

LEARNING ORGANIZATIONS: MANAGEMENT & LEADERSHIP 4150 (01)

INSTRUCTOR: Dr. Clayton Smith
<http://www.uwindsor.ca/education/smith-clayton>

Fall 2020

September 15, 2020
to
December 8, 2020

READING WEEK:
October 10-18, 2020

Days/Time
Tuesdays
9:00 – 11:50 AM

Online

VIRTUAL OFFICE HOURS
9:00 – 11:00 am on
September 25, 2020
October 23, 2020
November 20, 2020
or by appointment

Clayton.Smith@uwindsor.ca
(519) 253-3000, ext. 3802

Course Website:
blackboard.uwindsor.ca



COURSE DESCRIPTION AND PURPOSE

Students will learn about current management theories and practices in contemporary learning organizations where learning is a primary or significant characteristic in the quality of the organization. Specifically, from a leadership perspective, this course will examine the nature of leading and managing in learning organizations, the role of learning, and the complex legal, ethical, and social issues that give shape to the organization and its leaders. Through the use of a variety of resources and approaches, students will explore and question theories, models, tools, and best practices for managing and leading in learning organizations. They will prompt and provide critical perspectives and practical tools that may be applied in different contexts. (Prerequisite: Semester 3 or above standing)

COURSE FORMAT

The course will take the form of weekly, interactive, in-class discussions and activities throughout the 12-week semester. *Due to the Coronavirus, all classes will be online.*

In this syllabus:

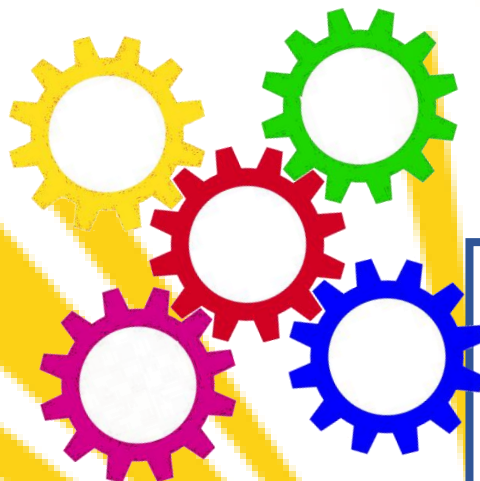
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Course Description and Purpose	1	
Course Format	1-2	Policies 8-14
Learning Outcomes	2	Estimated Learning Hours/Experiences 15
Course Readings	3	Tentative Course Schedule 16-19
Course Assessment	4-6	References 20-23
Expectations and Feedback	7	

NOTE: All information herein is subject to change in response to changes in contextual variables and participant-learning needs.



COURSE FORMAT (continued)

This course utilizes several interrelated pedagogical strategies:

- Class discussions, presentations and instructions that focus on the nuances of diversity in learning organizations
- Guest speakers who provide support, resources, and professional expertise to further elucidate the role of diversity and inclusion in supporting learning within the organization
- Opportunities to work with partners and in small groups



LEARNING OUTCOMES

By the end of this course, successful learners will know, or be able to:

- 1) Utilize assigned readings and scholarly texts on management and leadership, identify contemporary issues and theories through critical and reflective reading and synthesize knowledge;
- 2) Access and critically review and analyze literature and empirical data relevant to management and leadership, and identify, reflect upon, and evaluate these findings on the implications for practice in learning organizations;
- 3) Articulate and substantiate, verbally and in writing, perspectives on management and leadership practices and the implications for multilingual and multicultural contexts of practice;
- 4) Compare and contrast views of managing and leading others in discussions and respectfully reflect on social positioning within multicultural organizations and the implications for managing and leading in learning organizations;
- 5) Apply higher-order and critical thinking by exploring, analyzing, and discussing issues during class presentations;
- 6) Collaborate with peers in the development, critique, and assessment of their presentation regarding management and leadership practices; and
- 7) Develop learning materials applicable to a diverse-range of learning contexts with a focus on managing and leading in various diverse learning organizations and assessing these practices for the future.

