



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 5/13/2010
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 4/10/2008

COURSE SUBJECT & NUMBER: BUS 212

COURSE NAME: *Women in Organizations

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

ADVISORY: Eligibility for College Level Reading and ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This transfer-level course is designed to identify and compare differences in gender communication and workplace diversity in an organizational setting. Awareness of the differences in both genders is emphasized to improve interaction between genders in business settings. The effects of gender communication and workplace diversity on the specific ethnic groups of African American, Asian American, Latino, and Native American women are examined. Special emphasis is placed on how gender impacts the outlook regarding work in organizations, the differences in work/life prioritization, and evaluation of work performance based on gender-specific criteria. The course will evaluate the role of women in such areas as enhanced employee relations, goal setting, networking, competing, sexism, mentoring, and career leadership planning. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- *1. Recognize the common organizational/social problems faced by both men and women and describe coping tools used in overcoming these problems.
- *2. Identify and explain the major issues facing women in traditionally male-dominated organizational cultures.
 3. Discuss the differences in male and female leadership, communication, and problem-solving styles to appreciate women as an integral part of the organization.
 4. Examine the cultural norms that both support and deter women in organizational settings.
 5. Examine the specific challenges faced by the African American, Asian American, Latina, and Native American women in organizational settings.
- *6. Identify and apply legal issues/rights affecting employment diversity, including sexism.
7. Explain the historical role women have played both inside and outside the organization.
- *8. Develop effective group techniques through participation in work team activities.
9. Demonstrate an awareness of organizational cultures and workforce diversity.
- *10. Develop analytical and problem solving skills by using the case analysis method of learning.

*Denotes SCANS competencies

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Barriers to Advancement in Male-Dominated Organizations

- A. Stereotyping and Gender Roles
- B. The Glass Ceiling
- C. Organizational Costs and Lost Opportunities

II. Communication Style Differences Between Men and Women

- A. Statistically-Based Communication Differences
- B. Common Perceptions Among Men and Women about Communication Issues

III. Cultural Norms Associated with Gender

- A. Nature vs. Nurture
- B. Important Influences on Gender Development
- C. Male vs. Female Socialization Patterns
- D. Male vs. Female Definitions of Success and Desirability

IV. Special Issues Confronting Ethnic Minorities in Organizations

- A. African American Women
- B. Asian American Women
- C. Latino Women
- D. Native American Women

V. Legal Implications of Sex Discrimination in Employment

- A. Overview of Discrimination Law
- B. Discussion of Specific Sex Discrimination Statutes

VI. Working in Diverse Teams

- A. Mixed-Sex vs. Same-Sex
- B. Influences of Team Composition on Individual Members
- C. Making the Mixed-Sex Team Effective

VII. Male vs. Female Leadership Styles

- A. Historical Perspectives of Female Leadership Roles
- B. The Male, Female, and Androgynous Leadership Styles

VIII. Common Issues in Home vs. Work Life

- A. Balancing Work and Family
- B. The Societal Impact of Career Decisions vs. Family Options
- C. Coping Mechanisms

IX. Strategies for Success

- A. Alternative Career Options
- B. Entrepreneurship
- C. Work-at-Home Careers

X. Leaving a Legacy to Help Others

- A. The Burden of Success
- B. Reaching Out
- C. Networking and Mentoring

XI. The Changing Nature of Work and Employment Attitudes

XII. Skills Necessary for Today's Work Force

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly reading assignments from assigned textbooks, articles, Web sites, and independent reading as necessary, equal to approximately 40 pages.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Writing assignments are required and may include but are not limited to case analyses, reflections on relevant topics, article reviews, and discussion of textbook material.

One research paper will be required. The instructor will provide appropriate guidance for students in how to write a college-level research paper. Suggestions for research paper topics include but are not limited to the following: Dealing with Sexuality in the Workplace, Media and Gender Role Development, Profile of a Successful Woman in a Nontraditional Role, and Differences in Male and Female Communication Patterns in the Workplace.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Group projects may be required, such as oral presentations or role playing. As such, the students will work outside of class on these projects.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments:

Other Assignments: 1

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and class discussions
Case studies
Instructor-facilitated experiential exercises and role-playing
Instructor-facilitated small group exercises
Audiovisual aids such as DVDs and electronic slide presentations

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Grades will be determined by a student's ability to demonstrate understanding and retention of the basic concepts of women in organizations as evidenced by his or her completion of textbook exercises, case analyses, class participation, quizzes, exams, oral presentations, and written reports. Instructors will evaluate the following:

Students' individual participation in class discussions, exercises, and activities such as experiential exercises and role-playing, which will demonstrate understanding and application of concepts. (Objectives 1 through 10)

Students' results of quizzes and examinations that are based upon the textbook, other reading assignments, and lecture material, as well as homework exercises, to assess their knowledge, retention, and application. Quizzes and examinations may include true/false, multiple choice, fill-in, matching, and short essay questions. (Objectives 1 through 10)

Students' completion of case analyses, essays, and/or oral and written reports on specific topics to determine ability to demonstrate understanding and apply concepts appropriately. (Objectives 1, 2, 3, 4, 5, 6, 7, 9, and 10)

Students will be individually assessed as to the effectiveness of their part in assigned group projects through instructor-observed participation noted in class and in online group forums, through oral presentations, and/or through written reports. (Objectives 8 and 9)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Women and Men in Management, by G. Powell (with L. Graves). 4th edition. Sage Publication 2010

Gender in the Workplace: A Case Study Approach, by J. DeLaat 2nd edition. Sage Publication 2007