



Course Syllabus

COURSE NUMBER: EDUC 5750 W2	COURSE TITLE: Special Institute: Gender Issues in Adult Learning	TERM: S2, 2008
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Jahna Kahrhoff 228-875-1890 kahrhoff@webster.edu	CREDIT HOURS: 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"> Identify and describe the characteristics of adult women learners 	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"> Distinguish 3 models of feminist pedagogy 	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"> Identify global issues that impact women learners 	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"> Assess the implications of these characteristics, theories, and issues on teaching adult women 	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"> Assess their own assumptions about women learners 	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.

Week	Topics/Activities
Week 1	<p>Introduction</p> <ul style="list-style-type: none"> ♣ Course overview ♣ Weekly discussions ♣ Readings <ul style="list-style-type: none"> ○ Hayes & Flannery, Chapter 1 ○ Hays (2001). A New Look at Women's Learning.
Week 2	<p>Social Context</p> <ul style="list-style-type: none"> ♣ Weekly discussions ♣ Readings <ul style="list-style-type: none"> ○ Hayes & Flannery, Chapter 2 ♣ Assignment: <ul style="list-style-type: none"> ○ Draft topic for Individual Assignment and Country Report
Week 3	<p>Feminist Pedagogy</p> <ul style="list-style-type: none"> ♣ Weekly discussions ♣ Readings <ul style="list-style-type: none"> ○ Hayes & Flannery, Chapter 7 ♣ Assignments: <ul style="list-style-type: none"> ○ Individual Project Part 1 ○ Country Project Part 1
Week 4	<p>Identity and Self Esteem</p> <ul style="list-style-type: none"> ♣ Weekly discussions ♣ Readings <ul style="list-style-type: none"> ○ Hayes & Flannery, Chapter 3 ♣ Assignment: None
Week 5	<p>Voice and Empowerment</p> <ul style="list-style-type: none"> ♣ Weekly discussions ♣ Readings <ul style="list-style-type: none"> ○ Hayes & Flannery, Chapter 4 ♣ Assignment: <ul style="list-style-type: none"> ○ Individual Project Part 2
Week 6	<p>Development and Transformation</p> <ul style="list-style-type: none"> ♣ Weekly discussions ♣ Readings <ul style="list-style-type: none"> ○ Hayes & Flannery, Chapter 6 ○ Ross-Gordon, J. M. (1999). Gender Development and Gendered Adult Development ♣ Assignment: <ul style="list-style-type: none"> ○ Country Project Part 2
Week 7	<p>Implications for Practice</p> <ul style="list-style-type: none"> ♣ Weekly discussions ♣ Readings <ul style="list-style-type: none"> ○ Hayes & Flannery, Chapter 8 ♣ Assignment: None
Week 8	<p>Brining It All Together and Wrap-Up</p>

	<ul style="list-style-type: none"> ♣ Weekly discussions ♣ Assignment: <ul style="list-style-type: none"> ○ Final Assessment ○ Individual Project Part 3
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Resources:

Required 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	Date Due
Country Project: <ul style="list-style-type: none"> • Part 1: Background/general info on women in chosen country (100 points) • Part 2: Discussion on identity, voice, empowerment in chosen country (100 points) 	<ul style="list-style-type: none"> • Identify and describe the characteristics of adult women learners • Identify global issues that impact women learners 	200 points	Part 1: April 6 Part 2: April 27
Individual Project: <ul style="list-style-type: none"> • Part 1: Research exercise and (50 points) • Part 2: Article review (100 points) • Part 3: Lit review (150 points) 	<ul style="list-style-type: none"> • Identify and describe the characteristics of adult women learners • Assess the implications of these characteristics and theories on teaching adult women 	300 points	Part 1: April 6 Part 2: April 20 Part 3: May 9
Final Assessment	All	250 points	May 9
Weekly Discussions, Activities and Participation (30 points per/week + 10 overall participation points)	All	250 points	Weekly

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 thoughtful feedback or response to other students' postings.*** Postings such as "I agree," "Good Answer," or the likes, are not acceptable.

Country Report

The country report will give students an opportunity to explore educational issues related to women in a global context. The country project is comprised of 2 parts:

1. Present to the class background/general info on women learners and social context in your chosen country
2. Present to the class a discussion on identity, voice, and empowerment and their impact on women learners in your chosen country

This assignment should be presented as a PowerPoint presentation.

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 three parts:

1. Research Exercise – Formulate a research question or learning objective and use Passports online full text databases to identify a minimum of three potential articles
2. Article review – Select one article for review (can be one of the articles identified in Part 1)
3. Literature Review – Write a literature review based on 4-6 articles (can include article already reviewed in Part 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, with the exception of the Country Report should adhere to the following expectations.

Points will be taken off for students who do not follow these expectations:

- Use MS Word – ***if you are using MS Vista – please remember to save as .doc (not .docx)***
- Time New Roman, 12 point font
- 1 inch margins
- Double spaced
- Citations and 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, May 12th 2008 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.