standards*, as delineated in the Alignment Chart below. One or more of these assignments, or their component parts, **may** be used as supportive evidence utilizing the WCG website, as indicated by the Engagement Chart below and copies of the WCG workbook tasks completed will need to be retained for EDU 699 Internship. Further, meeting course assignment criteria (with letter grade of "C" or better; or its equivalency) ensures that you have mastered the C&S addressed in this course.

Assignment	Standard	C&S
ETHICAL DILEMMA DISCUSSION FACILITATOR/DISCUSSANT	(10) Professional and Ethical Behaviors	2.4.1
WRITTEN REFLECTIONS AND SUMMARY PAPER	(10) Professional and Ethical Behaviors	2.4.2
SCENARION/ROLE PLAY PRESENTATION	(1) Student Learning Results (10) Professional and Ethical Behaviors	2.4.3
PERSUASIVE SPEECH	(1) Student Learning Results (10) Professional and Ethical Behaviors	2.4.4
IN-CLASS REFLECTION WRITING	(10) Professional and Ethical Behaviors	2.4.2

ENGAGEMENT OF WCG MODULES

WCG Module	Chapter	Workbook	SA ¹	GA
7. THE ETHICAL EDUCATOR	Ch. 3	3A	X	

EDU 615 - EDU 615 – Ethics and Communication for Educational Leaders Student: _____

Standard 10: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

ETHICAL DILEMMA DISCUSSION LEADER RUBRIC

Indicator	Criteria	Novice	Qualified	Proficient
10.a Adheres to the Code of Ethics the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	Content: Depth of Content	Explanation of key concepts was incomplete. The correct application of the appropriate Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, was not evident. Little attempt was made to link concept to Code of Ethics. (3-0 Points)	For the most part, an explanation of the key concepts was complete. The correct application of the appropriate Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, was evident. (5-4 Points)	Discussion leader provided a thorough explanation of the key concepts of the case. The correct application of the appropriate Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. was clearly evident. (6 Points)
	Content: Accuracy of Content	Information was sufficiently inaccurate. (3-0 Points)	Few significant errors were made. (5-4 Points)	Discussion leader consistently provided accurate information. (6 Points)
	Organization	Listeners followed presentation with effort. Some statements lacked clarity. Organization seemed haphazard. (3-0 Points)	Presentation was generally clear and well organized. A few minor points may have been confusing. (5-4 Pts.)	Presentation was clear, logical and organized. Listener could follow line of reasoning. (6 Points)
	Style	Aspects of presentation were inappropriate for these participants. Participants were infrequently involved in the discussion. (3-0 Points)	Level of presentation was generally appropriate for participants. Participants were involved in the discussion. (5-4 Points)	Level of presentation was appropriate for participants. Participants were highly involved in the discussion. (6 Points)
	Use of Language	Some sentences were	For the most part, sentences	Sentences were complete and

		incomplete. Listeners could follow the presentation, but some grammatical errors are evident. Vocabulary was somewhat limited or inappropriate. (3-0 Points)	were complete and grammatically correct. With few exceptions, words were chosen for their precise meaning. (5-4 Points)	grammatically correct. Words were chosen for their precise meaning. (6 Points)
	Total Points			

Comments:

EDU 615 – Ethics and Communication for Educational Leaders**Student:** _____

Standard 10: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

IN-CLASS WRITTEN ASSIGNMENT RUBRIC

Indicators	Criteria	Novice	Qualified	Proficient
<p>10.d Engages in professional learning that improves professional practice in alignment with the needs of the school system.</p> <p>10.e Demonstrates willingness to admit error and learn from it.</p>	Content	<p>The response was under-developed. Supportive information was missing. The information was summarized and intermittently maintained the reader's engagement.</p> <p>(Points to be determined)</p>	<p>The response was developed; supportive information was relevant and specific; information analyzed. The response often maintained reader's engagement.</p> <p>(Points to be determined)</p>	<p>The response provided supportive substantial, relevant, and specific information that highlighted professional practice in alignment with the needs of the school system. The writer clearly developed a synthesized response that demonstrated a willingness to admit error and learn from it. The response maintained the reader's engagement throughout the entire paper.</p> <p>(Points to be determined)</p>
	Formatting (APA) (most recent edition)	<p>Makes multiple errors in APA format/style.</p> <p>(Points to be determined)</p>	<p>Mostly followed APA format/style, with few errors.</p> <p>(Points to be determined)</p>	<p>Clearly followed APA format/style</p> <p>(Points to be determined)</p>
	Conventions ¹ Formatting (APA) (most recent edition)	<p>Made multiple convention errors (more than 6).</p> <p>(Points to be determined)</p>	<p>Some convention errors were evident (between 4 and 6).</p> <p>(Points to be determined)</p>	<p>Few convention errors (up to 3)</p> <p>(Points to be determined)</p>
	Organization	<p>Difficult to follow and understand; limited use of transitions</p> <p>(Points to be determined)</p>	<p>Semi- logical progression of ideas; transitions present</p> <p>(Points to be determined)</p>	<p>Logical progression of ideas; smooth transition.</p> <p>(Points to be determined)</p>
	Total Points			

¹ Conventions include mechanics, grammar, usage, punctuation, and spelling.

EDU 615 - Ethics and Communication for Educational Leaders **Student:** _____

Standard 10.b Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.

