

# Fall 2020 – Hybrid Course

## EDLD 9435: Transformative Educational Leadership Practice II

Georgia Southern University | College of Education | Department of Leadership, Technology, & Human Development



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Instructor Pronouns:	She/Her/Hers
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Office Phone:	912-478-5341
Office Location:	COE 3124
Office Hours:	Tuesdays 9:00 am to Noon (online) and by appointment *Meetings can be scheduled for in-person, telephone, or web-conferencing formats. *Please email me to set up a time to meet. *Note, I will probably not be in my office as much this semester due to COVID-19. However, I work many more hours than listed here and I promise to be available to meet with you. I also recognize many of you may not be available during regular business hours, so I am happy to schedule meetings during evenings and weekends if needed.

## Course Descriptions and Rationale

### Prerequisite:

Admission to Tier II EdD cohort in Educational Leadership or with permission of the instructor.

### Catalog Course Description:

The final course in a two-course series focuses on two critical concepts: Transformative Education and Enlivened Learning from a global, interdisciplinary perspective. Candidates explore current transnational issues relevant to education, and review these issues from critical social justice theoretical perspectives including anti-racism, post/anti-colonialism, Marxism, disability studies, feminist perspectives, and theories of intersectionality. Candidates also examine the practices of critical self-reflexivity, resistance, and healing to pursue social change.

### Extended Course Description:

This course is intentionally designed to not only highlight diversity (i.e., social and cultural differences), but to additionally focus on social justice because it is social justice that emphasizes inequalities based on differences. This course will begin with overviewing several social oppressions, such as racism, religious oppression, classism, ableism, sexism, heterosexism, transgender oppression, youth and elder oppression, as well as place-based oppression. This overview will include introductions, contexts, and voices within these areas of social oppression to provide students with foundational knowledge. The course will then shift to concentrating on next steps and strategies for change. Throughout the course, interconnections between oppressions and social justice at all levels (i.e., individual, institutional, local, and global) will be stressed. These two major sections of the course are intentional because it is critical for educational leaders to not only be familiar with both diversity and social justice from an intellectual standpoint, but for educational leaders to actively avoid maintaining and reproducing inequalities as well as actively producing positive social change within their environments.

### Course Purpose:

The purpose of this course is to introduce students to concepts and strategies for change relating to diversity and social justice.

### Course Learning Outcomes/Goals:

- Students will be able to describe several forms of social oppression.
- Students will be able to evaluate oppression and social justice within multiple levels (i.e., individual, institutional, local, and global).
- Students will be able to apply concepts and strategies for change within their own academic, professional, and personal lives.

### Student Learning Outcomes:

*At the conclusion of the EdD, Educational Leadership Program, each graduate will demonstrate competencies in meeting each of the following Student Learning Outcomes (SLOs):*

#### *SLO #1: KNOWLEDGE AND SKILLS*

*Candidates in the Educational Leadership Programs will identify appropriate professional knowledge and skills of an educational leader.*

#### *SLO #2: STUDENT LEARNING*

*Candidates in the Educational Leadership Programs will demonstrate leadership decision-making skills in educational settings by analyzing problems of practice and implement appropriate leadership strategies to develop meaningful solutions that impact student learning.*

#### *SLO #3: PROFESSIONAL DISPOSITIONS*

*Candidates in the Educational Leadership Programs will apply the professional dispositions requisite of an educational leader.*

#### *SLO #4: THEORY AND PROBLEMS OF PRACTICE*

*Candidates in the Educational Leadership Programs will synthesize a professional knowledge base that integrates both practical and research experiences to link theory with problems of practice.*

### Personal Learning Goals for this Course:

Use this space to list at least two personal goals for this course. We will discuss these goals throughout the course.

- Goal #1:
  
  
  
  
  
  
  
  
  
  
- Goal #2:
  
  
  
  
  
  
  
  
  
  
- Additional Goals (optional):

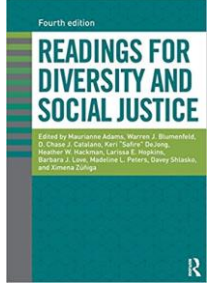
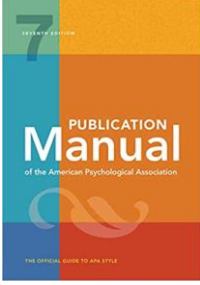
## Textbooks

### Required Text:

Adams, M., Blumenfeld, W. J., Catalano, D. C. J., DeJong, K., Hackman, H. W., Hopkins, L. E., Love, B. J., Peters, M. L., Shlasko D., & Zúñiga, X. (Eds.). (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). Routledge.

