Semester/Year:   Spring 2016

Lecture Hours:   3                      Lab Hours:  0                      Credit Hours:  3

Class Time:     N/A                      Days:     N/A                      Room:     N/A

Instructor’s Name:   Georgia Wheatley

Instructor's Contact Information:  BU210

Office Phone:  268-2700

Email:  wheatley@caspercollege.edu

Office Hours:  
   MW 11:15-12:00 p.m.
   T 10:15-12:30 p.m., 1:45-2:45 p.m.
   TH 11:15 a.m.-12:30 p.m.
   I’m also available on MW when I work in the FlexLab (BU404) from 12:00-3:00, and in the FlexLab on F from 9:00-12:00. Please come by if you have questions or need help with Moodle.
   Others by appointment

Course Description: A discussion of issues central to Women’s Studies: the psychology, sociology, and acculturation of women, and women’s contributions to and influence on society, culture, work and the arts.

Statement of Prerequisites: There are no prerequisites for this class. The clientele are students interested in learning about Women’s Studies as an academic discipline and about women’s contributions to American society.

Goal: The main objectives of the course are to introduce students to the academic disciplines involved in Women’s Studies, to examine traditional knowledge and theories from a feminist perspective, to develop an appreciation of the historic and contemporary works of women, and to investigate the systems that shape women’s lives and expectations. These four goals are emphasized:

- an increased awareness of feminist issues,
- an increased ability in critical analysis,
- an increased sense of personal empowerment,
- and an increased ability to relate education to lives outside the classroom.
Outcomes:

Upon the successful completion of Introduction to Women’s Studies, the student will:

- Demonstrate effective oral and written communication
- Recognize and understand sexist language
- Solve problems using critical thinking and creativity
- Know details about women’s situation in America (including work, health, education, and diversity),
- Demonstrate knowledge of diverse cultures and historical perspectives
- Appreciate aesthetic and creative activities
- Know about several theories of gender inequality,
- Know about women’s contributions to American culture,
- Be aware of gender stereotypes,
- Use appropriate technology and information to conduct research
- Demonstrate the ability to relate content to lives outside the classroom.

Course Objectives:

The course objectives for this class are tied to the following Casper College General Education outcomes:

1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research

Methodology:

Because this course is delivered over the Internet, the successful student will be highly self-motivated. If a student takes this course in-class during a regular semester, he or she would spend approximately 2.5 hours per week in class. The student should expect to spend a similar amount of independent time on this course. College courses typically require 2 hours of homework time for every hour spent in class, which makes the total time requirement for this course as high as 7.5 hours per week. You won’t need this much time every week – some weeks may require more time and some weeks will require less time.

This course is based on “active learning” and “learner-centered” pedagogy. This means that the course is centered on the process of critical thinking and the uncovering of knowledge rather than on the memorization of facts. Both students and instructor have responsibilities within this structure.

Student Responsibilities:

- Claim your education, not become a passive recipient of knowledge.
- Complete the readings thoughtfully and critically and come to class prepared to discuss them.
- Participate in in-class discussions and activities; the more you put into this course the more
you’ll get out of it.
• Teach and learn from each other.

Instructor Responsibilities:

• Create meaningful learning environments for class dialogue, discussion, activities, etc.
• Aim to uncover course content and knowledge.
• Encourage a classroom environment that is conducive to learning.
• Elicit student discovery and construction of knowledge.

In a learner-centered classroom, the focus of the course is uncovering content. Class periods will include critical analysis of readings, discussions, dialogue-based lectures to uncover material, group analytical exercises, critical analysis of films, etc. Students should come to class having read and taken notes on all assigned readings. As you read, consider the following critical questions:

• What is the purpose of the reading? Why did the writer choose to write about the particular topic? What issues are raised by the reading?
• What kind of evidence or experience does the writer use to support the purpose of the reading? Does the writer address the complexities of the issue?
• What connections did you make between the readings?
• How does this piece contradict or confirm other assigned readings?
• How has this reading extended or challenged your understanding of the issues raised?
• Point of View: Does the writer show sensitivity to alternative relevant points of view or lines of reasoning? Does the writer consider and respond to objections framed from other relevant points of view? Does the writer show a sensitivity to the implications and consequences of the position the writer is taking?

