

#39 10-11GE



The College at
BROCKPORT
State University of New York

Office of the Vice President for Academic Affairs

COLLEGE SENATE
THE COLLEGE AT BROCKPORT

MAR 24 2011

SUNY - 350 NEW CAMPUS DRIVE
BROCKPORT, NY 14420-2825

TO: Barbara LeSivoy, Director
Department of Women and Gender Studies

FROM: Debbie Lampton
Academic Affairs

RE: General Education Codes

DATE: March 10, 2011

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

COURSES	CODES APPROVED	CODES NOT APPROVED
WMS/EDI 436 - Gender Issues K-12	(1) Contemporary Issues	

* It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.

If you wish further clarification of the Committee's decisions, you may contact:

Anne Macpherson, Chair of the General Education Committee
Department of History
Email - amacpher@brockport.edu

Copy: Darwin Prosser, Dean
School of The Arts, Humanities and
Social Sciences

Peter Dowd
Registration and Records

Anne Macpherson, Chair
General Education Committee

Adair Korn
Faculty Senate

Janice Stewart
Registration and Records

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals may be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office</i>	#39_10-11GE <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS – please, no multiple attachments – submit each proposal electronically as one Word document.

- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
- Signed documents may be submitted as hard copies.
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- **Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.**
- Do not send your proposal as a .pdf file.
- Email your proposal as one attachment to senate@brockport.edu. Signed pages can be sent/faxed as hard copies.
- All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

WMS436/536 EDI436 Gender Issues K-12 - Contemporary Issues Designation

2. BRIEF DESCRIPTION OF PROPOSAL:

Designate the WMS 436/536 and EDI 436 Gender Issues K-12 as a Contemporary Issues Course.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? NO YES EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

5. HOW WILL THIS EFFECT TRANSFER STUDENTS:

Additional choice for contemporary issues

6. ANTICIPATED EFFECTIVE DATE:

Fall 2012

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
Feb 17, 2011			

8. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Barbara S. Mitrano	Women and Gender Studies	2018	bmitrano@brockport.edu

9. COMMITTEES TO COPY: (Senate office use only)

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Bylaws Committee	Standing Committee	2/17/11
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	2/21/11
<input type="checkbox"/> Faculty & Professional Staff Policies	Passed GED's to Vice Provost	3/10/11
<input checked="" type="checkbox"/> General Education & Curriculum Policies	Senate	4/18/11
<input type="checkbox"/> Graduate Curriculum & Policies	College President	NA
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Approved for the I – Contemporary Issues

**GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM**

OCTOBER 2008 VERSION

COURSE NUMBER: WMS/EDI 436 COURSE TITLE: Gender Issues K-12

COURSE NUMBERS FOR ANY CROSSLISTINGS: _____

SUBMITTED BY: Barbara LeSavoy

DEPARTMENT/PROGRAM: WMS

DATE: 2 /15 /11

ESTIMATED SEATS/SEMESTER? 30 /Fall 11

NEW COURSE? YES NO

RE-REGISTRATION OF EXISTING COURSE? YES NO

UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS YES NO

DEPARTMENT CHAIR'S APPROVAL _____

Required before General Education Committee Action

SCHOOL DEAN'S ACKNOWLEDGEMENT _____

Required before General Education Committee Action

DATE: 2/15/11

DATE: 2/15/11

GENERAL EDUCATION COMMITTEE APPROVAL _____

Required after General Education Committee Approval

ACADEMIC AFFAIRS ACKNOWLEDGEMENT _____

Required after General Education Committee Approval

DATE: / /

DATE: / /

- All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

- ___ copy of standard *Course Registration Form* signed by chair and dean.
- ___ completed Student Learning Outcomes Checklist(s) as appropriate
- ___ updated bibliography (if applicable) with full bibliographic citations
- ___ 10-copies submitted

- Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

- | | |
|---|---|
| ___ Fine Arts ("F") | ___ Social Sciences ("S") |
| ___ Fine Arts Performance ("P") | ___ American History ("V") |
| ___ Humanities ("H") | ___ World Civilization (Non-Western) ("O") |
| ___ Western Civilization ("C") | ___ <input checked="" type="checkbox"/> Contemporary Issues ("I") |
| ___ Natural Sciences ("N") | ___ Perspectives on Women ("W" or "WY") |
| ___ Natural Sciences Laboratory ("L") | ___ Diversity ("D") |

Committee Action

- Approved as requested - course will be filed with Registration Office
- Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:

PLEASE NOTE: After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses.