**Recommended Text:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). APA.

Required	Recommended
	

## Procedures & Assignments

**Course Procedures:**

Each week I will provide learning modules on Folio for the course (even weeks we have a class meeting). You should log into Folio and follow the instructions within the learning modules. Each week I will provide an introduction video for the week as well as other useful tools. You will also have a weekly activity or discussion posts to complete when we do not have a class meeting. Please be sure to read each week’s instructions closely as the types of requirements of you are likely to change. When I can, I will activate a few weeks’ learning modules in advance so you can plan ahead. However, even if you decide to work ahead of schedule (this is not required), remember you will also have to participate in the appropriate learning modules the weeks they are scheduled for to obtain full discussion posts points. In addition to weekly activities and discussion posts, there are a few major assignments for the course that are must be completed by their respective due dates.

Furthermore, this class will meet synchronously online via Zoom one Saturday each month from 9:00am-12:00pm.

The Fall 2020 meeting dates are as follows:

- August 22
- September 19
- October 17
- November 14

**Teaching Strategies:**

This course will employ various discussion post formats to encourage student engagement (e.g. jig saw, quotes, IRAs, role playing, etc.), peer comments, brief overview and lecture videos by

Dr. Cain, supplemental readings and videos, and some worksheets/exercises as modes of instruction.

### Grading Procedures:

Grades will be based on the quality of your completed work. Please feel welcome to come and speak with me if you have concerns about any aspect of your work for this class. The appropriate time to do this is during the semester and not once all work is turned in and grades have been recorded.

Grades will be determined and awarded according to the following scale:

A = 91-100 points

B = 81-90 points

C = 71-80 points

D = 60-70 points

\*Please note that graduate programs at Georgia Southern University do not use +/- within their grading.

\*\* Also note that assignments for this course may be graded using decimal points, however, final grades will **not** be rounded to the closest whole number.

### Overview of Assignments:

<b><u>Assignment</u></b>	<b><u>Due Date</u></b>	<b><u>Possible Points</u></b>
Discussion Posts	On-going with Checkpoint Deadlines: Sept. 14 Oct. 12 Nov. 9	<b>31.5</b> (For all 3 checkpoints; 3.5 points each discussion post and comments) Checkpoint #1 – 10.5 Checkpoint #2 – 10.5 Checkpoint #3 – 10.5
Class Tasks	3 Tasks with Deadlines of: Sept. 17 Oct. 15 Nov. 12	<b>3</b> (1 point for each task)
Critical Reflection Paper	Oct. 21	<b>15</b>
Book/Docuseries Report & Presentation	Nov. 16	<b>15</b>
Assessments of Reports and Presentations	Nov. 30	<b>5.5</b> (1.1 point for each assessment)
Theoretical Framework Paper	Dec. 5	<b>30</b>
		<b>Total Possible Points: 100</b>

## Brief Descriptions of Assignments:

*Discussion Posts (On-going with checkpoints around Sept. 14, Oct. 12, & Nov. 9)*

Participation is an essential part of the learning environment. Each week we do not have a class meeting, therefore, I expect students to participate in weekly activities and discussion posts. You will notice in the course calendar for this class that there is usually one discussion post and three comments due each week we do not have a class meeting, totaling nine discussion posts plus comments. The instructions for these discussion posts will vary each post and will be included in each week's learning module instructions.

You can earn up to a total of 31.5 points (3.5 points each) towards your final grade for participation in these discussion posts and comments. There will be three checkpoints where I will award you your points towards your grades for the weeks of within that checkpoint. I do these checkpoint grades so students can get a sense of their grade for this aspect of the course throughout the term and not just at the end of the course. Additionally, these checkpoints allow for some flexibility in completing posts because the points lost for lateness is minimal compared to not completing the posts at all. However, posts and comments need to be completed by the checkpoint deadline to be counted towards your grades.