Grades

A student’s grade is based on the following components:

• discussion and participation, assessed by grades on the posted discussions,
• other potential assignments based on class progress, events, etc. (announced in advance)
• one midterm academic journal report (70 points),
• and one final academic paper (100 points).

Discussions

Much of your grade for the course will be based on the class discussions. **These discussions are connected to Turnitin, and your responses will be compared against discussion posts from earlier semesters of this course, to current-semester discussion posts, to the Internet, and to other online sources.** Please don’t plagiarize; I’m willing to help anyone understand the expectations for discussions, as well as helping anyone compose or understand a discussion point.

You will be responsible for posting to all discussions that are assigned. It is imperative that you post in time for classmates to respond to your posts; for this reason, your first post will be due by Thursday at
11:55 p.m. of each week. Your first post should be an original post based on the readings and connecting the chapter readings with the readings at the end of the chapter. You should introduce a subject from the chapter that particularly interested you or about which you feel strongly, either positively or negatively. You must include direct reference to the course material. Provide a short quote, or summarize an idea from our readings or from a film. We’ll be using MLA formatting in this course, so your citations should look like this: (Ozakawa-Rey 100) for example, if the quote or the idea were from page 100. You’ll obviously replace the 100 with the page number of your citation. Please plan on including at least 5 complete sentences, in your own words, for each post. The quotes are not included in the 5 sentence minimum.

Each post is worth 10 points and will be graded for format, content, and level of engagement. Each post will be graded as follows:

- A (9-10 points): Contains at least five full sentences. Shows thoughtful, sustained engagement with the reading and the issues under discussion. Includes at least one short citation and explicitly connects the discussion to current week’s course content.

- B/C (7-8 points): Shows engagement with the reading. Shows you’re thinking. Fewer than five full sentences, or quotation is too long.

- D/F (0-6): Way off point, too short to develop ideas, or too technically incorrect. Includes no citations and no connections to course content.

Please read the discussion rubric linked at the top of our homepage. It provides examples of posts, and describes the requirements in further detail.

Midterm Journal Reports

Your midterm paper will be a 3-4 page analysis of an academic journal article. Instructions are posted at the top of our homepage.

Final Research Paper and Presentation

Your final paper will be a 5-7 page description of a book you will select and read over the course of the semester. Instructions are posted at the top of our homepage.

You will also be responsible for creating a presentation for your paper so your classmates can see your work.

Extra Credit

There will be occasional extra credit opportunities. These will be available to students in good standing, i.e., those who have not plagiarized or violated other class rules.

Evaluation Criteria: The final grade will consist of discussion grades, journal report, final paper and presentation scores, and other potential assignment scores. A total point system will be used to
determine a percentage grade with the following scale being used:

A  90-100%  B  80-89%  C  70-79%  D  60-69%

Required Text, Readings, and Materials:
Women’s Lives, Multicultural Perspectives, Sixth Edition, by Gwen Kirk and Margo Okazawa-Rey

Class Policies: Successful completion of the course requires timely adherence to the schedule outlined in the class handouts.

Last Date to Change to Audit Status or to Withdraw with a W Grade: April 14, 2016.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

The instructor reserves the right to change the syllabus and outline as necessary.

Course Content will be posted online on a weekly basis on the Moodle course website. Please note that every week there will be discussions, typically due on Thursdays and the following Sunday.

Midterm papers due no later than Wednesday, 3/9/16 at 11:55 p.m.
Final papers due no later than Tuesday, 5/10/16 at 11:55 p.m.