



Course Syllabus

<b>COURSE NUMBER:</b> EDUC 5750 W3	<b>COURSE TITLE:</b> Special Institute: Gender Issues in Adult Learning	<b>TERM:</b> S2, 2007
<b>SITE:</b> Online	<b>INSTRUCTOR CONTACT INFORMATION:</b> Jahna Kahrhoff 228-875-1890 kahrhoff@webster.edu	<b>CREDIT HOURS:</b> 2

**Course Description**

In this course, students will learn about the unique characteristics of adult women learners, including issues such as identity, voice, and development. These issues will be examined from an individual and global perspective. Attention will be given to feminist pedagogy and its impact on the practice of teaching women. The course would be helpful for educators who work with or are interested in working with adult learners in a wide variety of settings, both formal and informal. There are no prerequisite for this course.

**Learning Outcomes**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<ul style="list-style-type: none"> <li>Identify and describe the characteristics of adult women learners</li> </ul>	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1 The informed instructor 2.1 The responsive educator 4.1, 4.2, 4.3 Understand and respects self 1.1 Understand and respects others 1.1
<ul style="list-style-type: none"> <li>Distinguish 3 models of feminist pedagogy</li> </ul>	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.3, 1.4 The informed instructor 2.1 The responsive educator 4.1, 4.2, 4.3, 4.4
<ul style="list-style-type: none"> <li>Identify global issues that impact women learners</li> </ul>	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.3, 1.4 The informed instructor 2.1 The responsive educator 4.1, 4.2, 4.3, 4.4
<ul style="list-style-type: none"> <li>Assess the implications of these characteristics, theories, and issues on teaching adult women</li> </ul>	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.3, 1.4 The informed instructor 2.1 Understands and Respects Professional Communities 3.2
<ul style="list-style-type: none"> <li>Assess their own assumptions about women learners</li> </ul>	Same as SOE Goals and Dispositions	The reflective collaborator 3.1 Understand and respects self 1.3, 1.4 Understand and respects others 1.1

**Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

<b>Week</b>	<b>Topics/Activities</b>
Week 1	<p>Who are Women Learners</p> <ul style="list-style-type: none"> <li>▪ Course overview</li> <li>▪ Weekly discussions</li> <li>▪ Readings               <ul style="list-style-type: none"> <li>○ Hayes &amp; Flannery, Chapter 1</li> <li>○ Hays (2001). A New Look at Women's Learning.</li> </ul> </li> </ul>
Week 2	<p>Social Context</p> <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings               <ul style="list-style-type: none"> <li>○ Hayes &amp; Flannery, Chapter 2</li> </ul> </li> <li>▪ Assignment:               <ul style="list-style-type: none"> <li>○ Draft topic for Individual Project</li> </ul> </li> </ul>
Week 3	<p>Feminist Pedagogy</p> <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings               <ul style="list-style-type: none"> <li>○ Hayes &amp; Flannery, Chapter 7</li> </ul> </li> <li>▪ Assignments:               <ul style="list-style-type: none"> <li>○ Research Exercise</li> <li>○ Group Project Part 1: Background/general info on women in assigned world region</li> </ul> </li> </ul>
Week 4	<p>Identity</p> <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings               <ul style="list-style-type: none"> <li>○ Hayes &amp; Flannery, Chapter 3</li> </ul> </li> <li>▪ Start Group Project Part 2</li> <li>▪ Assignment: Article Review</li> </ul>
Week 5	<p>Voice and Empowerment</p> <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings               <ul style="list-style-type: none"> <li>○ Hayes &amp; Flannery, Chapter 4</li> </ul> </li> <li>▪ Assignment: Research Question</li> </ul>
Week 6	<p>Development and Transformation</p> <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings               <ul style="list-style-type: none"> <li>○ Hayes &amp; Flannery, Chapter 6</li> <li>○ Ross-Gordon, J. M. (1999). Gender Development and Gendered Adult Development</li> </ul> </li> <li>▪ Assignment:               <ul style="list-style-type: none"> <li>○ Group Project Part 2: Discussion on identity, voice, empowerment in assigned region</li> </ul> </li> </ul>
Week 7	<p>Implications for Practice</p> <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings               <ul style="list-style-type: none"> <li>○ Hayes &amp; Flannery, Chapter 8</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Assignment: None</li> </ul>
Week 8	Brining It All Together and Wrap-Up <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Assignment:             <ul style="list-style-type: none"> <li>○ Final Assessment</li> <li>○ Literature Review</li> </ul> </li> </ul>