CONTEMPORARY ISSUES STUDENT LEARNING OUTCOMES CHECKLIST
(Also "I" with "W", "Y", "D", and/or "O" codes) (October, 2008 Version)

General requirements for Contemporary Issues courses

- All Contemporary Issues courses must be upper division courses.
- Students are required to have junior class standing (min. 54 cr.) and have completed all General Education Knowledge Area requirements. Although Contemporary Issues courses should not have specific prerequisites, a lower division Knowledge Area course in the same discipline that is available to all students may be required with the approval of the General Education committee.

Students in Contemporary Issues courses must achieve all the following student learning outcomes

In the spaces provided below each checked outcome describe how course instruction will be designed to achieve and assess these outcomes. You may append additional information if needed. Contemporary Issues courses are coded "I" if approved in Fall 2003 or later.

- Analyze a major issue with contemporary and enduring human significance, bringing in perspectives that have an important bearing on the issue(s) from more than one of the following Knowledge Areas: Fine Arts, Humanities, Natural Sciences and Social Sciences.

The course focuses on the issue of gender in schools K-12. The course considers both essentialist and social constructionist theories on sex, gender, and intellect drawing on knowledge from both the social and natural sciences, and also traces the history of women in education, drawing on knowledge in the humanities. The course identifies and examines the ways in which gender roles are reinforced in school settings and studies the ways in which race and class interact with gender to influence the schooling experience. Students learn the ways in which teachers and other educators can promote equitable educational experience for all students.

- Recognize and articulate relationships between different Knowledge Areas.
The course draws on sociology and psychology of learning rooted in the social and natural sciences and also draws from the humanities as it considers the history of women's education in the US and scholarship on status of women in education.

- Locate, evaluate and synthesize information from a variety of sources (outcome IL3).

Students are assigned readings from a variety of sources in addition to the textbooks required. They must create questions about the readings for their classmates to discuss. See attached syllabus for detailed readings.

- Develop and defend well-reasoned arguments.

Students are required to defend their discussion positions with classmates; they are also required to do written analysis of popular news media relevant to gender issues K-12.

- Write a major research paper with at least one opportunity for feedback and revision OR

demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor.

Students are required to complete a research paper on a topic of their choice relevant to gender issues K-12; they also must create an oral presentation of their topic and present it to the class. During this process, student papers are peer reviewed by the students' discussion group as well as by the instructor. Students then revise their papers based on this feedback before turning in the final copy for a grade

Contemporary Issues course instructors are encouraged to include instruction in one or two (maximum) of the following three student learning outcomes.

Please check below any outcomes for which you are requesting approval and describe how the course will provide instruction in and assess that/those particular outcome(s).

1. Perspectives on Women:

NOTE: As of Fall 2009, there will be two types of courses in the Perspectives on Women area. The "WY" courses will provide instruction in oral communication and meet the outcomes for this area. The courses coded "W" will not provide instruction in oral communications but will meet the Perspectives on Women outcomes and requirement. SLN and other on-line courses can bear the "W" code but not the "Y" code.

W1 Perspectives on Women courses allow students to demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. **Courses are coded either "W" or "WY".**

Course focus is on how gender roles are enacted in schools and how schools can enforce or interrogate gender bias. The course already carries the W.

Check one of the two boxes immediately below:

For "W" courses – Instruction in Oral Communications outcomes is not required.

Courses already coded "Y" must have approval of the General Education Committee to switch to the "W" code.

Although students are required to complete an oral presentation, there is insufficient time for meaningful feedback and correction

For "WY" courses -- Oral communication outcomes: In addition to the above outcomes, all courses coded "Y" are required to meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

2. Diversity:

RE1 analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration. Courses are coded "D."

Diversity (cont.)

WMS 436
EDI436/536.01
Gender Issues K-12
Fall, 2010

Instructor: Barbara S. Mitrano, Ed.D
Office 201-C Dailey Hall

Office phone: 395-2018
e-mail: bmitrano@brockport.edu

Office hours: 11:30-12:30 Tuesdays and Thursdays and by appt.

