



Gender and Education
EDF/WST 322-301 (Online)
Gender and Education
Spring 2012
3 credits

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Course Description:

This course explores gender and education issues that affect schools in three broad areas: gender equity issues are examined from preschool through post-secondary education; feminist approaches to pedagogy are explored; and the gendered nature of education as a profession is also investigated.

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

- 1). Candidates will explore historical issues that affect gender and education
- 2). Candidates will develop an understanding of equity issues from preschool through higher education
- 3). Candidates will understand the role of schools as sites of gender development
- 4). Candidates will explore a variety of gendered pedagogies and their effects
- 5). Candidates will increase their knowledge of coeducational and single-sex schools
- 6). 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. If this is your first online course, I would suggest that you familiarize yourself with Blackboard and ask questions well before stated due dates! A discussion board has been set up specifically for the purpose of asking/answering questions. **All files must be submitted in WORD format. (.doc or .docx).** Documents submitted in other formats will **not** be assessed and receive a 0 (zero) grade. They may not be resubmitted for credit. It is the sole responsibility of the student to ensure assignments have been submitted correctly.

Late assignments will be accepted under the following conditions:

1. you have informed the instructor prior to the due date;
2. the assignment is either hand delivered to my office OR postmarked within **one week** of the original due date
3. AND will be subject to an automatic 20% grade reduction

Course Evaluation:

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

Annotated bibliography: (20%) 200 points

Each student will be assigned a specific topic area based upon the modules. You will investigate this area thoroughly and share with the class an **annotated** list of related resources, including books, journal articles, web links, etc. Topic areas will be assigned no later than the third week of classes (Module 2). A rubric and sample annotated list is available in Course Information.

Book Review : (20%) 200 points

Each student will select and read a book related to gender and education. A written book review will be submitted via Blackboard no later than midnight Thursday October 7. This is a book review – not a book report! A complete explanation and rubric are posted in Course Information .A list of suggested books is posted in Course Documents, but feel free to contact me if you have other suggestions. All books must be approved by the instructor.

Research Project: (30%) 300 points possible

Each student will prepare a comprehensive research 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. There are three parts to the project, with three separate submissions and due dates. Proposals must be submitted (on the required form) and approved in advance by the instructor. A Powerpoint overview of the project, with references will be posted on the applicable discussion board. The project must include a complete reference list including full citations and at least four sources other than the course textbook. See Course Information for detailed instructions and the scoring rubric.

Discussion Board Module Participation: (30%) 300 points possible

Each student is expected to participate in online discussions on a twice weekly basis.

Participation requires that you

- (1) Respond to the prompt thoroughly and thoughtfully, using referential information from the readings to back up your point;
- (2) initiate further discussion by posing questions and/or supplying additional information for thought and conversation;
- (3) respond thoughtfully, thoroughly and professionally to at least two of your classmates' postings.

Discussion boards will be open throughout the length of the module. You are entitled to express your own opinion and to politely disagree with any member of the class (including the instructor) but FLAMING will not be tolerated. Complete information can be found in Course Documents.

Note: I consider discussion group participation a conversation—if you ONLY contribute on a single date or late in the module, you are not a significant part of the conversation and will receive minimum points for your contribution!

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. Discussion group participation will be updated each week. If you have questions about the assignments, it would be wise to ask them at least 72 hours **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 annotative resource lists provides you an opportunity to demonstrate the depth of your understanding of the readings. The book review and research project assignments allow 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 Course Calendar 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 Discussion Board Q prior to beginning work on the assignments. Due dates are Thursday at MIDNIGHT via Blackboard only. Once again, regardless of the reason, late assignments will be receive an automatic 20 percent grade deduction and be accepted ONLY by hand delivery or via postal mail postmarked within 7 days of the original due date. No faxed or emailed assignments will be accepted. Should a documented failure of the MSU Blackboard system occur, you will be notified of the re-opening of the assignment drop box. 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 or Rich Text Format (.rtf)—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/.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>