USA Organization Annotated Bibliography

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Favero, L. & Heath, R. (2012) Generational perspectives in the workplace: interpreting the  
 discourses that constitute women's struggle to balance work and life. Journal of Business  
 Communication, 49(4) p332-356.

This study examines how different generational perspectives are formed due to how women are socialized during various periods and how that affects how they work and learn and manage their daily work and lives. They uncover different perspectives that lead to conflict between work and life balance because of differences in messages and skills learned during the relevant period for the adult. A classic reminder of this is the grandparent who grew-up in the depression era and learned survival skills versus another individual who came of age in a more prosperous time (such as the baby boomers). These conflicts of skill and mental outlook must be taken into account. This study is also helpful for gender-based research and arguments as well.

Glazatov, T. R. (2012). Inclusiveness in Online Programs: Disability Issues and Implications for  
 Higher Education Administrators. *Journal Of Applied Learning Technology*, *2*(1), 14-18.

In this journal, Glazatov describes the numerous areas in which ADA influences higher education.  She outlines many of the issues that administrators in higher need to consider when making sure their institutions meet ADA standards.  From technology, to student services, to policies that address ADA, Glazatov emphasizes building a good foundation that meets the standard.  Therefore, as institutions evolve, it will be easier for them to comply.

Holmes, K. P., Rutledge, S., & Gauthier, L. R. (2009, Nov/Dec). Understanding the Cultural  
 Linguistic Divide in American Classrooms: Language Learning Strategies for a Diverse   
 Student Population. . Reading Horizons, 49(4).

This article discusses many factors that the English Language Learner faces in the American classroom. It states the English Language Learner comes to class with knowledge and experiences from his or her native country and how this gap was the premise for the No Child Left Behind Act of 2001. This article describes what the English Language Learner goes through as they learn a new language and what teachers can do to help these students through the process. It describes the five stages ELL learners go through and suggests strategies for teachers to use to help them through this transition.

Kleinert, H., Jones, M., Sheppard-Jones, K., Harp, B., & Harrison E. (2012). *Teaching   
 Exceptional Children* 44(5). p. 26.

The article presents information on college attendance by students with intellectual disabilities (ID) in the U.S. It discusses that the U.S. Higher Education Opportunities Act of 2008 provides students with ID higher education transitional programs and postsecondary education access, whereas the U.S. IDEA provides students with ID the opportunity to take age-appropriate academic classes with students without disabilities. It also describes how the SHEP (The Supported Higher Education Project) in Kentucky has an integrated program approach, which allows students with disabilities to take classes with other students with the help of individualized support models and peer mentors.

Lindenberger, J., & Soltz-Loike, M. (2011). *Diversity in the Workplace*. Retrieved from

<http://www.zeromillion.com/econ/workplace-diversity.html>

This is a good article because it shows how globalization impacts genders of different cultures. Japanese male bosses at an American subsidiary of a global bank in Japan are harassing female Japanese employees. None of the American females are being harassed. When approached about the complaint, the Japanese male employees admit that they are aware of how American women feel about sexual harassment. However, everyone in his or her culture knows that they do not mean any harm. Obviously the company did not offer diversity training because workers regardless of culture would know that they share one culture. The culture they share is the culture of the company. Therefore, Japanese males should not sexually harass female coworkers.

Raue, K., & Lewis, L.,  (2011). Students with disabilities at degree-granting postsecondary   
 institutions. First Look. *National Center for Education Statistics* p.63

This is a good article that discusses the growing enrollments of students with disabilities in postsecondary education, along with recent key legislation, such as the American with Disabilities Act Amendments Act of 2008 and the 2008 Higher Education Opportunity Act. It discusses how these two acts have generated considerable interest in research on accessibility of higher education for students with disabilities. The research in this article provides reports of the data collected from degree-granting postsecondary institutions about students with disabilities, the services and accommodations provided to these students, and various aspects of institutional accessibility.

Redwood, R. (2011). The Glass Ceiling. *The Findings and Recommendations of the Federal*

*Glass Ceiling Commission*. Retrieved from <http://www.inmotionmagazine.com/glass.html>

Rene Redwood discusses how the Glass Ceiling is starting to shatter because more professional women are entering the workplace. According to Redwood (2011), “We do not yet live in a color blind or gender blind society. Sexism, racism, and xenophobia live side-by-side with unemployment, underemployment and poverty; they feed on one another and perpetuate a cycle of unfulfilled aspirations among women and people of color.” This article clearly demonstrates how discrimination has prevented women from rising to executive ranks in the workplace. Continual discussions about discrimination, policies that protect female employees, the objectives of the organization, competition, and how women are major consumers will change disparity among genders.

Simon, J. (2011). Legal issues in serving students with disabilities in postsecondary education.   
 *New Directions For Student Services*, (134), 95-107. doi:10.1002/ss.397

This is a very good journal in which Simon details the American Disabilities Act by outlining the different areas and issues that the act addresses.  She also identifies court cases that have helped make the act more defined.  Simon goes into detail about how ADA applies to postsecondary education in very specific ways.  She identifies current issues related to ADA as well the relationship of FERPA to the ADA.

Stephens, N. (2012) Unseen disadvantage: How American universities focus on independence  
 undermines academic performance of first-generation college students. Journal of Personality  
 and Social Psychology. 102(6). PP. 1178-1197.

This study covers how conflicting cultural norms between students of un-educated working-class heritage and the demands of obtaining a four year degree. These students demonstrate a trend of academic struggle as compared to their peers who have at least one parent with a four year degree. The study examines how building a "community" can assist learners who come with a disadvantage based on their background. This can be applied to multi-generational learners who have conflicting ideas and beliefs, and generating a community of learners provides a backdrop for learning and sharing. Generating a culture of independence means many of the learners might suffer, so a community-based approach can help a program to succeed.

Wienclaw, R. A. (2008). Communications in the workplace. Research Starters Business, (p. 12).

This is a very good article that examines the barriers that employers face when communicating with a diverse workforce. Communicating simple tasks can be difficult when dealing with barriers such as race, gender, and cultural differences. This article suggests techniques that employers can use, such as active listening and feedback to enhance the effectiveness of communication for a successful workplace.