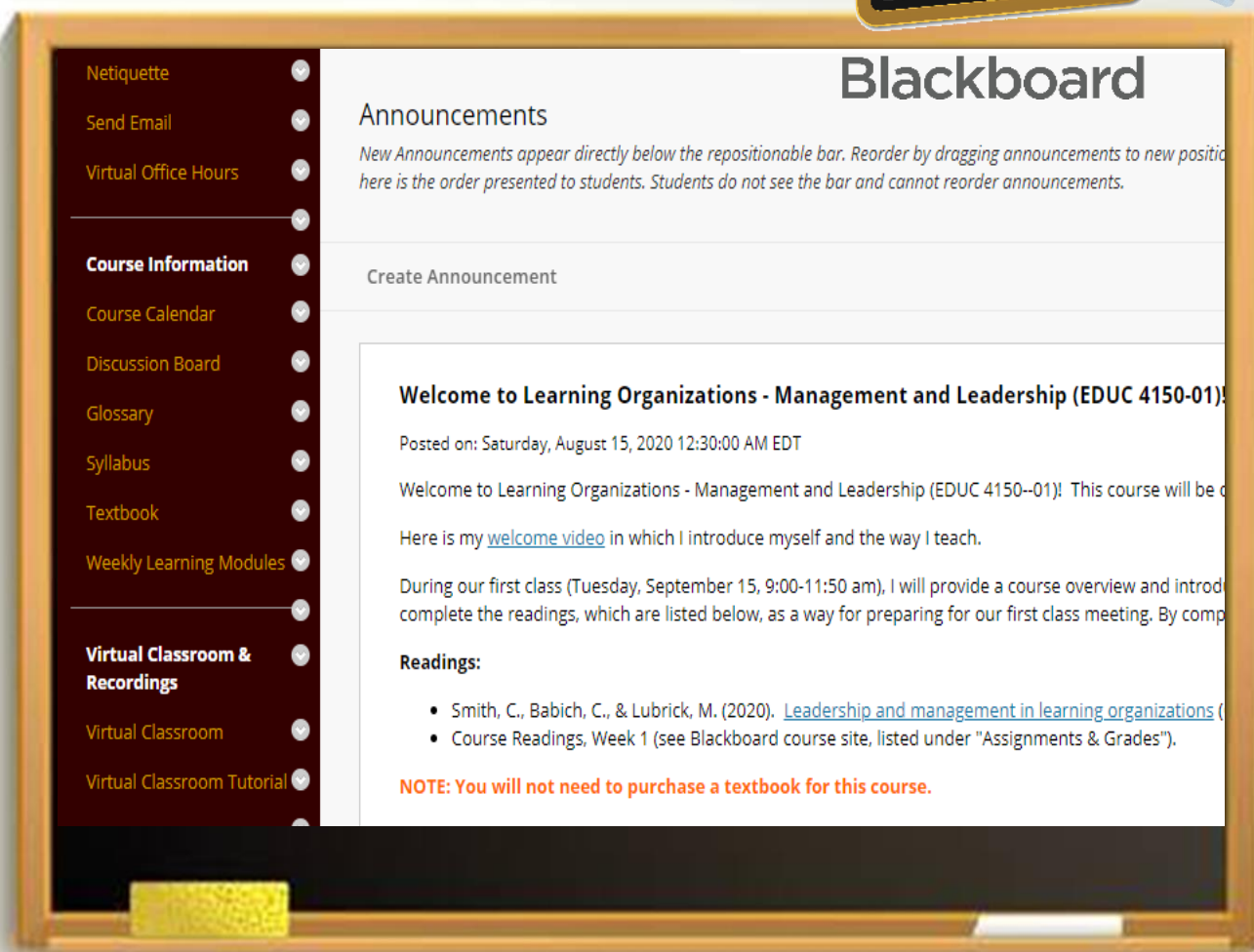
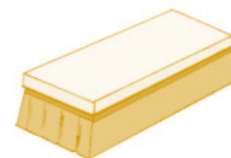
COURSE READINGS:

We will be using an open educational resource textbook, *Leadership and Management in Learning Organizations* (2020), written specifically by your instructor for this course. You will not need to purchase a textbook. Ownership of digital materials are not for redistribution or resale and are provided to the student for study purposes only.

All course readings/materials can be found on Blackboard. To access your course readings, simply log on to Blackboard, go to Course Readings, and click on the week in which your readings are assigned.



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The screenshot shows the Blackboard course site for 'Learning Organizations - Management and Leadership (EDUC 4150-01)'. The left sidebar contains a navigation menu with items like Netiquette, Send Email, Virtual Office Hours, Course Information, Course Calendar, Discussion Board, Glossary, Syllabus, Textbook, Weekly Learning Modules, Virtual Classroom & Recordings, Virtual Classroom, and Virtual Classroom Tutorial. The main content area is titled 'Announcements' and contains a welcome message from the instructor, Dr. Clayton Smith, dated August 15, 2020. The message includes a link to a 'welcome video' and a list of readings, including the textbook 'Leadership and management in learning organizations' by Smith, C., Babich, C., & Lubrick, M. (2020). A note at the bottom states: 'NOTE: You will not need to purchase a textbook for this course.'



ASSESSMENT



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COURSE GRADE AND BREAKDOWN/DUE DATES:

ITEM	DUE DATE	% OF FINAL GRADE
Facilitation of Readings' Discussion	Based on sign-up in Week 1	10%
Online Discussion Questions (ODQ)		
• ODQ 1: Self-Awareness	September 22	2%
• ODQ 2: Managing Complexity	September 29	2%
Reflections		
• Part 1 Reflection: Leadership and Management	October 6	5%
• Part 2 Reflection: Ethics and Social Responsibility	November 10	5%
• Final Reflection: Leadership and Management Redux	December 8	5%
Compare and Contrast Individual Essay	November 3	20%
Group Presentation and Peer Reviews	November 10, 17, or 24	21%
Final Project	December 8	30%

COURSE ASSESSMENT:

Assessment tasks serve to assist you in your learning. The assessment tasks are designed to create meaningful learning experiences that support achievement of the course learning outcomes. I have tried, to the extent possible, to simulate the conditions of the educational workplace. All assessments are criterion-based. Continuous feedback (instructor and peer) is provided throughout the course.

Assignments are due by 11:59 p.m. on the day they are due.



"Alone we can do so little; together we can do so much."

- Helen Keller

ASSESSMENT (continued)



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ASSESSMENT #1: Facilitation of Readings' Discussion (10%)

Due Date: Based on sign-up in Week 1

Objectives: To engage actively with your classmates in an in-class discussion regarding one of the required or recommended readings.

Expectations: You will present a summary of the reading and then facilitate meaningful discussion, encouraging all to speak, and show connection to, and with, the chosen topic.

Evaluation: Rubric (see BlackBoard, assignments' tab)



ASSESSMENT #2: Online Discussion Questions (2% each; total of 4%)

Due Dates: September 22 and 29

Objectives: To engage actively with your classmates in an online discussion on a course-related topic.