To be successful with these posts, go into the individual learning modules in Folio and complete all the assigned tasks - do not simply answer the discussion questions in the discussion area without fulfilling the other work for the modules. All discussion posts should be submitted in a timely manner (by their posted deadlines). Posts/videos should also reflect graduate-level work. This means posts should be well written and include in-text citations as well as end references in APA style formatting. For more information about this part of your grade, see **Appendix A, B and C** for how the points will be determined within the rubrics.

*Class Tasks (Due Sept. 17, Oct. 15, and Nov. 12)*

I believe as graduate students you all have a wealth of information/skills you can contribute to this course and I want you all to participate in shaping our activities/discussions for our meeting sessions. These tasks will all be unique and detailed information about them can be found within the respective learning modules in Folio. You will follow the instructions within the learning module and receive points for completing the required tasks. The grading rubric for this assignment can be found in **Appendix D**.

*Critical Reflection Paper (Due Oct. 21)*

An important part of understanding educational leadership and social justice is to first understand ourselves. This critical reflection paper will have you describing several of your social identities broadly and then deeply examining two identities of your choice. In this essay you will respond to specific questions about these identities as well as integrate concepts from the course content. The detailed description for this assignment can be found in **Appendix E**. **Appendix F** has the grading rubric for this assignment.

### *Book/Docuseries Report & Presentation (Due Nov. 16)*

I like to think of this assignment as somewhat of a “choose your own adventure” project. For this report and presentation, you have a lot of flexibility to select options within several aspects of the assignment that will be helpful for you as an educational leader or doctoral student as well as that align with your personal strengths/preferences. At the basic level, you will choose a book or watch a docuseries and then create a report and presentation to share with the class. The extended description for this assignment can be found in **Appendix G**. The grading rubric is in **Appendix H**.

### *Assessments of Reports and Presentations (Due Nov. 30)*

For the Book/Docuseries Reports and Presentations assignment, many of you will be selecting different books/docuseries to read/watch. Thus, I thought it would be purposeful for you to not only share your presentations and reports with me as the instructor, but also share them with your classmates. It is my hope that you will watch most, if not all the presentations. However, for this assignment you are required to review five presentations/reports and then provide feedback to your classmates about their work. More details about this assignment are available in **Appendix I** and the grading rubric in **Appendix J**.

### *Theoretical Framework Paper (Due Dec. 5)*

By completing this assignment, you are not only expanding your knowledge of this course’s content, you will also be making progress on your planning for your dissertation. For this paper, you will begin by reflecting on your own beliefs and values relating to your dissertation research topic. Next, you will be exploring two potential theoretical frameworks for your study. At least one of these theories must be a critical, postmodern, feminist, queer, or related theory. You will research and describe these theories in depth. Finally, you will select and justify one of these theories as the forerunner for your theoretical framework for your dissertation study. For the full description of this assignment, see **Appendix K**. For the grading rubric, see **Appendix L**.

## Recommendations & Tips

### Tips on Using this Syllabus:

- Read and review this syllabus thoroughly in the beginning of the semester and refer back to it often. If you have any questions or need clarification, please do not hesitate to contact me.
- Use the learning outcomes I provide to evaluate your academic progress in the course. Ask yourself, am I meeting (or exceeding) these learning outcomes?
- Use the course schedule to plan ahead. Let’s be honest, life is busy. Thus, this calendar can help you manager your time.

### Recommendations for Success in this Course:

- Although this is an online course this semester, I would like us to create a sense of community. Please contact me if you need assistance. I am happy to answer questions

or set up meetings. In addition, try to connect with your classmates. Your peers can serve as valuable resources as well.

- Complete the readings for the course. This is a doctoral level course so there may be more reading assigned than you are typically accustomed to. It is important to recognize when you need to read for deep understanding and when you just need to get the basic concepts of the readings. If you look to the weekly activities in the learning modules, it should become more clear which type of reading is necessary. Nevertheless, I have assigned the readings for this course because they are important not only for the course, but for your development as an educational leader. I cannot stress enough, therefore, to please read!
- It is sometimes easy to get behind in the weekly discussion posts in an online course. In fact, one of the major differences in grades and learning in this class is if people keep up with their posts and comments. Thus, try to make this weekly learning a priority in your schedule.
- I have provided you with summaries, extended descriptions, rubrics, and videos for all the major assignments in the course. You should use these resources to guide your work. I would also recommend starting your assignments early. Starting early allows you to produce quality work as well as allows you to ask questions if needed.
- All your written work in this course, including all major assignments and discussion posts, should utilize APA formatting. See below or the APA webpage in the “Resources” area of this course in Folio. Note, you will not be able to adhere to all the formatting in your discussion posts due to the set-up in Folio. However, you should still use in-text citations and end references. The more you practice APA, the better you will become at using it.

