



MSA 503: Gender and Generational Supervision

Fall 2020 Course Syllabus

Instructor	Dr. Yucel T. Henderson
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Office Hours/Availability	Tuesday & Wednesday 2-5 PM. Always available to assist via e-mail or WebEx

All students must wear a face covering or mask and maintain social distancing while attending face-to-face classes. Face masks/coverings are required in all public spaces on campus.

ACADEMIC BIOGRAPHY

Dr. Yucel Henderson received her Doctorate degree in Organization Management with a specialty in Global Leadership from Colorado Technical University. She holds an MA degree in Management and Leadership from Webster University with a comparative analysis thesis on the American and Arab business management practices. Her Bachelor's degree is in Architecture and Design from Bilkent University in Turkey with a minor in Environmental Design. For over a decade Dr. Henderson served in a variety of increasingly responsible positions with the Department of Defense programs in Europe and the U.S. and she spent the last few years working at executive levels with the Marine Corps. Previously, she taught as a part-time faculty member for Central Michigan University, Webster University, Southern New Hampshire University, and American College of Education. Her area of expertise includes international business, organization behavior, gender and generational issues in work place, multiculturalism, and cross-cultural leadership. Dr. Henderson's research interest is in initial trust formation between socio-culturally diverse work groups and cross-cultural marketing. Dr. Henderson is proud to be part of the MSA team at Central Michigan and takes this opportunity as the next step in her colorful career. Central Michigan University's core values - "integrity, respect, compassion, inclusiveness, social responsibility, excellence and innovation" - align with her own and they were the driving force behind her decision to join this exceptional academic community.

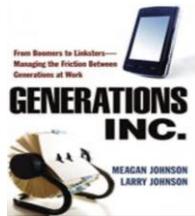
Identifying Information

Course: MSA 503
Course Title: Gender and Generational Supervision
EPN: 22417690
Term: Fall 2020
Location: Rowe Hall, Room 214
Course Dates: 22, 24, 29 September and 1 October 2020
Course Days and Times: 9:30 AM – 12:30 PM Tuesday & Thursday
Prerequisites: None

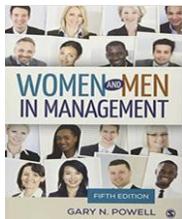
Blackboard

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you before the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser, and enter <https://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at <https://blackboard.cmich.edu/webapps/login/>

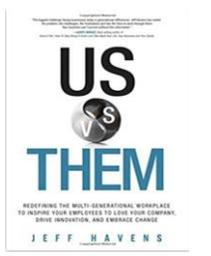
TEXTBOOK & INSTRUCTIONAL MATERIALS



Title: Generations Inc.: From Boomers to Linksters
Managing the Friction Between Generations at Work
Authors: Meagan Johnson & Larry Johnson
ISBN-13: 9780814415733
Publisher: American Management Association
Required: Yes



Title: Women & Men in Management, 5th Edition
Authors: Gary N. Powell
ISBN-13: 9781544327433
Publisher: Sage
Required: Yes



Title: Us vs. Them: Redefining the Multi-Generational Workplace
to Inspire Your Employees to Love Your Company, Drive Innovation,
and Embrace Change
Authors: Jeff Havens
ISBN-13: 9780134195100
Publisher: Pearson
Required: Yes

COURSE DESCRIPTION

The course analyzes how gender and generational differences manifest themselves in the workplace, and how to effectively work within and manage those differences.

COURSE GOALS & OBJECTIVES

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

1. Identify the different generations in the workforce
2. Analyze the similarities and differences between the generations, and compare strategies to effectively manage and supervise those differences.
3. Demonstrate an understanding of gender differences in communication styles and differentiate methods to recognize and react to those differences.
4. Evaluate gender issues and examine the challenges in working with diverse teams and leading people.
5. Demonstrate an understanding of sexuality in the workplace, as well as work/family issues.
6. Develop specific approaches to address situations where gender/generational issues can lead to conflict or misunderstanding.