Expectations: You will write a response to the question posed and respond to posts made by your classmates.

Evaluation: Rubric (see BlackBoard, assignments' tab)



ASSESSMENT #3: Reflections (5% each, total of 15%)

Due Date: October 6, November 10, and December 8

Objectives: To reflect on leadership and management topics

Expectations: You will write three reflections:

- Your first reflection will focus on the topics covered in the textbook, chapters 1-3. You can choose one or more of these topics (e.g. leadership, management, self-awareness, management theories, and/or leadership styles).
- Your second reflection will focus on the topics covered in the textbook, chapters 4-6. You can choose one or more of these topics (e.g. ethics, social responsibility, and/or epistemological ideas related to learning within learning organizations).
- Your final reflection will provide a personal reflection about leadership and management in learning organizations.

Evaluation: Rubric (see BlackBoard, assignments' tab)



ASSESSMENT #4: Compare and Contrast Individual Essay (20%)

Due Date: November 3

Objectives: To compare and contrast managers and leaders

Expectations: Write a 7-page essay (not including the title page or references) comparing and contrasting managers and leaders. You must compare and contrast managers and leaders on a minimum of five characteristics.

Evaluation: Rubric (see BlackBoard, assignments' tab)



ASSESSMENT AND GRADING (continued)



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ASSESSMENT #5: Group Presentation and Peer Reviews (30%)

Due Date: November 10, 17, 24

Objectives: Develop and make a group presentation on an assigned class topic

Expectations: You will discuss your issue as well as your issue's relevance to management and leadership. You will also research two organizations and/or socio-political events that have experienced the issue and provide information regarding what the issue was, and what policy could have been put in place to have had the issue avoided. A written report must be included with your presentation. Your classmates will provide you with feedback by completing a peer-review sheet.

Evaluation: Rubric (see BlackBoard, assignments' tab)



ASSESSMENT #6: Final Project (30%)

Due Date: December 8

Objectives: To develop a leadership critique

Expectations: To write an 11-page (not including title page or references) leadership critique by selecting one of two options:

- a) leader portfolio plus self-reflection or
- b) leadership critique

Evaluation: Rubric (see BlackBoard, assignments' tab)



GUIDELINES FOR WRITTEN ASSIGNMENTS

It is expected that written assignments in the Faculty of Education will be submitted as follows:

1. Assignments should be submitted on time.
2. All assignments should be typed and double-spaced.
3. All assignments should be typed on one side of paper only.
4. Assignments should be submitted on letter size paper: 8.5 x 11 or A4 (We strongly encourage the use of recycled paper).
5. Assignments should include a title page on which should appear the subject area involved, the title of the paper, the student's name, the instructor's name, the course number, the section number, and the date of the submission.
6. Pages should be numbered sequentially.
7. Papers should be written in good academic and scholarly language. (Only minor proof-reading corrections are acceptable).
8. Assignments should adhere to high level of scholarship with appropriate references and bibliographic entries of the APA style manual.
9. Pages of assignment should be appropriately secured.
10. Always keep a copy of the assignment that is being submitted.

NOTE: All assignments must be submitted through Blackboard.

DUE DATES

Assignments are due on the dates noted. Late assignments will be penalized five marks per day. Consistent with university policy on evaluated assignments, acceptable documentation (e.g., medical confirmation, a certificate of bereavement, etc.) is required if an assignment due date is missed. Upon presentation of such documentation, a mutually acceptable alternative will be determined. Lack of documentation will result in a grade of zero. When unexpected circumstances arise, as they sometimes do, please speak with me regarding an extension prior to the due date.



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**WARNING:
DUE DATES
ARE CLOSER
THAN THEY
APPEAR**

EXPECTATIONS

FEEDBACK

Feedback is important for all to do better. As such, you should share constructive feedback with me about the course and the instruction whenever you feel the need to do so. Doing so allows us to make any necessary changes or address any problems that may have arisen. The university's Student Evaluation of Teaching (SET) forms will be administered during the last two weeks of the course. I would be pleased to provide feedback to you on assignments one week prior to their due date.



LIMITED CLASS INTERRUPTIONS

It is reasonable to expect that each student will self-monitor any interruptions (e.g. private discussions, cell phone, non-academic laptop use, etc.) during class so that we can all be fully engaged in learning.



CLASS POLICIES

ATTENDANCE POLICY

Education courses do not reflect the university stereotype of “lecture-read.” Because we are modeling good practices for educators, teaching strategies will include indirect, interactive, problem-solving, faculty modeling and experiential strategies which all require student participation, active involvement, and leadership. Accordingly, punctual and regular attendance and active engagement and participation in all classes are required. Attendance and punctuality are key aspects of professionalism. Chronic absenteeism and habitual lateness constitute grounds for failing a course and the program. Professor and course instructors will articulate their attendance and participation policy for their courses in their course outlines, however, the Faculty of Education expects students to attend **all** classes. Students who miss more than 10 percent of their classes run the risk of being deemed to have failed. Course instructors reserve the right to bar students from writing tests, examinations, and completing other assessment and evaluation performance tasks on the basis of poor attendance, lack of punctuality and habitually leaving class early.

PREPARATION FOR CLASS

Being prepared for class means having completed required readings (hopefully some of the suggested readings too!). Lack of preparation means you probably won't have much to contribute in conversations. Everyone's participation is required to learn with, from, and about each other. Be sure to bring questions and comments with you to class as well as any other materials that you think the class would benefit from knowing about.

