



<b>SOCS 5750 section 02</b> COURSE NUMBER AND SECTION	<b>Course Syllabus</b> <b>Christine Nobbe, EdS</b> INSTRUCTOR	<b>cct15@rockwood.k12.mo.us</b> E-MAIL ADDRESS
<b>Gender Issues in Education</b> COURSE TITLE	<b>Summer 2004</b> TERM	<b>3</b> CREDIT HOURS

**TBA**  
SITE

- Course Description: (provide details of student focus, rationale, scope, and prerequisites)  
 What is gender? How does gender affect learning and success in the classroom? Is there a biological basis for gender differences or are the differences due to environment? What classroom contexts affect student learning because of gender? How has the new and continued investigation of gender issues influenced education? Participants will become familiar with current literature and research, reflect on current practices, and identify beneficial changes for student success. After analyzing their personal teaching style as it relates to gender and studying “best practices,” participants will write lesson plans that utilize gender appropriate practices.
- Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
  - Define gender and research the basis for gender (biological and environmental) (MOSTEP 1, 2, 3, 6)
  - Identify gender issues that impact students. (MOSTEP 1, 2, 3, 6))
  - Identify classroom practices related to gender differences that affect students' success. (MOSTEP 1, 2, 3, 5, 6, 7)
  - Identify “best practices” to meet the needs of male and female students. (MOSTEP 1, 2, 3, 5, 6, 7)
  - Evaluate personal attitudes and behaviors related to gender. (MOSTEP 9, 10)
  - Evaluate classroom contexts for gender bias. (MOSTEP 2, 3, 5, 7)
  - Determine areas for improvement (personal, classroom, or school) related to gender issues and develop a plan for change. (MOSTEP 2, 3, 5, 6, 7, 9, 10)
  - Analyze current biological, psychological, and educational research and apply learned information to develop gender appropriate classroom strategies. (MOSTEP 1, 2, 3, 4, 5, 6, 7)
  - Apply learned information and strategies to develop a series of lessons (two or more lessons) appropriate for a specific student population. (MOSTEP 1, 2, 3, 4, 5, 6, 7, 8)
- Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week	In-Class Activities	Assignments/Readings
1	What is gender? How are males and females different? Are the differences biological or environmental? How does gender affect classroom success? A combination of lecture, in-class readings, and discussion will help participants answer these essential questions.	Readings: <i>Boys and Girls Learn Differently</i> Introduction, Chapter 1 and 2 <i>Failing at Fairness</i> , Preface, Chapter 1 & 2 Journal Assignment will be distributed in class
2	What is gender bias? Take an inventory that reveals personal views on gender. A PowerPoint presentation will cover information	Readings: <i>Real Boys</i> Chapters 1 – 4 <i>Failing at Fairness</i> Chapter 3

