



MIDWESTERN

STATE UNIVERSITY™

Course Syllabus: **Leadership and Communication Processes**

West College of Education
EDLE 5593 Section X20/DX1
Spring 2022 Online

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Office Hours: Tuesday 2:00-4:00pm, Wednesday 2:00-3:00pm, Thursday
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Instructor Response Policy

The best way to contact me is through email. I will respond within 24 hours on weekdays and 48 hours on the weekend.

Course Description

EDLE 5593 Leadership and Communication Processes is a course designed to give potential administrators skills in dealing with conflict through resolution, mediation, problem solving, decision-making, cognitive coaching, and mentoring. In addition, the course deals with use of technology and storytelling in communication and in developing communication plans for a school.

Required Texts

Fisher, R., Ury, W.L., and Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). New York, NY: Penguin. ISBN: 9780143118756

Cloke, K. and Goldsmith, J. (2011). *Resolving Conflicts at Work: Ten Strategies for Everyone on the Job* (3rd ed.). San Francisco, CA: Jossey-Bass. ISBN: 9780470922248

Additional Readings

[The Leader's Guide to Storytelling](#)

Course Objectives

Students will be able to:

1. communicate components of the school vision in written and oral forms to diverse stakeholders.
2. incorporate technology/media in communicating the vision.
3. develop interpersonal communication skills for use in resolving conflict and building shared commitment to the vision.
4. learn and apply the “language” of conflict resolution, mediation, cognitive coaching, and mentoring.

Class Policies

1. **Written Work:** All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you.
2. **Adhering to Professional Ethics:** When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
3. **Plagiarism Statement:** “By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook.
4. **Submission of Assignments:** All assignments *must be submitted to the assignment page for this course in D2L* in a timely manner.
5. **Mutual Respect:** Remember that there are other human beings reading your postings, so treat everyone with respect. Don’t post anything you wouldn’t be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. Become familiar with the following guidelines regarding both online discussions and email messages.
 - Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for class discussions.
 - Read existing follow-up postings and do not repeat what has already been said.
 - Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
 - Be careful with humor and sarcasm. One person’s humorous comment can be another person’s boorish or degrading remark.
 - Do not use all caps in an online environment. Using all caps is considered SHOUTING.
 - Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
 - Cite your sources. If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper,

magazine, or journal articles—online or in print—they must be given proper attribution.

Course Texas Principal Certificate Standards

Domain I - School Culture (School and Community Leadership)

Competency 001 The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

Competency 002 The entry-level principal knows how to work with stakeholders as key partners to support student learning.

Domain II – Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 004 The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III - Human Capital (Human Resource Management)

Competency 006 The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Domain IV - Executive Leadership (Communication and Organizational Management)

Competency 007 The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008 The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Domain V - Strategic Operations (Alignment and Resource Allocation)

Competency 009 The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Competency 010 The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

Course Assignments and Grading Values

| Activity | Description | Possible Points | Week and Due Dates |
|---------------------------------|--|--------------------------------|-------------------------|
| Discussions in Discussion Board | <i>Getting to Yes</i> and <i>Resolving Conflicts at Work</i> responses | 200 (20 points per discussion) | Weekly (10 discussions) |
| Technology Integration: | Share school message using media/technology | 150 | Week 5 2/13 |

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|---|---|-----|-----------------|
| Multimedia School Message | | | |
| Conflict Resolution Practice in the Workplace | Strategy Implementation and Report | 100 | Week 11 4/3 |
| School Vision Speech Documentation | Speech to stakeholders that conveys school vision, (This is also a TK20 portfolio activity that will be uploaded to both D2L and TK20). | 200 | Week 13 4/17 |
| Presentation of Strategy Demonstration with Role Play | Demonstration of one of the strategies in <i>Resolving Conflicts at Work</i> (video) | 200 | Week 14 4/24 |
| Negotiation Paper | <i>Getting to Yes</i> paper including scenario and script | 150 | Week 15 4/29 |