A SAFE SPACE FOR LEARNING

I endeavour to provide a safe space for my students always, and welcome feedback on inclusivity and safe spaces in my class.



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RESPECT FOR OTHERS

The Faculty of Education values diversity and justice for all members of its community and this principle must be upheld at all times.

It is reasonable to expect that there will be some degree of difference in what people believe and sometimes beliefs should be challenged and critiqued, although not in a disrespectful manner. When people do not feel respected or encouraged to contribute, feelings of disrespect, silencing, and fear of ridicule may arise. As such, it is useful to think about how one might experience being in another person's position when disagreement or questioning arise. Understanding another's point of view and why she or he might believe such a thing helps us to see, appreciate, and encourage different points of view. All of this works well when we are engaged in active listening, and ask questions when something becomes unclear. This, of course, requires that we pay attention to each other.

CONDUCT IN CLASS

Everyone is expected to conduct themselves professionally in class. This means engaging in respectful communication and scholarly debate and contributing to safe non-threatening learning environment where diversity of ideas is facilitated. The Faculty of Education values diversity and justice for all members of its community and this principle must be upheld at all times.

The use of cellular phones during classes is strictly prohibited. Professors may ask students to leave their classes if such behaviour occurs. Laptop computers must not be on in classes without the expressed permission of the instructor under conditions set out in the course outline. Surfing the internet and other activity unrelated to the class is not only disrespectful but unprofessional as well. A good rule of thumb in relation to classroom conduct is for you to place yourself in the role of the teachers and think carefully about what kinds of behaviours and attitudes you would expect if you were the teacher. Misconduct in class breaches professional standards of the education profession and is grounds for disciplinary sanctions.



POLICY ON RECORDING LECTURES

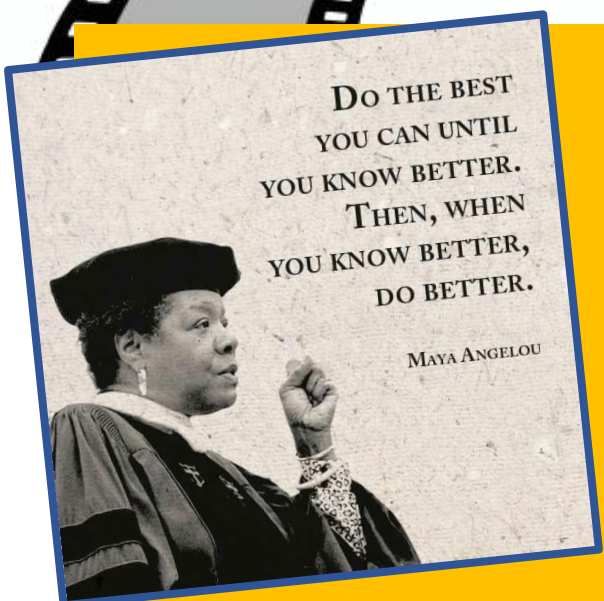
Lectures may be recorded, unless the instructor has stated in the course syllabus (hard copy or electronic) that the recording of lectures is not permitted. The recording of guest lecturer or classmate presentations or performances is not permitted without the written consent of the presenters. Students registered with Student Accessibility Services for whom recording lectures is an approved academic accommodation must be permitted to record, with the exception of discussions that would divulge personal information in the context of required course work which may not be recorded in any format. Notice should be provided by the instructor to the class when lectures may be recorded. The instructor shall not share any personal identifying information about the person(s) recording the lectures.

Limits may be placed by the instructor specifying what can be recorded and in what format (e.g. audio-recording, video-recording, photos, etc.). Further, the instructor may declare, in writing, prior to a particular lecture or class session that recording is prohibited.

Any recording of lectures or guest lecturer/classmate presentations by students can be used only for the purposes of private study by the individual student. The recording (including any transcriptions or any translations to any other form) cannot be shared, distributed, emailed, posted online, or otherwise disseminated or communicated in any form or to any other person (including fellow classmates) unless written consent has first been obtained from the instructor or presenter.

Students who record a lecture after the instructor has prohibited such recordings, or who record a guest lecturer or classmate presentation or performance without the written consent of the presenter, or who disseminate a recording without the explicit, written permission from the instructor or presenter will be subject to the university's misconduct policies, at minimum.

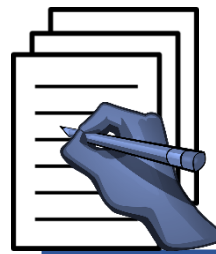
Where the recording captures the image of classroom activities (e.g. video-recording or other image-capturing technology), such a recording must only capture the instructor or the presenter within the classroom setting.



POLICIES (continued)

E-MAIL RESPONSES

Should you need to contact me outside of class or office hours, the best way is to use university e-mail. I will endeavour to respond to your email within 24 hours.



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SUBMISSION OF ORIGINAL WORK

It is the policy of the university that instructors mark only original assignments. You are encouraged to keep a copy of each piece of work submitted just in case an assignment goes missing.

PLAGIARISM

It is expected that all students will be evaluated and graded on their individual merit, where all work submitted for evaluation is the student's own. Students often use or draw upon the ideas of others as expressed in written or published work in preparing essays, papers, reports, theses, and publications. It is imperative that both the data and ideas obtained from all published or unpublished material be properly acknowledged, and their sources disclosed. Failure to follow this practice constitutes plagiarism and is a serious offense.