## Course/University Policies & Resources

### Participation:

This course is intended to be participatory. As such, your participation is critical for your own learning and for that of your classmates. Weekly activities/posts should all be completed by their assigned deadlines. These deadlines will be clear for each week in the learning module on Folio. Some weeks you will also be able to complete the work in advance, but be sure to return to the appropriate week’s learning module as well. If you are going to be unable to complete the weekly activities/posts, please let me know in advance (send an e-mail message to [ecain@georgiasouthern.edu](mailto:ecain@georgiasouthern.edu)).

### Communication Methods:

During the semester, I expect students to check their Georgia Southern University email accounts daily as well as check Folio several times a week. I may post important information on Folio as well as send email messages (e.g., updates of essential course information). In return, I will return emails and messages on Folio within a timely manner, usually with 24 hours during weekdays.



Assignments should be submitted through Folio by the assigned due date and time unless otherwise stated by the instructor.

### Course Etiquette & Diversity Statement:

I am committed to serving all enrolled students. My intention is to create an intellectually stimulating, inclusive, and respectful class atmosphere. In return, it is expected that each of you will honor and respect the diverse viewpoints and perspectives of others. Therefore, please be mindful of what you post online and how you are treating others including your fellow classmates, other faculty/staff members, and me.

### Chosen Names and Personal Pronouns:

I believe everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs, ze/zir/zirs, etc. Rosters do not list gender or pronouns so you may be asked to indicate the pronouns you use so that I don't make assumptions based on your name and/or appearance/self-presentation (you are not obligated to do so). If you use a chosen name, please let me know. Chosen names and pronouns are to be respected at all times in the classroom. Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not however, tolerate repeated comments which disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen name and personal pronouns may evolve over time, so if at any point during the semester you would like to be addressed differently, please let me know.

### About Written Work:

I expect graduate-level writing skills from you in your written work for this class. This includes grammar, punctuation, spelling, and clarity of expression; please proofread your work carefully. I will expect your papers to conform to APA 7<sup>th</sup> edition style and I may deduct points for errors in APA style. Please note that you do not need to include an abstract with your written work. I first and foremost suggest using the APA Manual (the recommended book for this course) to help you with your APA styling. I have found this website helpful with APA 7<sup>th</sup> edition ([https://apastyle.apa.org/style-grammar-guidelines?utm\\_campaign=apa\\_publishing&utm\\_medium=direct\\_email&utm\\_source=books&utm\\_content=currenteventsresources\\_apaadoptionprofessors\\_april2020&utm\\_term=text\\_middle\\_link](https://apastyle.apa.org/style-grammar-guidelines?utm_campaign=apa_publishing&utm_medium=direct_email&utm_source=books&utm_content=currenteventsresources_apaadoptionprofessors_april2020&utm_term=text_middle_link)). However, you may also find the Purdue OWL website ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)) or other resources (e.g. *The Bedford Handbook*, *APA: The Easy Way!*) helpful. Note, often the computerized citations from websites (e.g. the library and Google Scholar) often have errors; so, it is important to always double-check these before submitting your papers. If you need additional assistance beyond these tips, I suggest utilizing Georgia University's Writing Center (<https://cah.georgiasouthern.edu/writing-center/>) or contact me to schedule an appointment.

### Late Work:

Meeting deadlines is an important part of professionalism. Late discussion posts and late discussion facilitation will be graded as described in their grading rubrics. Alternatively, late major assignments will be penalized by a reduction of one letter grade for each week that they are late. (In other words, an assignment turned in *at any time after the due date* but within one week will be reduced by a letter grade; an assignment two weeks after it was due will mean a reduction of two letter grades and so forth). Late Theoretical Framework Papers will not be accepted after December 9, 2020 due to final grades needing to be submitted.