	<p>about gender bias in the classroom. View gender videos from David Sadker and discuss gender bias presented in videos. Discuss readings and assignments.</p>	<p>Journal Assignment will be distributed in class. Videotape yourself teaching a lesson. Observe gender practices in school, self, and classroom and think about areas of strength and areas for improvement.</p>
3	<p>Review gender bias. Explain the PARC method for analyzing interactions between teacher and students. Analyze classroom lessons using PARC method. Analyze textbooks, literature, magazines, educational videos, websites, classroom décor, etc. for gender bias. Discuss readings and assignments.</p>	<p>Readings: <i>Real Boys</i> Chapters 10 and 11 <i>Failing at Fairness</i> Chapters 9 and 10 Journal Assignment will be distributed in class. Analyze videotaped lesson for gender bias. Observe gender practices in school, self, and classroom and decide on an area for improvement.**</p>
4	<p>A combination of in-class reading and sharing, discussions, and lecture will reveal “best practices” for boys and girls in the classroom based on biological, psychological, and educational research. Participants will take inventories, which will help them compare their own teaching practices to the best practices. In-class readings will include: <i>Work Left Undone: Choices and Compromises of Talented Females</i> by Sally Morgan Reis – chapter 10 – Recommendations for Developing Talent and Gifts in Females. <i>Things Will be Different for my Daughter</i> by Bingham and Stryker – selected sections. <i>Great Books for Boys and Great Books for Girls</i> by Odean – Introduction. <i>Beyond Dolls and Guns: 101 Ways to Help Children Avoid Gender Bias</i> by S. Crawford – selected sections. <i>Real Boys Workbook: The Definitive Guide to Understanding and Interacting with Boys of All Ages</i> by Pollack - selected chapter. See <i>Jane Win</i> by Sylvia Rimm – chapter 1. Discuss readings and assignments.</p>	<p>Readings: <i>Real Boys</i> Chapters 7, 8, &amp;12 <i>Boys and Girls Learn Differently</i> Chapters 5 and 6 <i>Failing at Fairness</i> Chapters 4 and 5 Journal Assignment will be distributed in class. Analyze videotape for gender best practices and identify strengths and areas for improvement. Determine content and concepts for lesson **Develop plan for improvement based on observations of gender practices.</p>
5	<p>The Difficult Years: Adolescence. A combination of in-class reading and sharing, discussion, and lecture will focus on the difficult years of adolescence and how teachers and parents can help students navigate through turbulent times. In-class readings will include: <i>Odd Girl Out: The Hidden Culture of Aggression in Girls</i> by R. Simmons – introduction, chapter 1, chapter 9, and conclusion. <i>Revving Ophelia: Saving the Selves of Adolescent Girls</i> by M. Pipher – chapter 1, chapter 9 (worshipping the gods of thinness) and chapter 11 (sex and violence). <i>Raising Cain: Protecting the Emotional Life of Boys</i> by Kindlog and Thompson – chapters 1, 9, 10, 11, and 12. <i>A Fine Young Man: What Parents, Mentors, and Educators can do to Shape Adolescent Boys into Exceptional Men</i> by Michael Gurian – selected sections. Discuss readings and assignments.</p>	<p>Readings: <i>Boys and Girls Learn Differently</i> Chapters 3 and 4 <i>Failing at Fairness</i> chapters 6 and 7 Journal Assignment will be distributed in class. Begin writing lesson plans.</p>
6	<p>Single-Sex Education. A combination of in-class readings, discussion, and lecture will help participants see the pros and cons of same sex education. Strategies for providing same-sex education in a coed school will be discussed. In-class readings will include: selected sections from <i>All Girls: Single-Sex Education and Why it Matters</i> and <i>Same, Different, Equal: Rethinking Single-Sex Schooling</i> Discuss readings and assignments.</p>	<p>Readings: <i>Failing at Fairness</i> Chapter 8 <i>Real Boys</i> Chapter 9 Journal Assignment will be distributed in class. Work on lesson plans – include analysis of video taped lesson and identify best practices to include in lesson.</p>
7	<p>Discuss readings and assignments. Time to work on assignments in class and obtain instructor feedback.</p>	<p>Readings: <i>Real Boys</i> Chapters 12 &amp; 13 Journal Assignment will be distributed in class. Finish lesson plans.</p>
8	<p>Discuss readings Participants evaluate class; share plans for improvement and lesson plans; and turn in journal, lesson plans, and plan for improvement.</p>	

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s):

- *Boys and Girls Learn Differently* by Michael Gurian
- *Real Boys: Rescuing our Sons from the Myths of Boyhood* by William Pollack
- *Failing at Fairness: How our Schools Cheat Girls* by Myra and David Sadker

Supplemental Readings: (list and indicate how these are to be used) The supplemental readings will be read in class and are listed in the table above. The supplemental readings are subject to change. *Smart Girls* and *Smart Boys* by Barbara Kerr and *Schoolgirls: Young Women, Self-Esteem, and the Confidence Gap* by P. Orenstein will also be used as a reference.

Audio-visual/other: David Sadker video –Gender Equity in the Classroom

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
- a) Gender Journal – Students will maintain a journal throughout this course and will be asked to make several weekly entries: responses to chapters read, personal reflections, observations about gender, etc.; rubric will be given to students. (25% of grade)
  - b) Term Paper/Proposal for Change – Based on learned concepts, students will identify an area of change in self, classroom, or school and will propose a plan for change. (For example, a student might realize that his/her personal writing style is filled with gender bias and outlines steps to make positive changes.) (25% of grade)
  - c) Curriculum Project - Participants will develop a series of lessons (two or more) around a topic (laws of motion, poetry of T.S. Eliot, etc.) using current biological, psychological, and educational research about gender while teaching content. Participants will analyze the lessons they develop using learned concepts and explain how the lessons utilize gender appropriate strategies. BEFORE students begin writing lesson plans they will video tape a lesson and evaluate the lesson for gender “best practices” and areas for improvement. This analysis will help the participants plan their lessons. Participants will receive a rubric and criteria before beginning to write lessons. (40% of grade)
  - d) Class Participation – Active participation in weekly discussions of assigned readings, enthusiastic participation in in-class assignments, and regular attendance. (10% of grade)
7. 3 Hour Courses: Students taking an 8-week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:
- Lab
  - Curriculum Project – see above explanation
  - Paper(s) – see above explanation
  - AV Project – Students will video tape themselves teaching a lesson and analyze the tape for gender “best practices” and areas for improvement. The analysis will be included in the lesson plans.
  - Other
8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:  
Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

NOTE: Papers will not be available for pick up from the School of Education Office.

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This syllabus is subject to change at the discretion of the instructor.  
Regular class attendance is required.