Course Description: Addresses the concern of how K-12 teachers and other educators can teach with sensitivity about gender, race, class, and other issues of diversity without becoming overwhelmed. Looks at how educators in various educational settings can deal with the subtle instances of sexism, racism, and other "isms." Focusing first on gender and addressing awareness of how these issues manifest themselves, this course moves to what educators can do to combat the "isms", insuring that all students receive and equitable education regardless of gender, race, or class. EDI/ WMS students registered for graduate credit will be required to write a complete lesson plan regarding gender equity and teach it to the class.

Textbooks: *Rethinking Gender in Early Childhood Education* MacNaughton
Gender in Education Rassen, ed.
Also various readings posted on ANGEL

Objectives of the course:

- ❖ Understand and critique current research about gender and other equity issues in schools
- ❖ Explore ways in which gender, race, class, and other equity issues are interconnected
- ❖ Understand and develop teacher behaviors that influence an equitable climate

What the class is like, what to expect

- ❖ Difficult class, difficult issues, a lot of reading
- ❖ Not a lecture class
- ❖ Discussion is the key; participation is a must
- ❖ You will sometimes be shocked, upset, angry, confused, elated, satisfied, excited etc. Expect it.
- ❖ You have to THINK! It is the most difficult part of the course. Do the analysis.

Prospective Immigrants Please Note

Either you will
go through this door
or you will not go through.

If you do not go through
it is possible
to live worthily

The door itself
makes no promises.
It is only a door.

If you go through
there is always the risk
of remembering your name.

to maintain your standards
to hold your position
to die bravely

Adrienne Rich

Things look at you doubly
and you must look back
and let them happen.

but much will blind you,
much will evade you,
at what cost who knows?

Student Obligations

This is your course. It is not a lecture class. How well things go depend on you. You are expected to read the assigned articles (and others that catch your interest) and come to class prepared to share your opinions. This is a value-oriented course in which you have the right to express your feelings as well as thoughts about the material you study. If you do not agree with an opinion that was expressed, critique the idea or opinion, not the person.

DISABILITY STATEMENT: *Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffice@brockport.edu to inquire about obtaining an official letter to the course instructor detailing and approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.*

Statement on wireless and other electronic devices in the classroom: *Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in the classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom or facility may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphone connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in YOUR RIGHT TO KNOW.*

Discussion/Attendance 20 pts. The purpose of discussion and attendance is to provide an opportunity in which you can discuss, synthesize, apply, and evaluate material.

- ❖ You are expected to come prepared to participate fully in discussion. Preparation entails having read the material in advance. You are expected to attend every class and to actively participate in the discussions. At the end of the discussion period, each group will report on their discussion. I will occasionally sit in on your discussion as an observer.
- ❖ Regular attendance is a major factor in the discussion grade. If you are absent, you are not part of the discussion. After two absences, two points will be deducted from your final grade for each additional absence. This applies regardless of the reason for the absence. **After the fifth absence, you have failed the course. Please refer to p. 11 of Your Right to Know for a discussion of the college's attendance policy. Extended absences due to serious illness or other unusual circumstances are covered on p. 78 of Your Right to Know.**

Questions: 10 pts. Total The purpose of this assignment is to make sure that you have understood the readings and that you can discuss them with your group.

- ❖ For each article or chapter, you will write at least one question for your group to discuss. Guidelines for writing the questions are on ANGEL under the lessons tab.
- ❖ The questions will be collected at the end of the class for which they were assigned.
- ❖ At the end of the semester, if you have turned in questions for all the readings, you will be awarded 10 points toward the final grade.

Media Book 20 pts. The purpose of this assignment is to make you aware of the relevance of gender issues in everyday life.

- ❖ You will create a notebook in which you select articles and pictures from current media sources that deal with gender, especially girls and boys in schools. These should include newspapers, magazines, and Websites that are "mainstream". This means newspapers such as the New York Times, the Democrat and Chronicle, the Washington Post. It does NOT include tabloid magazines and newspapers. It does NOT include pornography or any Websites that are designed to facilitate communication among students like Facebook. Magazines can be "popular" ones such as Newsweek, Time, or US News and World report. They may also include what are referred to as "women's" magazines or "men's" magazines that are not pornography.
- ❖ The most important part of this notebook is the analysis of each article and picture regarding what it is "saying" about gender. How is it reinforcing (or not reinforcing) gender stereotypes? How does this relate to what we are reading and learning about in class?
- ❖ The notebook will be turned in approximately every three weeks during the semester. I will comment on what you have done up to that point. The grade will be given at the end of the semester.
- ❖ The media book does not need to be artistic, but it must be neat, so, as the saying goes, "neatness counts".
- ❖ What also counts is sentence structure, grammar, punctuation, and spelling.