If there are extenuating circumstances that will prevent you from getting an assignment in on time, please let me know in advance so that we can work something out; do not merely turn the assignment in late. I am usually accommodating to students' reasonable requests, but you need to communicate with me so we can make a plan together.

### Zoom Engagement:

All our course meetings will take place over Zoom this semester. Thus, I want to clarify some of the expectations regarding Zoom.

**Waiting room.** We will use the waiting room feature to grant access to the synchronous course meetings. You will be able to find that week's Zoom link in FOLIO as well as via your Georgia Southern University email address. Please arrive on time for the class session to the best of your abilities.

**Display name.** Please make sure your first and last name are listed in your Zoom name display. If there is a name you want us to go by, please use that. You are welcome to include your pronouns of reference in your display name, as you are comfortable doing so.

**Video.** We ask that you turn your video on whenever possible. This helps us see one another. If you have limited bandwidth or no web cam, it is okay not to use video. If you are unable to find an environment without visual distractions, it is also fine to turn off your video.

**Background.** You can feel free to use a Zoom background while joining us in class. We understand each of us may be in a place where we would not like others to see our living spaces and thus want to allow this feature to be a part of our classroom experience. We ask that you think carefully about your background. If the instructors deem a background to be distracting or derogatory, we will message the student to change the background or we will disable the feature temporarily. Please do not choose an animated background.

**Audio.** Please mute your microphone when you are not talking. It helps eliminate background noise and allows folks to focus more as needed. Please try and find an area

where you can speak freely without much background noise during class. Many of us are managing living situations we did not expect to be in so we understand if this may be difficult. Using headphones or a headset is strongly encouraged but not required.

### **Academic Dishonesty:**

Candidates at Georgia Southern University are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity as essential part of each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Student Conduct is located on the second floor of Russell Union (912-478-0059). Examples of academic dishonesty include, but are not limited to

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A candidate who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

### **Illnesses:**

We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might

have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center COVID-19 self-reporting form (through the MyGeorgiaSouthern portal under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the MyGS mobile app, calling 912-478-CARE (M-F 8am-5pm), or emailing [covidsupport@georgiasouthern.edu](mailto:covidsupport@georgiasouthern.edu). The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.

#### **Disability-Related Accommodations:**

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorders, brain injuries, chronic medical conditions, communication disorders, hearing impairment, learning disabilities, mobility impairment, psychological disorders and visual impairment. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to the SARC office. For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

## Statement Regarding Title IX:

### *Reporting*

Georgia Southern University is committed to supporting its students and responding promptly to complaints made regarding discrimination through the Equal Opportunity and Title IX Office. Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Georgia Southern University does not discriminate on the basis of sex, race, color, sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability.

While students are encouraged to share with faculty any issues or concerns they may be having, please be aware there are reporting requirements which are a part of the job requirements at Georgia Southern University. For example, if you disclose an issue of sexual misconduct, the information will be kept as private as possible but faculty and staff are required to bring it to the attention of the institution's Title IX Coordinator/Director of Equal Opportunity and Title IX. Additionally, you can report incidents or complaints to the individuals listed below.

### *Pregnant and Parenting Students*

Georgia Southern University does not discriminate against students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom. Students should work with their faculty as soon as possible to arrange appropriate accommodations based on this status; delays in reporting may impact available accommodations. Both students and faculty are able to consult with the Title IX Coordinator regarding any questions or issues which arise. Students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom will be treated similarly to other similarly situated students. Absences from class may be excused due to pregnancy or childbirth for as long as medically necessary. At the conclusion of medical leave, the student will be allowed to return to the same academic status. Medical certification may be requested from the student.

