

ATTENTION STUDENTS: This is a 100% online course. Before you start it, you need to go to TWU's Distance Education page at www.twu.edu/dl/index.htm. Under "Announcements For Students" review the University's requirements and expectations for students who enroll in Distance Education courses.

Review also the University's Minimum Computer Requirements for taking DL courses at www.twu.edu/dl/Prospective_Students/computer-reqs.htm

Instructor: Becky Bryant

Office hours: Online and by arrangement

Office: 513 CFO, Denton campus, and my "Virtual Office" online

E-mail: bbryant@twu.edu

E-Mail Guidelines

In today's business environment, e-mail is a critical form of communication. I prefer e-mail to the telephone, and I try to reply within 48-hours (Monday-Friday). If you don't get a reply within two days, you might want to make sure I got your e-mail.

For all e-mails:

- (1) Include an appropriate topic heading in the subject line. This is very helpful in organizing and finding e-mails.
- (2) Always state your name and which course and section number you are writing about.
- (3) State your comment or question clearly.
- (4) Try not to include too many different subjects in one e-mail.

Required Text(s):

- **Dubeck & Dunn. (2006) *Workplace/Women's Place: An Anthology, 3rd. Ed.***
- **Pat Heim. (2005) *Hardball for Women***

I. Course Description:

Examination of perceived gender differences existing in the workplace. Development of skills and strategies to overcome social and organizational barriers based on these perceived

differences; and the perceptions and realities of women as professional business employees, managers, and business owners.

II. Course Objectives:

After completing the course, the student should be able to:

- A. Describe women's economic contributions to their communities in different eras
- B. Describe historical changes in the nature of women's participation in economic productivity at home (in the family) and in the paid workforce
- C. Identify and discuss the roots of many social-cultural attitudes behind the unwritten rules of the workplace.
- D. Identify differences and similarities between women and men in regard to management practices, leadership styles, and communication styles.
- E. Discuss life/work priorities and choices and trade-offs between alternatives faced by working women and men.
- F. Describe and identify some successful business women in corporate and organizational environments around the world.
- G. Describe and identify some successful business women entrepreneurs/women business owners around the world.
- H. Describe some attitudes, behaviors, skills, and strategies that enhance women's professional status and competence in the world of paid work and personal careers.
- I. Be able to use the Internet as a information source and networking tool.

III. Course Requirements and Grading System:

A. Explanations of Required Assignments:

1. Exams will cover mini-lectures, assigned text and case readings, and assigned Internet resources. Exams will be essay and/or objective – true-false, multiple-choice, fill-in-the-blanks, or completion. Three exams will be given (see Syllabus; any changes to exam dates scheduled in the Syllabus will be announced on Blackboard under Announcements. 3 Exams at 100 pts. each = 300 pts. total

- 2. Participation in Discussion Board and Book Report:** You are expected to contribute and share with your virtual classmates on the assigned Discussion Board/DB topics and other projects, such as the exercises in Pat Heim's book. You are expected to contribute and share with your virtual classmates on the assigned DB and BR topics. Your work will be evaluated both on quantity (weekly participation as assigned) and quality. Best students will read others' comments and interact occasionally with classmates. Read Discussion Board Guidelines (see box below).

Weekly participation in weekly topic DBs -- up to 100 pts.
Participation in Heim's BR DBs – up to 40 pts.

- 3. Value of Domestic Work Assignment (DV).** All too often we discount the value of the routine chores we spend on "domestic maintenance work." This exercise is meant to make each of us realize the value (in dollars) of the time we spend in this manner, taking care of routine tasks for self, family, household etc. Find Instructions and a DV form for reporting results under Course Documents. Submit by end of Week#5 through Digital Drop Box and by e-mail. (25 pts.)

Discussion Board Guidelines (for Blackboard)

1. When a new Discussion Forum is posted, please participate in a timely manner (e.g., within the first week after it is posted. This will help maintain everyone's interest and will allow us to move on to the next topic more easily. For some discussions, a deadline for participating will be posted.
2. You may post your own comments (add new thread) and/or reply to others' comments (simply hit "reply" at the end of someone's comments).
3. The Discussion Board is not a chatroom! You need to write complete thoughts using complete words and complete sentences. You should proofread your comments before submitting them. If you have trouble with spelling or grammar, you can type your comments in Word. After editing, you can then copy the text and paste it into the discussion box.
4. Every discussion post should have a specific, relevant subject heading. Do not simply use the same subject line as everyone else (unless you are replying and include "re: ").
5. All discussions should use courteous and clean language. While you may certainly disagree with someone and offer alternative views, please show proper respect and do not make personal attacks.

