

2008-3



**EDUCATION 813**  
**Organizational Theory and Analysis**  
(Enroll # 12222)

Fall Semester 2008	Instructor:	Dr. Lee Southern
Meeting Dates: Sept 26, 27, Oct 17, 18 Nov 7, 8, 21, 22, Dec 5, 6	Office:	
Times: Friday 5-9pm Saturdays 9am-5pm	Telephone:	604.209.4409
Location: SFU Burnaby	Email:	LeeSouthern@shaw.ca
Room: EDB 8680		

---

## **ACADEMIC HONESTY AND STUDENT CONDUCT**

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or [http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

## **COURSE RATIONALE**

Graduate education explores, inter alia, theoretical concepts for the purpose of advancing understanding of the phenomena being studied. In the case of schooling phenomena organizational theory and analysis is used to advance understanding of how educational organizations work. In a professional education program this understanding has an applied purpose to assist educators in improving their practice respecting the successful operation of schools.

## **DESCRIPTION**

This offering of the course begins with developing a general understanding of the signature characteristics and uses of organizational theory and analysis and proceeds to focus on analysis of

selected organizational elements of BC schools, including:

- organizational power and authority- the governance and politics of education;
- schools as learning organizations – shaping school culture to fit its purpose;
- professional education – organizational requirements of 21<sup>st</sup> century schools; and,
- organizational change – leadership for school improvement

The course's principal method for collective learning will be application of Yankelovich's theory of dialogue (as explicated in the required text- see below).

## **GOALS AND LEARNING OUTCOMES**

To learn collectively through study and dialogue how to apply organizational theory and analysis to advance understanding of schooling for the purpose of improving professional educational practice.

To learn how to apply Yankelovich's theory of dialogue to develop understanding and work with others towards improved professional education.

To gain a broad understanding of selected key issues respecting the improvement of BC K-12 education.

## **REQUIRED TEXTS**

Daniel Yankelovich, *The Magic of Dialogue: Transforming Conflict into Cooperation*, New York: Simon & Schuster, 2001

Ben Levin, *Governing Education*, The Institute of Public Administration of Canada, Toronto: University of Toronto Press, 2005

## **COURSE OVERVIEW**

A detailed course overview, complete with required readings will be e-mailed under separate cover prior to the commencement of classes.

## **GRADING**

### **Class Participation (20%)**

Each student is expected to contribute meaningfully by challenging respected ideas and respecting challenging ideas through participation in the dialogues conducted in each seminar.

### **Case Study Development (20%)**

Each student is asked to develop a case study describing a particular organizational issue experienced in either his/her school community or in the broader provincial context, including issue definition, actions taken or strategies implemented in order to achieve resolution or improvement. Further details will be discussed at the first session.

**Case Study Presentation (30%)**

Each student is asked to prepare and deliver a 10 minute presentation of the case study and respond to questions and critical commentary from classmates.

**Term Paper (30%)**

Each student is asked write a term paper on any topic of personal interest about any aspect of organizational theory and change in 21<sup>st</sup> century schools.