COMMUNICATION SCENARIO RUBRIC

Indicator	Criteria	Novice	Qualified	Proficient
10.b Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	Content	The scenario lacked a demonstration of resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership. Significant errors were made. (2-0 Points)	Created and shared a scenario that demonstrated resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership. A few significant errors were made. (3 Points)	Created and shared a scenario that clearly demonstrated resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership. (4 Points)
	Creativity	Scenario showed little creativity. (2-0 Points)	Scenario showed some creativity. (3 Points)	Scenario aptly exemplified research-based communication strategies. (4 points)
	Organization	Listeners could follow presentation with effort. Some statements lacked clarity. Organization seems haphazard. (2-0 Points)	Presentation was generally clear and well organized. A few minor points may have been confusing. (3 Points)	Presentation was clear, logical and organized. Listener can follow line of reasoning. (4 Points)
	Style	Aspects of presentation were inappropriate for these participants. Participants are infrequently involved in the discussion. (2-0 Points)	Level of presentation was generally appropriate for participants. Participants are involved in the discussion. (3 Points)	Level of presentation was appropriate for participants. Participants were highly involved in the discussion. (4 Points)

	Use of Language	Some sentences were incomplete. Listeners can follow the presentation, but some grammatical errors were evident. Vocabulary is somewhat limited or inappropriate. (2-0 Points)	For the most part, sentences were complete and grammatically correct. With few exceptions, words were chosen for their precise meaning. (3 Points)	Sentences were complete and grammatically correct. Words were chosen for their precise meaning. (4 Points)
	Total Points			

EDU 615 - Ethics and Communication for Educational Leaders**Student:** _____

Standard 10.c Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Standard 10.f Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

PERUASIVE SPEECH RUBRIC

Indicator	Criteria	Novice	Qualified	Proficient
<p>10.c Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.</p> <p>10.f Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.</p>	Organization of Presentation/Content	<p>Content was based on one of two topics: commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; or, communication to school employee(s) on the explicit improvement needs in specific performance areas based on previous evaluations and formative feedback. Content unstructured for comprehension and persuasion; ideas underdeveloped.</p> <p>(2-0 Points)</p>	<p>Content was based on one of two topics: commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; or, communication to school employee(s) on the explicit improvement needs in specific performance areas based on previous evaluations and formative feedback. Content semi-structured for comprehension and persuasion; ideas developed and partially sequenced.</p> <p>(4-3 Points)</p>	<p>Content was based on one of two topics: commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; or, communication to school employee(s) on the explicit improvement needs in specific performance areas based on previous evaluations and formative feedback. The content was well structured for comprehension and persuasion. Ideas were clearly developed and sequenced.</p> <p>(5 Points)</p>
	Creativity	<p>Scenario showed little creativity.</p> <p>(2-0 Points)</p>	<p>Speech showed some creativity.</p> <p>(4-3 Points)</p>	<p>Presentation aptly exemplified original thoughts and ideas. (5 Points)</p>

Indicator	Criteria	Novice	Qualified	Proficient
	Delivery	The speaker was hesitant, and the nonverbal cues impeded effectiveness. The presenter was difficult to follow and/or understand and lacked persuasion. (2-0 Points)	The speaker confident used nonverbal cues. The presenter spoke semi-logically, understandably and persuasively. (4-3 Points)	The speaker was natural, confident and effectively used nonverbal cues to enhance/extend the message. The presenter spoke logically, and understandably. (5 Points)
	Persuasion	Audience was hardly (or not) persuaded. (2-0 Points)	Audience was somewhat persuaded. (4-3 Points)	Audience was convincingly persuaded. (5 Points)
	Total Points			

EDU 615 – Ethics and Communication for Leaders

Student _____

Term _____

√=Item present

Chapter 3	Workbook 3a: The Ethical Educator	
Post-test	-----	

Pre-test Date _____

Pre-test Score _____

Post-test Date _____

Post-test Score _____

Instructor's Signature _____

Date _____

Student's Signature _____

Date _____

Comment(s)

EDU 615 – Ethics and Communication for Educational Leaders **Student:** _____

Standard 10.d Engages in professional learning that improves professional practice in alignment with the needs of the school system.

Standard 10.e Demonstrates willingness to admit error and learn from it.

REFLECTION SUMMARY PAPER RUBRIC

Indicator	Criteria	Novice	Qualified	Proficient
10. d Engages in professional learning that improves professional practice in alignment with the needs of the school system. 10. e Demonstrates willingness to admit error and learn from it.	Content	The paper was under-developed. Supportive information was missing. The information was poorly summarized and intermittently maintained the reader's engagement. (2-0 Points)	The paper developed supportive information that was relevant and specific. The writer developed a synthesized response that demonstrated a willingness to admit error and learn from it. The response often maintained reader's engagement throughout most of the paper. (4-3 Points)	The paper provided supportive substantial, relevant, and specific information that highlighted professional practice in alignment with the needs of the school system. The writer clearly developed a synthesized response that demonstrated a willingness to admit error and learn from it. The response maintained the reader's engagement throughout the entire paper. (5 Points)
	Formatting (APA) (most recent edition)	Makes multiple errors in APA format/style. (2-0 Points)	Mostly followed APA format/style, with few errors. (4-3 Points)	Clearly followed APA format/style (5 Points)
	Conventions ¹	Made multiple convention errors (more than 6). (2-0 Points)	Some convention errors were evident (between 4 and 6). (4-3 Points)	Few convention errors (up to 3) (5 Points)
	Organization	Difficult to follow and understand; limited use of transitions. (2-0Points)	Semi- logical progression of ideas; transitions were present. (4-3 Points)	Logical progression of ideas; smooth transition. (5 Points)
	Total Points			

¹ Conventions include mechanics, grammar, usage, punctuation, and spelling.

