NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

WGSS 320
Gender and Technology

COURSE CREDIT:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
No courses are required before taking this one, though basic computer knowledge is essential. You must understand:

- How to use a word processor.
- How to send and reply to email messages. How the internet works.

It is essential that you ask for help with technology issues to complete this course.

COURSE DESCRIPTION:
Explores women's contributions and focuses in technology fields. Analyzes gendered nature of technology. Theory and practice of technologies. (Bacc Core Course).

Explores women's contributions and focuses in fields. Analyzes gendered nature of technology. Theory and practice of technologies. (3 credits) BACC Synthesis. The Baccalaureate Core (BACC Core) Curriculum represents what the OSU faculty believes is the foundation for students' further understanding of the modern world. Informed by natural and social sciences, arts, and humanities, the BACC Core requires students to think critically and creatively, and to synthesize ideas and information when evaluating major societal issues. Importantly, the BACC Core promotes understanding of interrelationships among disciplines in order to increase students' capacities as ethical citizens of an ever-changing world.
CONTACT INFORMATION:
Pam Van Londen
541-737-8627
1105 Kelly Engineering Center, OSU Campus

Office Hours - Subject to change until week 2 of the course.
Monday 10:15am to 1:45pm
Tuesday, Thursday 12:00pm to 1:45pm
Wednesday by appointment only. Email me with a suggested day and time.
Summer Sessions hours are by appointment only. Ask questions via email.

This course will be delivered via Canvas, which allows students to read project objectives, introductions, scoring criteria, instructions, tutorials, and submit work to be scored. It also provides a forum for the Discussion of Readings. In addition, Canvas allows you to email me for help. Please read the Course Logistics section below for more detail.

Read the Email Etiquette page to learn best practices for communicating with the instructor.

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
Readings will be articles available online. No printed textbook purchase is required. Add each of these websites to separate TABS in your browser:

1. Canvas
2. Online textbook
3. OSUValleyLibrary

Software used will be up to you. Try to use what you already have available.
1. Browser (which one are you using now?) I highly recommend Chrome for Mac and Windows users.
2. Word processor such as NotePad, Wordpad, Word, Works, or TextEdit.
3. Image editing software such as PictureManager, Paint, iPhoto, Photoshop, Pixlr, or Gimp. Use what you have.
4. Financial software such as Excel or Google Docs.
NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

Students will...

1. Summarize the major issues, statistics, and historical significance of technology developed and/or used by women.

2. Discuss feminist theory, women’s choices, race and cultural issues, and barriers related to gender and technology.

3. Research and present history and current trends of women and technology of different cultures/countries.

4. Interpret, compare, and draw conclusions of trends and analyze technologies via a Gender Lens.

5. Construct a web site.

6. Use a variety of hardware and software to improve their level of comfort with technology, improve their communications style, and enhance creativity.

7. Achieve a level of understanding regarding personal lifestyles and how choices can change the future. Declare personal principles, policies, or intentions for future use of technology.

8. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.

9. Analyze the role of science and technology in shaping diverse fields of study over time.

10. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

Read more about OSU's Learning Goals
COURSE CONTENT AND POLICIES:

By following these guidelines, you'll succeed in this course:

- **Check Canvas frequently for the week's requirements, announcements, and solutions.**
- **Use the Tutorials link at the top right of the textbook site** to learn how to complete some required tasks.
- Don't leave college without these skills. Get them in WGSS 320 (in other words, don't drop out just because you don't have them yet).
- **Instructions are detailed.** Use them to succeed. If you do not follow every step, you'll waste a lot of time.
- **Try what you read.**
- **Put in the necessary time.**

**Submitting a project**

The Submit on the far left menu is where you send me your web address, blog address, and/or project files.

- View the project Page of your blog and copy the address/URL.
- Login to Canvas and click on the Modules link.
  - Scroll down to find the correct week.
  - Click the project link.
  - Paste the address/URL into the message box and click Submit.
- Use the key at the right to understand what is happening in the Grades area:

  - Student submitted document
  - Student submitted link
  - Student submitted thread
  - Instructor provided feedback
  - Assignment was scored

**Communicate with me in these ways:**

1. **Via Email (first resort).** If you have any questions at any time, please email me. It is my goal to check mail 6 days per week and answer within 24 hours. Follow email etiquette. Always be polite. If you are rude, I will ignore you.
2. **Via Blog score** in the Grade Center. I will leave you notes about your work in Canvas, so check it every Tuesday.
3. **In Office Hours.** I have 8 office hours per week. If you read the notes in the Blog score and attempted the instructions, then you may use office hours. If you cannot make it to office hours, please email me.
General Schedule by the week
This general schedule gives students an idea what is required each week. Please see the weekly textbook pages for specifics and modifications. Numbers refer to the weeks of the term. Definitive dates are listed in Canvas.

