



Professional Education Unit
Gender and Education
EDF/WST 322-301 (Online)
Gender and Education
Fall 2009
3 credits

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Course Description:

This course explores gender and education issues that affect male and female students from preschool to postsecondary education. Cross listed with WST 322.

MSU CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Outcomes SLOs: By the end of this class

- Candidates will explore historical issues that affect gender and education
- Candidates will develop an understanding of equity issues from preschool

- through higher education
- Candidates will understand the role of schools as sites of gender development
 - Candidates will explore a variety of gendered pedagogies and their effects
 - Candidates will increase their knowledge of coeducational and single-sex schools
 - Candidates will examine the nature of education as a gendered profession.

Required Textbook:

Jossey-Bass Reader on Gender in Education. (2002). Jossey-Bass Publishers.
(ISBN # 0787960748) **This book is referred to on the syllabus as J-B.**

Online Course: This course is taught totally online and requires adequate computer access and skills. All course components including graded assignments and due dates are posted from the beginning of the semester. Late assignments will NOT be accepted. If this is your first online course, I would suggest that you familiarize yourself with Blackboard and ask questions well before stated due dates! **All files must be submitted in WORD format.**

Course Evaluation:

The following assignments are required and will comprise the course grade:

Journal Reflections: (20%) 200 points

Candidates will keep a journal in which they respond to assigned readings and class discussions. Journal reflections should include more than summaries of the readings; they should make connections among articles and provide evidence of a synthesis of ideas from numerous sources. Journal reflections should be well written without spelling and grammar errors and should include appropriate citations to the assigned readings. For direct quotes or substantial summaries from articles, ALWAYS provide a page number as well as the author's name (**Example: J-B, Sandler, p. 9** is an appropriate citation for a quote from the first article in the Reader). Journal reflection due dates are included on the course calendar. Journal reflections are due 4 times throughout the semester and are worth 50 points each time for a total of 200 points. Written feedback via scoring rubrics will be provided for each journal reflection. See course documents for more information.

Book review: (20%) 200 points

Each candidate will select and read a book related to gender and education. A written book review will be submitted via Blackboard no later than **6pm Wednesday October 7**. This is a book review – not a book report! A complete explanation and rubric are posted in Assignments. A list of suggested books is posted in Course Documents, but feels free to contact me if you have other suggestions.

Special Project: (25%) 250 points

Each candidate will prepare a comprehensive special project that addresses a specific gender-related education topic (**Example: Non-sexist guidelines for preschool education**). This will allow candidates to focus on an area of special interest. Topics must be submitted (on the required form) and approved in advance by the instructor. The project must include a complete reference list including full citations and at least four sources other than the course textbook.

The due dates for both the final project and the required proposal are on the course calendar. Written feedback and a scoring rubric will be provided.

Discussion Group Participation: (20%) 200 points

Each student is expected to participate in online discussions on a weekly basis. Discussions will end at 6pm on Thursday afternoons and any contributions after that time will not be graded. Complete information can be found in Course Documents. **Note: I consider discussion group participation a conversation—if you ONLY contribute on Thursdays, you are not a significant part of the conversation and will receive only 5 points for your contribution!**

In practice: (15%) 150 points

As a constructivist literacy educator, I am well aware of the importance and reading and writing in the construction of knowledge. The next step to becoming educated is the application of written text to real world scenarios. Several practical application options are available and posted in Course Documents. Select one option (or propose one of your own) to complete, submit and share no later than Thursday Dec. 3

Grades will be assigned according to the following scale:

A= Clearly Outstanding	100-90 %
B= Excellent	89-80%
C= Expected	79-70%
D= Below Expected	69-60%
E= Unsatisfactory	59-0%

Please do not hesitate to contact me at any time if you have questions or concerns about your grades. Your grades are available via Blackboard at all times. Written feedback via scoring rubrics will be provided for the Journal Reflections and Special Project. Discussion group participation will be updated each week. If you have questions about the assignments, it would be wise to ask them **before** due dates, not after. No extra credit will be available.

REMEMBER: This course is taught totally online! That means your written work constitutes the entirety of the course. I am working under the assumption that you will read ALL of the assigned readings thoroughly prior to completing course assignments. If you don't do your readings, you will NOT succeed in this course. The journal reflections give you an opportunity to demonstrate your understanding of the readings as do the midterm and final exams. The special project assignment allows you to focus on an area of special interest related to gender and education.

All written assignments and their due dates are detailed in the syllabus and in the Assignments section of Blackboard. Candidates should read each assignment carefully well before the due date and feel free to ask any questions via email prior to beginning work on the assignments. Most due dates are Fridays (no later than 6pm) and late assignments will not be accepted without a written doctor's excuse (received by postal mail within one week of the missed assignment) or documented failure of the MSU computer system. Do not wait until the last minute to submit assignments and discover that your file is missing or that you cannot transmit it for some reason.

All written assignments should adhere to professional standards and be well written without grammar and spelling errors. Written feedback will be provided on all assignments via Blackboard. **All files submitted MUST be in Microsoft word (.doc) format—no other file format will be accepted and files in any other form will receive a zero grade.**

Americans with Disabilities Act (ADA) In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188,

www.moreheadstate.edu/acs/

Campus Safety Statement: Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