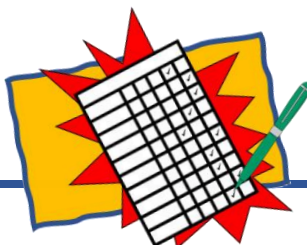
Students who plagiarize are dishonestly and fraudulently using someone else's work as their own. In the preparation of essays, papers, reports, and any other types of assignments, students necessarily rely on the work of others. However, the source of any ideas, wording, or data obtained from others must be disclosed and properly acknowledged by citations, quotation marks, and bibliographic references in the proper format. Using the work of others without acknowledgement is plagiarism.

Plagiarism includes, but is not limited to:

1. Copying material, for example, from the Internet, or purchasing material and submitting it as one's own;
2. Paraphrasing (changing some of the words) the ideas and concepts of others without proper referencing;
3. Using a passage or passages of any length from published or unpublished work of others without placing the passage(s) in quotation marks (or using indentation for long quotation(s)) and acknowledging their source;
4. Submitting work to more than one course, unless prior permission to do so has been given in writing; and
5. Submitting work completely or largely identical to that of other students, unless group work and joint submissions are explicitly permitted by the instructor.

Consequences:

If the instructor believes that plagiarism has occurred, s/he assigns a grade of IN (incomplete) to the work in question and reports the case to the Department Head, to the Associate Dean of the Faculty, and to the student(s) involved. Disciplinary proceedings may be initiated pursuant to Senate Bylaw 31, which could result in suspension or expulsion from the University in cases of repeated plagiarism. Students will be given the opportunity to address the matter of plagiarism to the Department Head or designate and/or to the Associate Dean of Student and Academic Affairs in the Faculty of Education, and ultimately to a Judicial Panel at the University. Students can appeal a finding of plagiarism to the Discipline Appeal Committee of the University.



GRADING POLICY

The Faculty of Education Grading Policy is in keeping with the regulations in Senate Bylaw 51 and the adoption of Outcome Based Education in the Province of Ontario. The purpose of the Faculty of Education Grading Policy is to:

1. Make grading practices transparent to students;
2. Ensure that grading practices in the Faculty are consistent across the Faculty; and
3. Ensure that students are graded fairly and in keeping with the academic standards of the University.

The academic achievement of each student shall be measured according to what the student knows and is able to do in relation to the learning outcomes stated on the course outline. The level of the student's achievement of the learning outcomes shall be tested in the assessment tools of the course (tests, essays, exams, seminars, etc.) and assigned a grade according to the grading scale below.

PERCENTILE (%) GRADE	UNIVERSITY GRADE DESCRIPTIONS	FACULTY OF EDUCATION GRADE DESCRIPTOR (consistent with the University Grade Descriptors)
90 - 100 85 - 89.9 80 - 84.9	Excellent	Consistent evidence that the student exceeds all of the performance exceptions associated with each learning outcome in the course
77 - 79.9 73 - 76.9 70 - 72.9	Good	Consistent evidence that the student meets, and in some cases exceeds the performance expectations associated with the learning outcomes in the course.
67 - 69.9 63 - 66.9 60 - 62.9	Fair	Consistent evidence that the student meets the performance expectations associated with the learning outcomes in the course at a basic level.
57 - 59.9 53 - 56.9 50 - 52.9	Pass	Some evidence that the student meets the performance expectations associated with the learning outcomes in the course at a minimally acceptable level.
0 - 49.9	Fail	There is clear evidence that the student does not meet the performance expectations associated with the learning outcomes in the course.

*IN is given when students have not completed all class assignments due to illness, bereavement or extenuating circumstances as defined in Senate Bylaw 51.1.18 and the student will complete the work at a later date (See also Aegrotat Standing). An "Incomplete" is also given when a student is alleged to have committed an act of academic misconduct. The grade of "Incomplete" will remain on the student's transcript until the matter is adjudicated.

**NR is given when a student did not attend class regularly and has completed none of the evaluative procedures for the course. It will be calculated as 22% in the student's average.

***IP is given in senior classes when a major assignment or thesis is still in process when the grades are due.

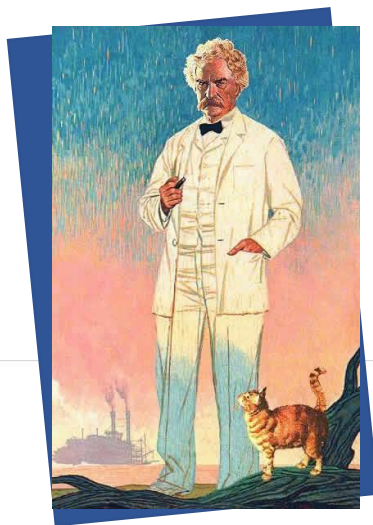
POLICIES (continued)

GRADE APPEALS: (See Senate Bylaws 51: 1.17.1 and 1.17.2)

Informal and formal Appeal: An informal inquiry may be made to the instructor up to the official marks being submitted to the Registrar. The purpose of the inquiry is to review the work submitted and to allow for any adjustment of the grade in question where that change is found to be appropriate by the instructor. This informal inquiry must be done no later than ten working days after the release or publication of the grade by the instructor. This review does not preclude the student from appealing the final grade.

NOTE: Where the purpose of reviewing work for which a grade has been assigned is not to request a grade change, course work may be reviewed by students up to six months after the close of the term in which the course was taught, upon reasonable notice to the instructor.