B. Grading System Explained:

Your grade will be assigned depending on the number of points you accumulate in the course across the semester (16 weeks). The points will be assigned in the following manner:

Exams: Three exams at 100 pts. Each	=	300 pts.
DB participation (weekly topics):	=	100
DB participation (Heim book report)	=	40
Project: The Value of Domestic Work	=	25
Total Points Possible (TPP)		= 450 pts.

YOUR GOAL will be to earn as many of these points as possible as they are assigned throughout the semester. Read the following Example on "How to Calculate Your Grade in this course."

Example: How to Calculate Your Grade in this course:

For calculating grade during course:

Example: Assume it is April 2. You want to know how you are progressing in the course and what you might expect grade-wise at the end of the semester if you keep on in the same way you've done so far. Follow the steps.

Step 1: Check Gradebook to determine the number of points that it has been possible to earn up to that point in time. You see that 250 pts. have been made available.

Step 2: Use the following information to convert possible points to grade-ranges.

For the **A-range**, multiple Total Pts. Possible (**TPP**)—in this case, 250 pts-- by .9 (90%). That gives you the low end of the A-range. TPP is the top end. Thus, the A-range is between 225 and 150 pts. If your *earned* pts. total is within that range, you would be in the A-range (again, at that point in time).

Step 3. Check Gradebook for the total number of points you have added up so this far in the course. For this Example, assume Gradebook shows that you have earned 185 of the 250 points possible on this date.

Step. 4: Compare YOUR point total to the grade-range calculations (according to the percentages indicated above)

Step 5: In our Example, assume you see that your 185 pts puts you within the C-range (between 175 and 200 pts. You decide to put in some extra study time and try to bring the points on the remaining work and exams to a higher percentage category, i.e. grade-range. You feel that you can add those missing 15 pts. to your totals and get into the B-range on the rest of your coursework.

A-range is 405-459 pts. (90%-100%);

B-range is 360-404 pts. (80%-89%);

C-range is 315-359 pts. (70%-79%);

D-range is 270-314 pts. (60%-69%);

F is applied when 269 pts. or fewer pts. have been accumulated..

Look up your point totals from all of your coursework and use that number to find the letter grade that will be submitted to the Registrar's Office and will appear on your transcript.

IV. Tentative means that there may be changes in assignments or dates for activities (either adding something or changing an assignment or date in your Syllabus). The student is responsible for keeping her/himself up-to-date by routinely checking Course Documents, Announcements and reading E-mails from the Instructor. The student is expected to have a current and valid personal E-mail address registered with the University. (The University places the E-mail address a student gives to them in the student's contact information for the course. Without an up-to-date E-mail address, the student may fail to receive information about class changes/updates/etc.

Note to students: Assignments will be given on a weekly basis. The student has the full period of a week to do her/his weekly assignment

Week #1: August 25-31; Introduction

August 25 First Day of Classes for Fall 2008 semester

August 25-28 Late registration period (late fee assessed);p 7:30a.m.-6 p.m.

August 28 Last day to register or add a class

ASSIGNMENT(S): *Print off a copy of this syllabus for your own use and future reference. Read the syllabus. E-mail me if you have questions.*

Read: (1) Dunn & Dubeck, Introduction, pp. 1-12 and pp. 15-16; also, Chapter 1:

Parental influence and women's careers; *and*

(2) Stats which help us get acquainted with today's working women from two sources: Compare the stats from Appendix II, pp. 367-70 in your text and the 2007 update of the U.S. Women's Bureau website at

<http://www.dol.gov/wb/media/reports/main.htm> ; and,

(3) Heim, Chapter1: The Game of Business

Discussion Boards: (Do after completing your reading assignments).

(1) Topic DB #1: Introduce yourself. Share information such as your major, class (i.e., junior), and something you consider interesting about yourself.