METHODOLOGY

This course is taught through a mix of discussions, video presentations, lecture, and individual & group assignments. All materials are available on the Blackboard course site. Rubrics for each assignment are posted with the assignment instructions on Blackboard and used for evaluation. The students are expected to critique, analyze and construct supporting documents on theoretical and practical aspects of training, development and assessment subject matter.

COURSE GUIDELINES

This course begins on 22 September 2020 and meets Tuesdays and Thursdays for two weeks. The class meeting dates are 22, 24 & 29 September and 1 October, 2020. **This is a compressed hybrid course** intended mainly for International students, who may not be able to arrive for the 17 August start because of travel restrictions, due to the COVID-19 pandemic.

Each student is expected to:

- **Read the assigned materials and attend class prepared to discuss them.** All the topic covered in lectures are complimentary to the readings-not redundant with the readings. The lectures will provide background and a broader picture within which to understand the readings.
- **Prepare for class by writing short notes about the reading materials and** at least one question or issue that you would like to raise for discussion.

- **Make a concerted effort to adhere to the course outline and assignment due dates.** No assignments are accepted after 4 October, 2020, 11:59 PM EST.
- **Understand the importance of attendance, especially for discussion.** No student should feel forced to discuss topics they are uncomfortable expressing in a group setting. However, each student is expected to reflect on personal views in Essay and Film Analysis assignments.

COURSE OUTLINE

Week	Topic(s)/Readings/Tasks
0	<ul style="list-style-type: none"> • Review Syllabus • Purchase Textbooks • Familiarize with Blackboard • Post Introduction on Discussion Board
1 21-27 September	<p>Exploring the Gendered & Generational Boundaries in the Workplace</p> <ul style="list-style-type: none"> • Read Johnson and Johnson: Chapters 1-4 Havens: Chapters 1-3 Powell: Chapters 1-3 • Participate in Discussion I • Film Analysis I Paper due on 23 September @ 11:59 PM (EST) • Essay I due on 25 September @ 11:59 PM (EST)
2 28 September- 4 October	<p>Prospects for Social Change: Identifying the Obstacles and Fostering Inclusion</p> <ul style="list-style-type: none"> • Read Johnson and Johnson: Chapters 7, 9, 11 Havens: Chapters 7, 9, 10 Powell: Chapters 4-7 • Participate in Discussion II • Film Analysis II Paper due on 30 September @ 11:59 PM (EST) • Essay II due on 2 October @ 11:59 PM (EST) • Small Group Project Presentations due on 1 October

*A week starts on Monday and ends on Sunday in this course

**All Assignments must be submitted via the Assignment Blackboard

*** APA 7th Edition guidelines apply to all writing assignments.

ASSIGNMENT DETAILS

Film Analysis I: Miss Representation: The Representation Project (Due on Wednesday, 23 September 2020, Week 1, 20 points)

Analyze the movie “Miss Representation: The Representation Project” with respect to the **contributions of mainstream media to the under-representation of women in positions of power and influence** to write a **2-3-page (for undergrad students) or 4-5-page (for graduate students)** report, to exclude the title and references pages. Your paper must adhere to APA 7th Edition formatting style and use a variety of references to strengthen your argument points. Remember to save your work in Word document and submit your paper through the title link on Blackboard.

Film Analysis II: Generation Like (Due on Wednesday, 30 September 2020, Week 2, 20 points)

Analyze the documentary “Generation Like” based on the following questions:

- **How is your social media use has been different than your parents?**
- **What can Baby Boomers and Generation X learn about teenagers from their “likes” on social media, concerning the concepts of engagement, influence, and building trust in the workplace?**

*This is a **2-3-page (for undergrad students)/4-5-page (for graduate students)** writing assignment that must adhere to APA formatting style. Remember to use a variety of references to strengthen your argument points. Save your work in Word document. Submit your paper through the title link on Blackboard. APA 7th Edition guidelines apply to all writing assignments. Specified page numbers exclude the title and references pages.