### *Places to Report an Incident*

IX/Title IX Coordinator

Statesboro Campus  
Rosenwald Building, Room 1066  
(912) 478-5136

Armstrong/Liberty Campuses  
Student Union D206  
(912) 344-2514  
armdeanofstudents@georgiasouthern.edu  
libdeanofstudents@georgiasouthern.edu

Reporting Form:

<http://president.georgiasouthern.edu/eo-titleix/>

Dean of Students Office  
Statesboro Campus  
Russell Union Room 2022  
(912) 478-3326  
deanofstudents@georgiasouthern.edu

University Police  
Statesboro Campus  
3769 Old Register Rd (Temp Location)  
Statesboro, GA 30460  
(912) 478-5234/911

Armstrong Campus  
11935 Abercorn Street

Savannah, GA 31419  
(912) 344-3333/911  
Liberty Center  
175 West Memorial Drive  
Hinesville, GA 31313  
(912) 877-1906/911

Confidential Reporting Options  
University Counseling Center  
Statesboro Campus  
Building 435  
Forest Drive  
(912) 478-5541

Armstrong/Liberty Campuses

11935 Abercorn Street  
Compass Point  
(912) 344-2529

University Health Services  
Statesboro Campus  
984 Plant Drive  
(912) 478-5641  
health@georgiasouthern.edu

Armstrong/Liberty Campuses  
Compass Point, 7000 Bldg  
11935 Abercorn Street  
Savannah, GA 31419  
(912) 961-5726

#### University Resources:

*Counseling Center:* <https://students.georgiasouthern.edu/counseling/>

*Dean of Students:* <https://students.georgiasouthern.edu/dean/>

*Financial Aid:* <https://em.georgiasouthern.edu/finaid/>

*Health Services:* <https://auxiliary.georgiasouthern.edu/healthservices/>

*IT Service and Delivery:* <https://its.georgiasouthern.edu/its/>

*Library:* <https://library.georgiasouthern.edu/>

*Multicultural Student Programs and Services:*

<https://students.georgiasouthern.edu/multicultural/>

*Office of the Registrar:* <https://em.georgiasouthern.edu/registrar/>

*Public Safety:* <https://finops.georgiasouthern.edu/publicsafety/>

*Student Accessibility Resource Center:* <https://students.georgiasouthern.edu/sarc/>

*Writing Center:* <https://academics.georgiasouthern.edu/fye/students/first-year/on-campus-resources/>

## Course Schedule

### EDLD 9435: Transformative Educational Leadership Practice II

Fall 2020

*This schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructors and the students.*

*\*\*\*For Fall 2020 all in-person classes will be held synchronously online from 9:00 am to noon.*

Module #	Date	Topic(s)	Readings	Assignments Due
1	Week 1 Aug. 17 – Aug. 24  <b>Online Class Aug. 22</b>	Introductions, Expectations, & Course Overview	Read/Review Folio and Syllabus  Assorted Readings (See Folio)	Verify Attendance in Folio
2	Week 2 Aug. 25 – Aug. 31	Core Concepts for Social Justice Education	Textbook Section 1: Chapters 1-8 (p. 1-64)	Discussion Post #1 Due by 11:59 pm on Sunday, Aug. 30  Comments on Post #1 Due by 11:59 pm on Monday, Aug. 31
3	Week 3 Sept. 1 – Sept. 7  <i>(Sept. 7 Labor Day – No Classes)</i>	Racism: Context & Voices	Textbook Section 2: Introduction & Chapters 9-22 (p. 65-146)	Discussion Post #2 Due by 11:59 pm on Sunday, Sept. 6  Comments on Post #2 Due by 11:59 pm on Tuesday, Sept. 8 <i>(note change due to holiday)</i>
4	Week 4 Sept. 8 – Sept. 14	Classism: Context & Voices	Textbook Section 3: Introduction & Chapters 26-39 (p. 163-224)	Discussion Post #3 Due by 11:59 pm on Sunday, Sept. 13