Resources:

Text:

Hayes, E. & Flannery, D. D. (2000). Women as Learners: the significance of gender in adult learning. San Francisco: Jossey-Bass. ISBN 0-7879-0920-3

Supplemental Readings:

Supplemental readings will be put under Webster EReserves or be posted online by the instructor.

**Evaluation**

Assessments	Links to Course Outcomes	Percentage of Grade
Group Discussion/Project: <ul style="list-style-type: none"> <li>• Part 1: Background/general info on women in assigned world region (100 points)</li> <li>• Part 2: Discussion on identity, voice, empowerment in assigned region (100 points)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the characteristics of adult women learners</li> <li>• Identify global issues that impact women learners</li> </ul>	200 points
Individual Project <ul style="list-style-type: none"> <li>• Research exercise (25 points)</li> <li>• Article review (100 points)</li> <li>• Research question (25 points)</li> <li>• Lit review (150 points)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the characteristics of adult women learners</li> <li>• Assess the implications of these characteristics and theories on teaching adult women</li> </ul>	300 points
Final Assessment	All	250 points
Weekly Discussions, Activities and Participation (30 points per/week + 10 overall participation points)	All	250 points

**Grading Scale**

Points	Grade
930+	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
700-800	C

## **Weekly Schedule**

The weeks in this course will be Friday-to-Friday. New content will be available on Friday mornings, at 9:00 am central time. All assignments will be due on Fridays at midnight, central time.

## **Discussions Participation**

You are required to actively participate in weekly online discussions. While there is no specific day/time at which you must log in, I strongly recommend that you log in several times per week to participate. Your participation will be graded on both the quantity and quality of your postings. First submissions to weekly discussion are expected by Tuesday, midnight. You are required to post a minimum of one original posting to each discussion question, and 1 posting that is a feedback or response to other students' postings. Postings such as "I agree," "Good Answer," or the likes, are not acceptable.

## **Group Project**

There is group project in this course, which is comprised of 2 parts:

1. Background/general info on women learners and social context in assigned world region
2. Discussion on identity, voice, and empowerment and their impact on women learners in assigned region

For each part, groups will research, discuss, and summarize information on women learners in assigned world region. Groups will be assigned at the end of week 1.

## **Individual Project**

The individual project in this course will give students an opportunity to explore a topic of their own choosing. The project is comprised of four parts:

1. Research Exercise – Use Passports online full text databases to identify potential articles
2. Article review – Select one article from Research Exercise for review
3. Research Question – Use article as basis to formulate a research question related to chosen topic.
4. Literature Review – Write literature review based on a minimum of 4-6 articles (can include article already reviewed in step 2)

## **Final Assessment**

Students will be required to respond to 3 out of 5 possible short essay questions.

Additional instructions for all assignment are available in the course.

## **Writing Expectations**

All written assignments, including group assignments, should adhere to the following expectations:

- Use MS Word
- Time New Roman, 12 point font
- 1 inch margins
- Double spaced
- References in APA format

## **Late Submissions**

- Grades for work submitted up to 1 week past the due date will be reduced by 10%.
- Any work submitted more than 1 week past the due date will be reduced by 15%.
- No work will be accepted after Monday (after the last day of class), at midnight (central time).

## **ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

### **ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.