Essays I & II (Due on Friday, 25 September, Week 1 & Friday, 2 October, Week II, 20 points each)

*Each week, you will submit one critical summary of the assigned readings (approximately **2-3 pages for undergrad students** and **4-5-page for graduate students** (excluding the references page).

The first quarter of the paper should be a brief summary of the article. The rest of the paper should be your critique of the article (what do you agree and/or disagree with and why/why not). Be sure to offer evidence that supports your argument points then add to it with ideas of your own. Remember to cite evidence that contradicts your stance and then argue against that evidence to strengthen your position. Save your work in Word document. Submit your paper through the title link on Blackboard. APA 7th Edition guidelines apply to all your assignments.

Essay I Reading Material: Coronavirus quarantine? Gen X was made for this. Boomers and Gen Z, not so much <https://www.nbcnews.com/think/opinion/coronavirus-quarantine-gen-x-was-made-boomers-gen-z-not-ncna1168021>

Essay II Reading Material: Pink-collar recession': how the Covid-19 crisis could set back a generation of women <https://www.theguardian.com/world/2020/may/24/pink-collar-recession-how-the-covid-19-crisis-is-eroding-womens-economic-power>

Small Group Project (Due on Thursday, 1 October, Week II, 10 Points)

The first week of class, students will be divided into groups and assigned to work on a small group project. The topic will be assigned on the first day of class. Groups will present their projects on the last day of course. Each group will decide how they are going to present their work. The presentations should be approximately 10 slides in length. Duration of presentations should be approximately 30-45 minutes long and they should include visual presentation (i.e. PowerPoint presentation etc.).

***Graduate students are required to write a 3-4-page paper on the content of presented.** APA 7th Edition guidelines apply to all writing assignments. Specified page numbers exclude the title and references pages.

Discussion Board Responses (Weeks 1 and 2, 5 pts each)

Students are expected to write their initial post **no later than Wednesday** of the week and **respond to two colleagues' posts by** the end of the assigned week (**Sunday**)

The discussion forums are not optional, nor are the discussion forum responses. Active participation in weekly discussions is essential. Active participation requires the student to develop a substantive initial posting for each weekly discussion assigned by the instructor. The students may state their opinions in the post, but they must have resources to support their assertions. Agreeing or providing an opinion is not a sufficient response to the discussion.

Discussion forums initial response

The student initial discussion forum posting must be a minimum of 200 words and include in-text citations and references. This citation and reference may not be course materials. The student must list their reference source at the end of the posting. All posts must be posted directly to the forum do not post any responses as an attachment. Complete citations and reference must meet the standards of the APA style.

Discussion Forum Peer Responses

The student must respond to the discussion of two of their peers. The responses to peers also need to be substantive that will contribute to the discussion by asking questions, respectfully debating positions, and present supportive material related to the topic. Generic responses to a peer's discussion post are not sufficient and the student will not receive full credit for that response. We expect students to build on ideas and add to the body of knowledge by conducting limited, peer-reviewed research. If the student

post before or after the due date/time, he or she will not receive credit. The grades for the discussion forum initial and peer responses will be graded according to the rubric. Please check grammar and spelling before submitting a discussion post.

Criteria for Evaluation

Evaluation

Small Group Project & Presentation	10
Essay I	20
Essay II	20
Film Analysis I	20
Film Analysis II	20
Discussion Board (5point x2)	10
Total	100



Late Assignments

Late assignments receive zero credit unless pre-approved by the professor. All assignments must be completed on time unless other arrangements have been made with the professor before the scheduled dates. These arrangements will not take place on the due date and must be based on extraordinary circumstances. Students are responsible for ensuring assignments are submitted on time and that your submission is received. All assignments and examinations must be submitted or taken on the scheduled dates unless other arrangements have been made with the professor prior to the scheduled dates. Assignment submission is via the Assignment section on the Blackboard. Verification of assignment submission is an exclamation mark (!) in respective assignment area in Gradebook. Submissions are to be in MS Word put all your work on one-word document. Multiple file submissions will be returned for resubmission as a single file, if the resubmit is after the due date the submission will be considered as a late submission. Exams must be taken within the schedule window identified above. Failure to do so eliminates the opportunity to submit Scores will be posted on the website under Gradebook--if a score is missing or entered incorrectly let me know. You should review your grades at least once a week NLT Week 4 of the session.