1. Print the Syllabus. Introduce yourself in the Forum. Set up a blog account. Submit the address of the blog in the Submit Projects area. Read and discuss blogging. Set up your email signature and reply to the instructor’s welcome email message.
2. In your blog, set up Post Categories, Project Pages, and update your theme. Add a post about your progress. Read and discuss the required articles in the forum.
3. Choose a topic for the Cultural Research. Document initial research and declare your topic in a blog Post. Add resources to citation/bibliography application. Read and discuss the required articles in the forum.
4. Consult with the Women Studies or Science Librarian. Continue adding resources and notes to your blog for the Cultural Research. Read and discuss the required articles in the forum.
5. Write your Cultural Research content and add it to blog site Pages. Post a note about your progress in the blog. Read and discuss the required articles in the forum.
6. Optimize and add visual information to your Cultural Research. Submit it. Review peer Cultural Research projects.
7. Read and discuss the required articles for the Gender Lens forum. Begin research to analyze a piece of technology through a Gender Lens.
8. Continue research and writing for the Gender Lens project. Discuss Cyborg theory.
9. Review your peers’ projects. Use SafeAssign to check for plagiarism. Finalize and submit your Gender Lens project.
10. Begin and complete the Financial Analysis project. Read and discuss the required articles in the forum. Write a final recap post.

EVALUATION OF STUDENT PERFORMANCE:
A total of 170 points are possible to accumulate on projects and interactions. Scores result in the following grades:

A = 140 to 170 points
B = 110 to 139 points
C = 80 to 109 points
D = 50 to 79 points
F = 0 to 49 points
OSU's definitions and guidelines for quarter credits implies that 90 hours of your time will be needed to read and understand the lecture notes, participate in interactive activities, and complete work for this 3-credit course (that's 9 hours per week).

INTERACTIONS 80 POINTS
Discuss the Readings in the Canvas Forum. (8 points per week; total of 80 points).

- Important online articles discuss gendered technology, women’s contributions to technology, and the current status of women in education, art, and the workforce relating to technology.
- In these readings you'll find the most intriguing questions and solutions and offer them in the forum for others to respond to.
- Add threads by Wednesday; reply to others by the following Monday morning at 9:00am.
- You will interpret, compare, and draw conclusions regarding trends and analyze technologies through a gender lens.
- Much of this reading and discussion will help develop your perspective needed to complete the projects.
- Canvas Student Discussion Guides

PROJECTS 90 POINTS
Four projects will explore the gendered nature of the technology industry, business and finance related to woman and men around the world, and education related to girls and women. Each of the projects will use content and technology from each of the subject areas, for instance: The cultural web site will use your blog to build the pages; Image Editing to prepare images for the blog, and library and other online research tools to locate information about the historical figure. The projects provide a context in which you will share your cultural, technical, and aesthetic perspectives.

Click on the project names below to read the full description and criteria, as well as see examples.

**Blog (1 point per week, total of 10 points)**
- Online readings and examples will demonstrate how society interacts with technology. You will provide online journal entries of your own interactions with technology by logging progress with each project using WordPress, a free web log (referred to as a blog).
- Your blog can be used to document progress, projects, and a recap of the course. Much of the documentation needed for projects can be posted in your blog site.
- Scores are based on appropriate posting each week.
**Cultural Research (40 points)**
- This research and web site development project will present your written response to research of an historical or modern figure and her innovation/invention/technology, cultural aspects of this technology, and related gendered technology trends. You will research how woman have used and are now using technology in another country/culture and cite historical significance and trends. Research, interviews, data, and related media will be posted online in the blog site pages.
- Our discussions of social constructions of technology, wonders of technology, status of women, electronic office, household labor, myth of progress, and implications for social change will round out your understanding of the historical context.
- This project will be graded by the criteria listed on the Cultural Research pages.

**Gender Lens (30 points)**
- Analyze a piece of technology to discover its gendered nature through the use of a Gender Lens, which includes social factors related to a product’s timeline. Research, interviews, data, and related media will be posted online in the blog site pages.
- Our discussions of social factors related to a product’s timeline will round out your understanding of the gendered nature of technology.
- This project will be graded by the criteria listed on the Gender Lens pages.

**Financial Analysis (10 points)**
- Using a spreadsheet, database, and/or accounting software, analyze the cost of financing one of your biggest dreams. Document monthly or annual income and expenses and identify various ways to budget for a lifestyle change, business venture, or new acquisition. Note what happens when you adjust income and spending in different categories.
- This project will be graded by the criteria listed on the Financial Analysis page.

**Extra Credit**
- Earn 3 points by learning to set up a News Feed.

**COURSE SITE LOGIN INFORMATION**
Information on how to login to your course site can be found HERE.

**STATEMENT REGARDING STUDENTS WITH DISABILITIES**
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit
requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)**

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- [Statement of Expectations for Student Conduct](#)
- [Student Conduct and Community Standards - Offenses](#)
- [Policy On Disruptive Behavior](#)

**PLAGIARISM**

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F,”

- [Statement of Expectations for Student Conduct](#)
• Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

• COURSE DEMO
• GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

• Writing Center
• Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.