Grading Policy

- A- 900-1000 points
- B- 800-899 points
- C- 700-799 points
- D- 600-699 points
- F- Below 600

| Week/Dates | Topics/Activities |
|-------------------------|--|
| Week One 1/10-1/16 | Self-Presentation in Discussion Board Getting to Yes: Negotiating Agreement Without Giving In – Ch. 1 <i>Read Conflict Resolution in the Workplace Strategy Implementation Assignment to begin planning for it. It is found in the Week 11 folder. Please email me any questions.</i> Discussion Week 1 |
| Week Two 1/17-1/23 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 2 Resolving Conflicts at Work – Introduction and Strategy 1: Understand the Culture and Dynamics of Conflict Discussion Week 2 |
| Week Three 1/24-1/30 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 3 Resolving Conflicts at Work – Strategy 2: Listen Empathetically and Responsively <i>Read Technology Integration: Multimedia School Message Assignment to begin planning for it. It is found in the Week 5 folder. Please email me any questions.</i> Discussion Week 3 |
| Week Four 1/31-2/6 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 4 Resolving Conflicts at Work – Strategy 3: Search Beneath the Surface for Hidden Meaning Discussion Week 4 |
| Week Five 2/7-2/13 | Read Storytelling Document - Leader's Guide to Storytelling Technology Integration: Multimedia School Message |
| Week Six | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 5 |

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| 2/14-2/20 | Resolving Conflicts at Work – Strategy 4: Acknowledge and Reframe Emotions <i>Read School Vision Speech to Stakeholders Assignment to begin planning for it. It is found in the Week 13 folder. Please email me any questions.</i> Discussion Week 6 |
| Week Seven 2/21-2/27 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 6 Resolving Conflicts at Work – Strategy 5: Separate What Matters from What Gets in the Way Discussion Week 7 |
| Week Eight 2/28-3/6 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 7 Resolving Conflicts at Work – Strategy 6: Solve Problems Paradoxically and Creatively Discussion Week 8 |
| Week Nine 3/7-3/13 | Getting to Yes: Negotiating Agreement Without Giving In – Ch. 8 and Conclusion Resolving Conflicts at Work – Strategy 7: Learn from Difficult Behaviors Discussion Week 9 |
| Spring Break 3/14-3/20 | No assignments due this week. Enjoy Spring Break! |
| Week Ten 3/21-3/27 | Resolving Conflicts at Work – Strategy 8: Lead and Coach for Transformation <i>Read Presentation of Strategy Demonstration Role Play Assignment to begin planning for it. It is found in the Week 14 folder. Please email me any questions.</i> Discussion Week 10 |
| Week Eleven 3/28-4/3 | Conflict Resolution Practice in the Workplace Strategy Implementation |
| Week Twelve 4/4-4/10 | Resolving Conflicts at Work – Strategies 9 & 10: Explore Resistance and Negotiate Collaboratively & Mediate and Design Systems for Prevention Discussion Week 12 |
| Week Thirteen 4/11-4/17 | School Vision Speech to Stakeholders Speech Documentation Form and Support Materials |
| Week Fourteen 4/18-4/24 | Presentation of Strategy Demonstration with Role Play Presentation Link Upload |
| Week Fifteen 4/25-4/29 | Getting to Yes Negotiation Paper |

References/Scientifically-Based Research/Additional Readings:

Aguilar, Elena. *The Art of Coaching: Effective Strategies for School Transformation*. John Wiley and Sons, Inc., 2013.

Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016.

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed., McGraw-Hill Education, 2012.

Stone, Douglass, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. 10th anniversary ed., Penguin Books, 2010.

Important Dates

Last day for term schedule changes: January 13, 2022.

Deadline to file for graduation: February 14, 2022.

Last Day to drop with a grade of "W:" March 21, 2022.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Click here to edit text. Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Click here to edit text. Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Appendix A: Standards/Competencies

| Course Objectives or Student Learning Outcomes | Standard or Competency |
|--|------------------------------|
| Communicate components of the school vision in written and oral forms to diverse stakeholders. | Competency 1 Competency 2 |
| Incorporate technology/media in communicating the vision. | Competency 1 Competency 7 |

| Course Objectives or Student Learning Outcomes | Standard or Competency |
|--|--|
| Develop interpersonal communication skills for use in resolving conflict and building shared commitment to the vision. | Competency 1 Competency 4 Competency 6 Competency 7 Competency 8 Competency 9 |
| Learn and apply the “language” of conflict resolution, mediation, cognitive coaching, and mentoring. | Competency 6 Competency 9 Competency 10 |

Appendix B: Assignment/Standard Alignment Matrix

| Assignment/Module/ Course Activities | Standard or Competency |
|--|---|
| Discussions | Competency 1 Competency 2 Competency 4 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10 |
| Multimedia School Message | Competency 1 Competency 2 Competency 7 Competency 8 Competency 9 |
| School Vision Speech Documentation | Competency 1 Competency 2 Competency 9 |
| Conflict Resolution in the Workplace | Competency 7 Competency 10 |
| Presentation of Strategy of Demonstration with Role Play | Competency 7 Competency 10 |
| Negotiation Paper | Competency 7 Competency 8 Competency 10 |