Formal appeals may be made through the Office of the Registrar for a fee of \$20. The Dean of the Faculty will inform the Registrar of the outcome of the appeal. If the appeal is successful, the \$20 will be refunded. All appeals must be made in writing to the Associate Dean's Office, no later than three (3) weeks after the final mark has been released by the Registrar.



A quote by Mark Twain:

If you hold a cat by the tail you learn things you cannot learn any other way



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EXAM MAKE-UP/LATE SUBMISSION/AEGROTAT/IN-COMplete POLICY

The Faculty of Education requires students to provide acceptable and documented medical (or equivalent compassionate) reasons to allow make-ups for scheduled tests, midterms, and final exams and/or the submission of late assignments, grades of Incomplete or Aegrotat.

Acceptable reasons include hospital stays, serious illness, family emergencies (such as serious accidents or illnesses, death) or similar circumstances outside the student's control. Normally, written documentation is required stating specific reasons and dates. Arrangements for make-up exams and/or the submission of late assignments are made as soon as possible. The instructor sets the date and format for make-up exams. The make-up exam will usually be different from the original exam, but will be equivalent in terms of testing objectives, format, level of difficulty, material covered, length of examination, etc.

Considerations for Health, Bereavement or Extenuating Circumstances: Please see Senate Bylaw 51, clause 1.18.2. Students may print and use the Faculty of Education Medical Form for illness in the Consecutive Program Handbook.



POLICIES (continued)

**FACULTY OF EDUCATION POLICY REGARDING
MISSING OR CANCELLING A
LECTURE/CLASS/LAB**

PURPOSE:

The purpose of this policy is to ensure a consistent learning environment for the students in the Faculty of Education. This policy recognizes the importance of safeguarding the safety and wellbeing of faculty, staff and students and providing an equitable teaching and learning experience.

**CANCELLATION OF SCHEDULED
CLASSES/LABS/LECTURE DUE TO
ILLNESS/BEREAVEMENT/MEDICAL
EMERGENCY:**

If an instructor is unable to meet the class due to illness, bereavement, or medical emergency, the following steps need to be followed: If such situation occurs the professor will contact the department head or director's administrative office and ask the secretary to post an official notice on the classroom door stating the reason for the cancellation. It is the professor's responsibility to ensure a notice is posted on Blackboard as soon as possible. The professor will send an email to all students in the class. The email must list the essential information in the subject line of the email, for example **SUBJECT: CLASS CANCELLED: 05-102-01** Professor John Hancock, Introduction to Special Education, Thursday, September 10, 2020.

If due to a medical/bereavement/medical emergency, a professor wishes to reschedule a class/lab/lecture during which no evaluative procedure has been scheduled the professor must have the agreement of the entire class as it would be a change to the official scheduled class time. Otherwise the professor is responsible for covering all the course material in the remaining scheduled class times.

If a professor cancels a class/lab/lecture during which an evaluative procedure has been scheduled the professor must make every effort to make provisions to keep the evaluative procedure on the scheduled date by enlisting assistance from a fellow colleague or TA/GA. If that is not possible Senate Bylaw 51, section 1.8 would apply. *"If a test or other evaluative procedure cannot be held at the scheduled time because of an emergency the activity will automatically be rescheduled for the next regular class meeting."* If the evaluative procedure is scheduled for the next class, the course material that would have been covered that day would be dealt with in accordance with the paragraph above.



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**CANCELLATION OF
SCHEDULED
CLASSES/LAB/LECTURE DUE TO
CONFERENCE/WORKSHOPS:**

If a professor knows at the beginning of semester that s/he will be away at a conference, workshop or other academic commitment during the term; s/he is required to note such absences on the course syllabus. Professors will need to indicate how they plan to make up the missed classes and course work on the syllabus. Course syllabi are required to be submitted to the head/director's office prior to the beginning of class each semester.

If a professor wishes to reschedule a class/lab/lecture during which no evaluative procedure has been scheduled the professor must have the agreement of the entire class as it would be a change to the official scheduled class time. Otherwise the professor is responsible for covering all the course material in the remaining scheduled class times.



Source: University of Windsor
Public Affairs

*Education isn't
something you can finish.*

- Isaac Asimov



CANCELLATION OF CLASSES/UNIVERSITY CLOSURE DUE TO WEATHER OR EMERGENCY CONDITIONS:

In cases of inclement weather or emergency conditions, which may include snow, ice, tornado, explosion, fire, etc. the only person who may cancel classes and/or close the University is the President of the University. Professors are not permitted to cancel classes without seeking permission from their head/director or dean.

If the President has officially cancelled classes and an evaluative procedure had been scheduled for that class/lab, Senate Bylaw 51, section 1.8 applies. *"If a test or other evaluative procedure cannot be held at the scheduled time because of an emergency, the activity will automatically be rescheduled for the next regular class meeting."*



Dillon Hall

Source: University of Windsor Daily News

Source: cbc.ca



OTHER REASONS:

For reasons other than those listed above, classes cannot be cancelled without the prior approval of the Dean of the Faculty. Please refer to Senate Bylaw 51, section 1.7 "Changes may be made to the course outline up until the end of the first two weeks of classes. An electronic copy of the final version of the course outline must be submitted to the Assistant to the Associate Dean, Pre-Service, by the end of the second week of classes. After the initial first two weeks of the course, the dates referred to in 1.2.2 may be altered only for a compelling pedagogical or administrative reason. In the event of such a change, students will receive advance notice of at least two calendar weeks. Notification of the precise dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade, must be provided to students at least two calendar weeks prior to that date. The procedures for determining the final grade in a course may not be altered in any circumstance after the first two weeks of the course."

