

Principles of Macroeconomics (ECON201)

Dr. Hoa Nguyen

Signature Assignment

Early College - Fall 2020

Gender Equality and Labor Markets

This assignment is part of Montgomery College's open pedagogy and a renewable practice that promotes the United Nations Sustainable Development Goals (SDG), especially Goal 5: Achieve gender equality and empower all women and girls. For more details about these goals, check out <https://sustainabledevelopment.un.org/sdgs>.

In this assignment, you will learn about the U.S. Equal Pay Act of 1964, Lilly Ledbetter Fair Pay Act of 2009, and the gender wage inequality in the U.S. labor market.

Please take the following steps:

Step 1: Check out the Equal Pay Act of 1963 and Lilly Ledbetter Fair Pay Act of 2009 here: <https://www.eeoc.gov/laws/guidance/equal-pay-act-1963-and-lilly-ledbetter-fair-pay-act-2009>

Step 2: Read the article "Gender wage inequality: What we know and how we can fix it" by Sarah Glynn (2018) here: <https://equitablegrowth.org/research-paper/gender-wage-inequality/>

Step 3: Based on what you gather from previous steps, write an essay (two to three pages, single spaced, font 12) about the legal framework for equal pay in the U.S. and how it affects female workers in the U.S. labor market. Make sure to address the following points:

- Describe the gender pay inequality in the U.S.
- What are consequences of gender pay inequality in a society?
- What are the Equal/Fair Pay Acts, and why gender pay inequality still exists despite the Acts?
- Recommend 3 policies to address the gender pay inequality in the U.S.

Step 4: Provide a References section to cite all the sources from which you extract information for your research. This section is not counted into the page requirement above.

Note: **Do not use direct quotes from other articles.** You should be able to rephrase and express what you have learnt using your own words.

Use APA citation format:

<http://www.cws.illinois.edu/workshop/writers/citation/apa/intextcitation/>

Submit your essay as a **pdf** document on **Blackboard's Course Content**. To submit, attach the file through the **Submission** section inside the **Signature Assignment** folder at the bottom of the Course Content page. Do not write the essay in the Comments section or email it to the professor. Do not share your Google docs because the professor might not be able to open it to grade, and you will get a zero for your assignment.

You can submit up to 3 times but only the last version will be graded.

Your work will be submitted through SafeAssign. SafeAssign checks your work against work available on the Internet as well as a database of student papers. This is plagiarism-detection tool. Violations of more than 20% will result in a zero grade for the assignment.

You cannot submit your paper in another class without revision because SafeAssign will flag you for plagiarism.

The AACU rubric in the next page is used to grade your writing. A good essay should at least achieve the Milestone level 3 in all the categories. Source: Rhodes, T. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.

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INTEGRATIVE LEARNING VALUE RUBRIC

Definition: Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

	Capstone 4	3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.