Week #2: Sept. 1-7: Two Eras that have helped define women's status

September 1 Labor Day holiday. University closed-no classes

ASSIGNMENTS

Read:

1. D&D text, pp. 3-6, "Changing patterns of women's work" and "The importance of industrialization on women's work";
2. Mini-lecture on "The lives of Colonial-era women" (Attachment)
3. Mini-lecture on "How the Industrial Revolution (IR) changed women's lives and the Cult of Domesticity" (Attachment)
4. Mini-lecture on "The contributions of 'the invisible housewife' – J. Schor (Attachment)
5. Mini-lecture on "How employers still define the Ideal Worker based on the IR mindset (Attachment)
6. Heim, Chapter 2: We Live in Two Different Worlds

Discussion Boards: After completing your reading assignments, go to the Discussion Boards (DBs)

Week#3: Sept. 8-14: Diversity in women's work experiences (differences by racial/ethnic/ socio-economic, and marital status factors)

September 10 Last day to file for graduation by students completing degree requirements by

December 2008; 5 p.m.

September 10 Last day to drop a class, but not withdraw from the University and receive a refund

September 10 Official Census Date

ASSIGNMENTS:

Read:

- (1) D&D text, Ch. 4 and Ch. 17
- (2) Mini-lecture on "Diversity in work experiences: I,"
- (3) Mini-lecture on "Diversity in work experiences: II"

- (4) Mini-lecture on "Women in early factories," and
- (5) Information on Sex slavery today (links to PBS)
- (6) Heim, Chapter 3: Do What the Coach Says – Period!

Discussion Boards: After completing your reading assignments, go to the Discussion

Boards (DBs):

- (1) Topic of the week DB:
- (2) Heim DB:

Week#4: Sept. 15-21: Sex segregation in jobs and the "wage gap"

ASSIGNMENTS

Read:

- (1) D&D text, pp. 53-58
- (2) D&D text, Chapter 5: Gendered jobs and gendered workers
- (3) D&D text, Chapter 6: Sex segregation and the workplace
- (4) D&D text: Chapter 7: The penny pinch
- (5) Heim, Ch 4: Competition: The Name of the Game

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs):

- (1) Topic of the week DB

Week#5: Sept. 22-28: Sex segregation and the wage gap, *continued*

ASSIGNMENTS

Read:

- (1) D&D text, Appendix I: Salary Survey from NAFE (National Association of Female Executives)
- (2) Internet Assignment: Check out differences in pay between women and men in selected jobs at <http://www.aflcio.org/issues/jobseconomy/women/equalpay/> and scroll down to "See equal pay figures by occupation"
- (3) Internet assignment: Also, let's gain some insight into the global picture on working women, including working conditions and pay at:

<http://aflcio.org/issues/jobseconomy/women/global/index.cfm>

- (4) Internet Assignment: Read about traditional and nontraditional jobs for women and the demand for the “hot jobs” of the coming decades at <http://www.dol.gov/wb>
- (5) Heim, Chapter 5: How to Be a Team Player

Discussion Boards: After completing your weekly reading assignments, go to the Discussion Boards (DBs):

- (1) Topic of the week DB:

Week#6: Sept. 29-Oct. 5: Legal Legacy for working women (U.S.)
October 2 Last day to drop a class without academic penalty; 5 p.m.

ASSIGNMENTS

Tentative: First Exam, TBA (Study guide available on Monday; Exam available on Blackboard from 6 a.m. Friday-11 p.m. Saturday)

Read:

- (1) D&D text, Chapter 9; Chapter 11; and Chapter 29
- (2) Mini-lecture: The difference between *equal pay* and *comparable worth*
- (3) Mini-lecture: The difference between *sexual harassment* and *sex bias* in the workplace
- (4) Mini-lecture: Women, work, and the law, Part 1
- (5) Mini-lecture: Women, work, and the law, Part 2
- (6) Heim, Ch. 6: How to Be a Leader

Discussion Boards: After completing your weekly reading assignments, go to the Discussion Boards (DBs):

- (1) Topic of the week DB:
- (2) Heim DB:

Week#7: Oct. 6-12: Transitions

ASSIGNMENTS

Read:

- (1) Mini-lecture: "Barriers to Advancement," from Catalyst's *Advancing Women*
- (2) Mini-lecture: "The Business Game Legacy," from Harragan
- (3) Mini-lecture: "Learning the Game Plan," from Harragan
- (4) Mini-lecture: " Women's role in the corporation (pre-Title VII)," from Rosabeth Moss Kanter
- (5) Mini-lecture: "The ceiling and the wall," from Morrison
- (6) Mini-lecture: "Success factors," from Morrison
- (7) Internet assignment: Use your Search engine to answer the question, "Who was "Rosie the Riveter"?"
- (8) Internet assignment: Use your Search engine to answer the question of "What was/is meant by the "Pink Collar Ghetto"?"
- (9) Heim, Ch. 7: Power Talk: Using Language to Your Advantage

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs):

- (1) Topic of the week DB:
- (2) Heim DB:

Week #8: Oct. 13-19: Management roles

ASSIGNMENTS

Read:

- (1) Mini-lecture: What does a *manager* do?
- (2) Mini-lecture: "The importance of networking," from Wellington
- (3) Mini-lecture: "Conduits to the top: line and staff jobs," from Wellington
- (4) Mini-lecture: "Workplace misconceptions," from Wellington
- (5) Internet assignment: Catalyst report (2005) on "Women 'take care,' men 'take charge'," shows us how old gender biases hold on in today's workplace Internet link:
<http://www.catalyst.org/publication/94/women-take-care-men-take-charge-stereotyping-of-us-business-leaders-exposed>

- (6) Heim, Ch. Power Moves: Using Nonverbal Cues to Your Advantage

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs)

- (1) Topic of the week DB:
- (2) Heim DB:

Week#9: Oct. 20-26: Women slowly making progress -- reports

ASSIGNMENTS

Read:

- (1) D&D text, Ch. 10; and Ch. 18
- (2) Internet assignment: How many women can you name who have made it to the top in the business and/or corporate world? Are there female role models for other women? To answer this question, we will go to some of the "top women" lists [routine the past few years, but unknown little more than a decade ago] from *Fortune*, *Forbes*, and *The Wall Street Journal* so we can identify some of these women [globally]. (Links will be provided.)
- (3) Internet assignment: Here's a government report on women's progress in the private sector. Link to "Glass Ceilings: The status of women as officials and managers in the private sector (Link will be provided)
- (4) Internet assignment: Advancement has been uneven for women in different racial/ethnic groups. Visit Catalyst at <http://www.catalyst.org> to read about this. By the way, what is meant by the "concrete ceiling"? (find in Catalyst reports)
- (5) Heim, Ch. 9: Making the Most of Criticism and Praise

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs):

- (1) Topic of the week DB
- (2) Heim DB

Week#10: Oct. 27-Nov.2: Women making progress, *continued*.

October 30 Last day to drop a class or withdraw from the university;

ASSIGNMENTS

Read:

- (1) D&D text, Ch. 18: Negotiating identity in raced and gendered workplace interactions: The use of strategic communication by African-American women senior executives within dominant culture organizations;
- (2) D&D text, Ch. 19: Selling women short: A research note on gender differences in compensation on Wall Street;
- (3) D&D text, Ch. 20: Voices Abriendo Caminos: A qualitative study of the career development of notable Latinas
- (4) Where are the women? Three readings from Fast Company [magazine]. (Find under Course Documents)
- (5) Heim, Ch. 10: Setting Goals and Staying Focused

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs):

- (1) Topic of the week DB:
- (2) Heim DB:

Tentative: Second Exam this week It will cover Weeks 5-10. A study guide available on Monday; the exam will be available from 6 a.m. Friday through 11 p.m. Thursday

Week#11: Nov. 3-9: Being your own boss—women as entrepreneurs and business owners

ASSIGNMENTS

Read:

- (1) Internet assignment: Begin by taking an entrepreneurial quiz to learn something about characteristics associated with entrepreneurs to find if you fit the pattern or not. (There is no CORRECT answer; it is a matter of getting to know yourself.) Try these links: (quiz) (SBA characteristics)
- (2) Mini-lecture: "Entrepreneurs: Characteristics of women small business owners (WSBOs)," synopsis of book chapter.
- (3) Mini-lecture: Women entrepreneurs, excerpted from Ch. 7, *Careerpreneurs* book by Moore. (Find under Course Documents)