ESTIMATED LEARNING HOURS AND LEARNING EXPERIENCES



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TEACHING METHODS AND TEACHING PHILOSOPHY

I am all about learning. I see my role as facilitating individual student learning by identifying the unique characteristics of each student and offering a blend of teaching, coaching, and mentoring to support their individual educational development. For me, education is a highly humanistic and individualized experience in which both teachers and students are responsible for learning. I teach to help students find their own pathway to success, both inside and outside of the classroom. My teaching emphasizes individual student learning, the pursuit of knowledge, self-improvement, and respect for self and others. To support mastery of the learning outcomes, teaching methods used in this course include a blend of lectures, active learning, peer feedback, inquiry, and reflective-focused assignments.

LEARNING HOURS

You can expect to have many opportunities to meet and engage with your classmates and me over the term. We will be meeting for three hours each week (except for reading week and any civic holidays) when we will engage in discussions and other activities, sometimes led by you. A variety of planned learning activities will be utilized throughout the course, offering you plenty of occasions to learn from and with one another. These include lectures, small and large group discussions, in-class exercises, critiques of teaching and learning research articles, and cooperative learning activities. You are welcome to use the course Blackboard website tools to engage with others or meet outside of class, if you wish. I am also available to meet with you privately during office hours, or by appointment. For upper-year, undergraduate-level courses, you can usually count on spending an additional 6-9 hours outside of class, although the actual amount of time may vary, depending on the individual and how one approaches the work.



RELATED STUDENT SERVICES

The university provides a [wide array of services](#) to support the student experience. They include academic support, career services, enrolment services, health and wellness services, living support, orientation and transition services, social and cultural support, and many more. Some of the most in-demand services include [Information Technology Services](#), [Student Counseling Centre](#), [Student Health Services](#), [Student Success Centre](#), and the [Writing Support Desk](#).



ACCESSIBILITY SERVICES

Students with disabilities who require academic accommodations must contact Student Accessibility Services (SAS) to complete SAS registration and receive the necessary letter of accommodation. Present your letter of accommodation to me as early in the term as possible. Deadlines for submission of documentation and completed forms is available online at www.uwindsor.ca/studentaccessibility.

FEELING OVERWHELMED?

From time to time, students face obstacles that can affect their academic performance. If you experience difficulties and need help, it is important to reach out to someone.

For help addressing mental or physical health concerns on campus, contact (519) 253-3000

- Student Health Services at ext. 7002 (<http://www.uwindsor.ca/studenthealthservices/>)
- Student Counseling Centre at ext. 4616 (<http://www.uwindsor.ca/studentcounselling/>)
- Peer Support Centre at ext. 4551 (<http://www.uwsa.ca/uwsa-services/peer-support-centre/>)

TENTATIVE COURSE SCHEDULE

*
RELEVANT
LEARNING
OUTCOMES
(see page 2)



University of Windsor
Faculty of Education
401 Sunset Avenue,
Windsor, Ontario,
N9B-3P4

DATE	TOPICS	*	READINGS DUE	ASSIGNMENTS DUE
FALL 2020 SEMESTER				
W E E K 1 Sept. 15	<input type="checkbox"/> Introductions <input type="checkbox"/> Course overview <input type="checkbox"/> Exploring management and leadership in learning organizations	1	<input type="radio"/> Course Readings, Week 1 <input type="radio"/> Textbook, - Chapter 1	
W E E K 2 Sept. 22	<input type="checkbox"/> Management Theories and Practices	1 2	<input type="radio"/> Course Readings, Week 2 <input type="radio"/> Textbook, - Chapter 2	<input type="radio"/> Online Discussion: Question #1 <input type="radio"/> Facilitated Readings' Discussion (by sign-up)
W E E K 3 Sept. 29	<input type="checkbox"/> Leadership styles, roles, and traits <input type="checkbox"/> Critical Writing	1 2	<input type="radio"/> Course Readings, Week 3 <input type="radio"/> Textbook, - Chapter 3 - Chapter 8	<input type="radio"/> Online Discussion: Question #2 <input type="radio"/> Facilitated Readings' Discussion (by sign-up)



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DATE	TOPICS	*	READINGS DUE	ASSIGNMENTS DUE
FALL 2020 SEMESTER				
W E E K 4 Oct. 6	<input type="checkbox"/> Effectuation, entrepreneurship, and small-business management	1 2	<input type="checkbox"/> Course Readings, Week 4 <input type="checkbox"/> Textbook, - Chapter 4	<input type="checkbox"/> Online Discussion: Question #3 <input type="checkbox"/> Facilitated Readings' Discussion (by sign-up) <input type="checkbox"/> First Reflection: <i>Leadership and Management</i>
READING WEEK NO CLASSES October 10-19, 2020				
W E E K 5 Oct. 20	<input type="checkbox"/> Ethics <input type="checkbox"/> Social Responsibility <input type="checkbox"/> Sustainability	1 2	<input type="checkbox"/> Course Readings, Week 5 <input type="checkbox"/> Textbook, - Chapter 5	<input type="checkbox"/> Online Discussion: Question #4 <input type="checkbox"/> Facilitated Readings' Discussion (by sign-up)
W E E K 6 Oct. 27	<input type="checkbox"/> Learning principles <input type="checkbox"/> Motivation theory and practice <input type="checkbox"/> Decision-making <input type="checkbox"/> Mid-term feedback	1 2	<input type="checkbox"/> Course Readings, Week 6 <input type="checkbox"/> Textbook, - Chapter 6	<input type="checkbox"/> Online Discussion: Question #5 <input type="checkbox"/> Facilitated Readings' Discussion (by sign-up)