				<p>Comments on Post #3 Due by 11:59 pm on Monday, Sept. 14</p> <p><b>Checkpoint #1 Deadline for Posts #1-3 by 11:59 pm on Monday, Sept. 14</b></p>
5	<p>Week 5 Sept. 15 – Sept. 21</p> <p><b>Online Class Sept. 19</b></p>	<p>Religious Oppression: Context &amp; Voices</p>	<p>Textbook Section 4: Introduction &amp; Chapters 45-59 (p. 247-324)</p>	<p><b>Class Task Due by 11:59 pm on Thursday, Sept. 17</b></p>
6	<p>Week 6 Sept. 22 – Sept. 28</p>	<p>Sexism, Heterosexism, and Trans* Oppression</p>	<p>Textbook Section 5: Introduction &amp; Chapters 63-87 (p. 341-443)</p>	<p>Discussion Post #4 Due by 11:59 pm on Sunday, Sept. 27</p> <p>Comments on Post #4 Due by 11:59 pm on Monday, Sept. 28</p>
7	<p>Week 7 Sept. 29 – Oct. 5</p>	<p>Ableism: Context &amp; Voices</p>	<p>Textbook Section 6: Introduction &amp; Chapters 96-109 (p. 467-514)</p>	<p>Discussion Post #5 Due by 11:59 pm on Sunday, Oct. 4</p> <p>Comments on Post #5 Due by 11:59 pm on Monday, Oct. 5</p>
8	<p>Week 8 Oct. 6 – Oct. 12</p> <p><i>(Oct. 12 Last Day to Withdraw W/O</i></p>	<p>Youth Oppression and Elder Oppression</p>	<p>Textbook Section 7: Introduction &amp; Chapters 116-124 (p. 545-583)</p>	<p>Discussion Post #6 Due by 11:59 pm on Sunday, Oct. 11</p> <p>Comments on Post #6 Due by 11:59 pm on Monday, Oct. 12</p>



	<i>Academic Penalty)</i>			Mid-Semester Course Evaluations  <b>Checkpoint #2 Deadline for Posts #4-6 by 11:59 pm on Monday, Oct. 12</b>
9	Week 9 Oct. 13 – Oct 19  <b>Online Class Oct. 17</b>	Place-Based Oppression	Assorted Readings (See Folio)	<b>Class Task Due by 11:59 pm on Thursday, Oct. 15</b>
10	Week 10 Oct. 20 – Oct. 26	Next Steps: Racism & Classism	Textbook Chapters 23-25 (p. 147-161) & Textbook Chapters 40-44 (p. 225-245) & Assorted Readings (See Folio)	<b>Critical Reflection Paper Due by 11:59 pm on Wednesday, Oct. 21</b>  Discussion Post #7 Due by 11:59 pm on Sunday, Oct. 25  Comments on Post #7 Due by 11:59 pm on Monday, Oct. 26
11	Week 11 Oct. 27 – Nov. 2	Next Steps: Religious Oppression & Sexism, Heterosexism, and Trans* Oppression	Textbook Chapters 60-62 (p. 325-339) & Textbook Chapters 88-95 (p. 444-466) & Assorted Readings (See Folio)	Discussion Post #8 Due by 11:59 pm on Sunday, Nov. 1  Comments on Post #8 Due by 11:59 pm on Monday, Nov. 2
12	Week 12 Nov. 3 – Nov. 9	Next Steps: Ableism & Youth Oppression and Elder Oppression	Textbook Chapters 110-115 (p. 515-543) & Textbook Chapters 125-129 (p. 584-597) &	Discussion Post #9 Due by 11:59 pm on Sunday, Nov. 8  Comments on Post #9 Due by 11:59 pm on Monday, Nov. 9

			Assorted Readings (See Folio)	<b>Checkpoint #3 Deadline for Posts #7-9 by 11:59 pm on Monday, Nov. 9</b>
13	Week 13 Nov. 10 – Nov. 16  <b>Online Class Nov. 14</b>	Working for Social Justice: Visions and Strategies for Change	Textbook Section 8: Introduction & Chapters 130-140 (p. 599-652) & Assorted Readings (See Folio)	<b>Class Task Due by 11:59 pm on Thursday, Nov. 12</b>  <b>Book/Docuseries Reports &amp; Presentations Due by 11:59 pm on Monday, Nov. 16</b>
14	Week 14 Nov. 17 – Nov. 30  <i>(Nov. 23- 27 Thanksgiving Break)</i>	Reports and Presentations Assessments & Prepare Final Papers	Read and Watch Book/Docuseries Reports and Presentations	<b>Assessments on Reports and Presentations by 11:59 pm on Monday, Nov. 30</b>
15	Week 15 Dec. 1-Dec. 7  <i>(Dec. 4 Last Day of Classes)</i>	Course Conclusion & Evaluation		End-of-Semester Course Evaluations  <b>Theoretical Framework Papers Due by 11:59 pm on Saturday, Dec. 5</b>

\***BOLDED** assignments indicate a major graded assignment within the course.

\*\*All listed times are in Eastern Time (ET)