- (4) Mini-lecture: Comparison of successful female corporate managers and successful female entrepreneurs, Attachment/link to article
- (5) Different types of women entrepreneurs (Moore)
- (6) Internet assignment: Information about women business owners from the Center for Women's Business Research at http://www.nawbo.org/section_81.cfm and http://www.nawbo.org/content_311_page2.cfm
- (7) Internet assignment: Visit the "Enterprising Women Exhibit" at <http://www.radcliffe.edu/schles/exhibits/enterprisingwomen/> and note that women have been involved in business ownership for centuries.
- (8) Heim, Ch. 11: Winning Is All That Matters

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs):

- (1) Topic of the week DB:
- (2) Heim DB:

Week#12: Nov. 10-16: Information about business ownership for women and others from the U.S. SBA (Small Business Administration)

ASSIGNMENTS

Read:

- (1) Check out the SBA site – semi-guided tour (attachment) for tips on starting and managing your own business
- (2) Heim, Chapter 12: Making Your Next Play: What's Your Game Plan?

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs):

- (1) Topic of the week DB:
- (2) Heim DB:

Week#13: Nov. 17-23: Planning for your future –knowing your personal priorities and making trade-offs

ASSIGNMENTS:

Read:

- (1) D&D text, Ch. 12: The Second Shift
- (2) D&D text, Ch. 13: The Time Bind
- (3) Mini-lecture: Notes from "Work and Family: Allies or Enemies?" by Friedman and Greenhaus" Life role priority groups
- (4) Internet assignment: Work and Families Institute—an important source for research and information on work-life issues. Review site. LINK

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs):

- (1) Topic of the week DB
- (2) Heim, Chapter 13: Creating Your Own Rules

Week#14: Nov. 24-30: Challenges of Work-Life Balance

November 26-20 Thanksgiving holiday (no classes-university closed)

ASSIGNMENTS:

Read:

- (1) D&D text, Ch. 14: Fast-track women and the 'choice' to stay home
- (2) D&D text, Ch. 16: The work-home crunch
- (3) D&D text, Ch. 28: Kaleidoscope careers: An alternative explanation for the 'opt-out' revolution
- (4) Catalyst reference: The 'business rationale' for utilizing women's contributions and talents in the workforce (Attachment/reference)
- (5) Internet assignment: Defining work-life balance (Families and Work Institute/FWI – link/attachment)
- (6) Internet assignment: Top 10 reasons for workplace flexibility
- (7) Internet assignment: Examples of flexible work arrangement (FWI-link/attachment)

Discussion Boards: After completing your weekly reading assignments, go to the

Discussion Boards (DBs):

- (1) Topic of the week DB
- (2) Heim DB

Week #15: Dec. 1-5: Whose problem is it? Work-life balance -- not just a woman's issue anymore.

ASSIGNMENTS:

Read:

- (1) D&D text, Ch. 27: Are we there yet? Reflections on work and family as an emergent social issue
- (2) D&D text, Ch. 30: Blessing or curse? Work family policies and mother's wage growth over time
- (3) Other articles/links to

Discussion Boards: After completing your weekly reading assignments, go to the Discussion Boards (DBs):

Week #16: Dec. 6 (8a.m.)-Dec. 12(9 p.m.): Final Exam Week:
The Third and Final Exam will cover Weeks 11-16. Exact day & time TBA

December 13: Commencement, Denton campus
December 14: Commencement, Houston campus

******CONGRATULATIONS TO OUR NEW GRADUATES !!!!******

and

HAPPY HOLIDAYS to ALL!!!!

TWU ADA Policy:

Texas Woman's University complies with all applicable federal, state, and local laws, specifically section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) with respect to providing appropriate academic adjustments that will afford equal access to the educational process. It is the responsibility of the

student to register with the office of Disability Support Services (DSS) at the beginning of each semester (no later than the second week of school *unless otherwise determined by the DSS director*). For further information regarding DSS, please contact the office at (940) 898-3835 (voice), 898-3830 (TDD), dss@twu.edu or visit CFO 105.

TWU Academic Integrity Policy:

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries "Quick Links" under "Research Help" (<http://www.twu.edu/library/literacyindex.htm>).