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DATE	TOPICS	*	READINGS DUE	ASSIGNMENTS DUE
FALL 2020 SEMESTER				
W E E K 7 Nov. 3	<input type="checkbox"/> Teams <input type="checkbox"/> Teamwork <input type="checkbox"/> Collaboration <input type="checkbox"/> Reflections: - Compare and Contrast Individual Essay	1 2 4	<input type="radio"/> Course Readings, Week 7 <input type="radio"/> Textbook, - Chapter 7 - Chapter 9	<input type="radio"/> Compare and Contrast Individual Essay <input type="radio"/> Facilitated Readings' Discussion (by sign-up)
W E E K 8 Nov. 10	<input type="checkbox"/> Ethical issues <input type="checkbox"/> Ethical dilemmas <input type="checkbox"/> Ethical issues' group presentation with peer review	1 2 5 6 7	<input type="radio"/> Course Readings, Week 8	<input type="radio"/> Group Project: Ethical Issues <input type="radio"/> Second Reflection: <i>Ethics and Social Responsibility</i>
W E E K 9 Nov. 17	<input type="checkbox"/> Social issues <input type="checkbox"/> Social issues group presentation with peer review	1 2 5 6 7	<input type="radio"/> Course Readings, Week 9	<input type="radio"/> Group Project: Social Issues

"The emphasis placed by more and more companies on corporate social responsibility symbolises the recognition that prosperity is best achieved in an inclusive society."

- Tony Blair, former United Kingdom Prime Minister

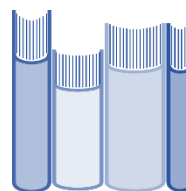
TENTATIVE COURSE SCHEDULE

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DATE	TOPICS	*	READINGS DUE	ASSIGNMENTS DUE
FALL 2020 SEMESTER				
W E E K 10 Nov. 24	<input type="checkbox"/> Legal issues <input type="checkbox"/> Legal issues' group presentation with peer review	1 2 5 6 7	<input type="radio"/> Course Readings, Week 10	<input type="radio"/> Group Project: Legal issues
W E E K 11 Dec. 1	<input type="checkbox"/> Communication <input type="checkbox"/> Multicultural leadership	1 2 3 4	<input type="radio"/> Course Readings, Week 11 <input type="radio"/> Textbook, - Chapter 10 <input type="radio"/> - Chapter 11	<input type="radio"/> Facilitated Readings' Discussion (by sign-up)
W E E K 12 Dec. 8	<input type="checkbox"/> Reflections: Final Project <input type="checkbox"/> A leadership and management redux: <i>What is "leadership" and "management" and why are they important?</i> <input type="checkbox"/> Parting pearls of wisdom	2 3	<input type="radio"/> Course Readings, Week 12 <input type="radio"/> Textbook, - Chapter 12	<input type="radio"/> Final Project <input type="radio"/> Final Reflection: <i>Leadership and Management Redux</i>





REFERENCES (in order of appearance)



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Tools and Templates. (2017, April 10). Retrieved from University of Windsor:

<http://www.uwindsor.ca/logo/tools-templates>

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Five-Cogs Clipart:

<https://es.kisspng.com/png-sprocket-gear-bicycle-clip-art-2753113/>

Head-with-Lightbulb Clipart:

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Sunrays Behind Head-With Lightbulb Clipart:

<http://www.clker.com/clipart-plag2.html>

Chalkboard-Eraser Clipart:

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BlackBoard Logo (Bb on Chalkboard):

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Chalk-Stick Clipart:

<http://pngimg.com/download/27594>

BlackBoard-Course Snip from blackboard.uwindsor.ca

Chalkboard-with-Eraser-and-Chalk Clipart:

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Stack of 9 Books:

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Due-Date Calendar Clipart:

<http://www.gmgpr.com/rockland-calendar-of-events/>

Lined-Paper-with-Pencil Clipart:

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Helen Keller Quote:

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University of Windsor
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<https://www.westada.org/cms/lib/ID01904074/Centricity/Domain/3182/communication-slide.jpg>

Online-Discussion Clipart :

https://images.squarespace-cdn.com/content/v1/534ac38de4b0cbe1acc1d019/1522862315355-KGBZGZX8IDL7AITDJYNQ/ke17ZwdGBToddI8pDm48kFwmYTdw2tL8FZD3GyF3RtRZw-zPPgdn4jUwVcJE1ZvWQUxwkmyExglNqGp0IvTJZUJFbgE-7XRK3dMEBRBhUpwrSB0pniyGzorTZXgBlntCFIB8Xb-ElUVQ6bo0rWWRfoWaD_SqUg7uHQh4gWhmHQY/online-discussion.jpg?format=500w

Reflection Graphic created by S. Smith on MicroSoft Word

Venn Diagram from MicroSoft Word

Group-with-Puzzle-Pieces-for-Speech-Bubbles Clipart:

<https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcOKKVgppGEUc6dN4x-wucVwuQZIR1fLIFnf9g&usqp=CAU>

File-Folder Clipart:

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Warning-Sign (DUE DATES ARE CLOSER THAN THEY APPEAR) Clipart:

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No-Cell-Phone Sign:

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Student at Computer Silhouette:

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E-Mail-Mailbox on-Computer Clipart :

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Checklist-with-Pen Graphic:

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