Tests 20 pts. TOTAL

- ❖ There will be a total of **two** tests (10 points each) during the semester. These tests will be done during class time and you will be allowed to use your notebook only for the tests.
- ❖ **Take notes on all the readings as well as taking notes in class. This means that I require you to make reference to the readings and class notes in your essay answers.**
- ❖ You will have an opportunity to give suggestions as to what the test questions will consist of.
- ❖ You will have a choice of questions for each test.
- ❖ Tests will be graded based on the quality of your organization, your analysis of the issues involved, your ability to connect these issues to the larger society, and the quality of your writing, including spelling, grammar, and sentence structure.

Oral Presentation: 10 pts.

- ❖ Each student will prepare and present a 10-min. Powerpoint presentation based on their final paper.
- ❖ Presentation will be evaluated on the thoroughness of coverage of the topic, the relevance of the topic to the issue of gender and schooling, and the quality of analysis of the literature.

Final Paper: 20pts.

- ❖ The final paper is due on the last class meeting.
- ❖ The paper should be approximately 10 pages, double spaced, font size not larger than 12.
- ❖ You will be able to choose a topic related to the course that is of interest to you.
- ❖ We will discuss possible topics in class.
- ❖ Your paper be will graded based on the quality of your organization, your analysis of the issues involved, your ability to connect these issues to the larger society, and the quality of your writing, including spelling, grammar, and sentence structures.
- ❖ Late papers **are not accepted.**
- ❖ The format for the heading of the paper should be as follows:

WMS 436/EDI 436/536

Your Name

Date

Topic

Additional requirements for graduate students

- ❖ The final paper should be 15-20 pages and should reflect a clear application to classroom practice
- ❖ Write a complete lesson plan clearly demonstrating gender equity and teach a 15 minute segment to the class. This counts as your oral presentation.

GRADING DESCRIPTION

People earn an A who

- Come to every class on time
- Write clearly and expressively
- Are able to analyze, think critically,
- Make connections
- Express themselves orally in an articulate, respectful way
- Listen attentively to their classmates and the instructor
- Use their creativity to enhance the class
- Turn in assignments on time
- Do the readings on time
- Engage actively with the material
- Raise thoughtful, insightful questions

People earn a B who usually

- Come to almost every class on time
- Write clearly and expressively
- Are able to analyze, think critically, make connections
- Express themselves orally in an

- Listen attentively to their classmates and the instructor
- Use their creativity to enhance the class
- Turn in assignments on time
- Do the readings on time
- Engage actively with the material
- Raise thoughtful, insightful questions

People earn a C who **inconsistently**

- Come to class on time
- Write clearly and expressively
- Are able to analyze, think critically, make connections
- Express themselves orally in an articulate, respectful way
- Listen attentively to their classmates and the instructor
- Use their creativity to enhance the class
- Turn in assignments
- Do the readings
- Engage actively with the material
- Raise thoughtful, insightful questions

UNDERGRADUATE GRADING SCALE

People earn a D who **rarely**

- Come to class on time
- Write clearly and expressively
- Are able to analyze, think critically, make connections
- Express themselves orally in an articulate, respectful way
- Listen attentively to their classmates and the instructor
- Use their creativity to enhance the class
- Turn in assignments
- Do the readings
- Engage actively with the material
- Raise thoughtful, insightful questions

93 or higher	= A
90-92	= A-
87-89	= B+
83-86	= B
80-82	= B-
77-79	= C+
73-76	= C
70-72	= C-
67-69	= D+
60-66	= D
59 or less	= E

People earn an E who **almost never**

- Come to class on time
- Write clearly and expressively
- Are able to analyze, think critically, make connections
- Express themselves orally in an articulate, respectful way
- Listen attentively to their classmates and the instructor
- Use their creativity to enhance the class
- Turn in assignments
- Do the readings
- Engage actively with the material
- Raise thoughtful, insightful questions

GRADUATE GRADING SCALE

93 or higher	= A
91-92	= A-
87-90	= B+
83-87	= B
80-83	= B-
77-80	= C+
73-77	= C