Make-ups and Rewrites

Make-ups and Rewrites are not accepted. There will be no extra-credit assignments or extra-credit work accepted at any time during this course. Requests for extensions must be made in advance and accompanied by appropriate written documentation.

Computer problems are not an acceptable reason for not meeting course requirements/expectations.

Attendance Policy

CMU students are required to attend all class sessions and participation as an integral part of the complete education. In addition to interaction via Blackboard and email contact, participation in all interactive learning activities is expected. Students must notify the instructor in advance if an absence or late arrival is anticipated. The instructor will lower student grades for attendance, regardless of student academic assignment grades. Post approval may be granted if appropriate documentation such as military orders, medical emergencies or organizational demand is provided. There will be no exceptions to this policy.

Grading Scale:

Graduate Students

94-100% A

90-93% A-

87-89% B+

84-86% B

80-83% B-

77-79% C+

74-76% C

<74% E

Undergraduate Students

94-100% A

90-93% A-

87-89% B+

84-86% B

80-83% B-

77-79% C+

74-76% C

73-70% C-

67-69% D+

64-66% D

60-63% D-

<60% E



Expectations

Netiquette

This is the communication courtesy code. All members of the class are expected to follow rules of common courtesy in all email messages and classroom discussions. Respect each other in the classroom discussions.

The following are a few tips for appropriate communications and "etiquette."

- 1) Use a descriptive subject line that reflects the topic.
- 2) Use your name in all correspondence.
- 3) Avoid abbreviations.
- 4) Use spell check before posting comments.
- 5) Use a positive and scholastically cheerful tone.
- 6) Use upper-and lower-case letters. All uppercase means you are shouting.
- 7) Write in short paragraphs; this makes things easier for the readers.
- 8) Understand that inappropriate communications will result in a lower overall grade.

Instructor Responsibilities and Expectations

As your instructor, I will serve as your educational guide, learning partner, and industry resource. My goal is to help students succeed and my expectation is that mutual respect, responsibility, and proactive communications are essential. Throughout this course, I encourage student questions, resource sharing, and course feedback.

Students can expect the following of this instructor:

- 1) Instructor contact information is listed in the course syllabus. You may contact me anytime by email. If a conversation is needed, please note availability and a phone meeting will be arranged at a mutually agreed upon time.
- 2) I will respond to emails within 24 hours on Mondays through Fridays and within 36 hours on the weekend unless there are situations beyond my control, e.g., loss of Internet connection
- 3) Evaluations will be conducted, and grades will be posted promptly. All grades will be posted on Blackboard. Feedback and progress notes will be provided on Blackboard with the assignments.
- 4) Evaluations will be completed for individual assignments within three business days of the deadline unless there are situations beyond my control.
- 5) The discussion board will be evaluated at the end of each week for that week's topic questions. Discussion board grades will be posted by the following Tuesday. The evaluation will be based on the discussion board guidelines and rubric listed above.
- 6) All announcements, including updates, will be posted in the announcement section of Blackboard. All course materials, task lists, updates, supplemental readings, assignments, and related resources will be posted on Blackboard.

Academic Integrity

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their efforts

and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited. A breakdown of actions that constitute academic dishonesty is presented in the CMU Bulletin (<https://bulletins.cmich.edu/>).

Student Rights and Responsibilities

Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at <https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>.

Support Services and other Requirements

Library Services

CMU offers you a full suite of library services through the University Library. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the library website at <https://www.cmich.edu/library/Pages/default.aspx> for more information.

Writing Center

The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information and to submit work, visit <https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx>

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Student Disability Services office in Park Library 120, telephone (989) 774-3018 and TTY (989) 774-2568 or sds@cmich.edu. Please see additional ADA information and forms at <https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx>
Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.
