



**COMM 3311.001 – Gender Communication (Velasco)**  
**Fall 2014**  
**Course Syllabus**

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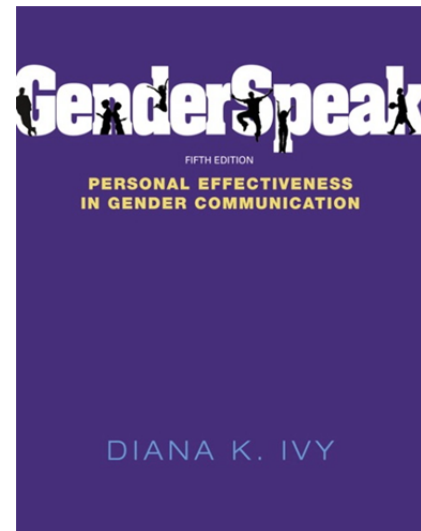
**Instructor:** Joseph Velasco, Ph.D.  
**Office Hours:** MW 2-3:00 p.m.; TTh 8:30 a.m.-9:30 a.m. *or by appointment*  
**Office Location:** FAB 206B  
**Telephone:** 432-837-8370  
**Email Address:** [jvelasco@sulross.edu](mailto:jvelasco@sulross.edu)  
**Class Schedule:** 2:00 p.m.-3:15 p.m. Tuesday & Thursday  
**Classroom Location:** LH 201  
**Required Text:** Ivy, D.(2012). *Genderspeak: Personal effectiveness in gender communication* (5<sup>th</sup> ed.). Boston: Pearson.

*Always bring applicable reading material to class with you.*

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### **Introduction**

Communication is so vital and so very pervasive in our everyday lives, yet *effective* communication is something that eludes *all* of us at some time or another. Part of the problem is that there are too many things that can go wrong when we attempt to communicate. There are so many contributing factors which shape our communication. This does not mean that we should all just throw up our hands and say “Why bother?” when attempting to communicate effectively with another person. What it may be indicative of is a need to either gain a better understanding of other individuals, a better understanding of human-nature, a better understanding of society and its effects on others, a better understanding of one’s own self, OR ALL OF THE ABOVE!



In this course, we will focus our study on human communication as affected by sex and gender. In addition to reading and discussing various topics surrounding gender communication, I have designed this course to empower you by creating opportunities for you to roll-up your sleeves and apply many theoretical concepts to your own lives and to the lives of others through in-depth class discussions. As many of my courses, this course takes an approach which emphasizes both theory and practical application. That is, you will learn theory and research as well as skills to help you become a more competent communicator. This dual perspective approach offers you a course which is designed to make theory *come-alive* by introducing you to the authors of various theories, giving you a glance of them as real people - not merely a name on a page or someone who lives far off in Communication Neverland. Furthermore, this course requires a commitment to engaging yourself and your colleagues in conversation that is deeply rooted in course material. As a professor, I value the process of learning over the product. Therefore, I want to see you push your writing, reading, speaking, and analytic skills throughout this course.

## Section I. Course Objectives

The general objectives for this course are to *enhance your competence and knowledge of human communication as affected by sex and gender*. As a student, your learning objectives are to:

- 1) Identify and explain various theories in the field of gender communication.
- 2) Build and develop skills essential to communicating interpersonally with others.
- 3) Comprehend various concepts and discuss them in an intellectual manner.
- 4) Describe your experience as a gendered communicator.
- 5) Analyze your communication and the communication of others.
- 6) Demonstrate proficiency with synthesizing concepts from multiple readings in conversation with other students.

## Section II. Program Learning Outcomes

This course is designed to meet one or more of the program learning outcomes applied to all Communication majors:

The graduating student will demonstrate:

- 1) competency for appropriate oral communication in public presentations.
- 2) competency for appropriate use of presentation software – specifically power point.
- 3) the ability to analyze arguments including identification of the major elements of the argument such as claims, warrants, data and backing
- 4) competency in appropriate discipline specific written communication.
- 5) the ability to apply communication theory to the analysis of communication situations.
- 6) competency in the use of media technology including video, audio and web technologies.
- 7) general knowledge of communication concepts and terminology

## Section III. Course Requirements, Assignments, and Grading

<u>Assignment</u>	<u>Points Possible</u>	<b>Grade Description (Points)</b>
Readings, Contributions	210	
LSEs (13)	390	
Article Summaries (3)	300	
Final LSE	100	
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Total	1000	

**Grade Description (Points)**

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = < 600

***Readings and Contributions.*** In this course **reading is critical**. It may be helpful to think of our class as a reading group. In addition to reading for key terms, you may find it helpful to read for the following information:

- Key ideas and concepts

- Points that you dis/agree with based on other readings (from this course and other courses), scholarly evidence, current events and personal experience
- How the writer's conception of, and/or assumptions about communication may be applied to the analysis of a text or artifact; or how they may relate to a current research project you are working on

***Learning Self-Evaluations (LSEs).*** In order to receive credit, this must be emailed to me by **Friday at midnight** every week. Your responses should thoughtfully and accurately represent your participation and thoughts. You should demonstrate the ways in which your participation contributed to the class discussion and activities and what you learned from the class session. Be sure to answer each question. Otherwise, you will lose points. Finally, as a general rule, a good length for each question is 5 sentences (but I don't like counting sentences, so just do each justice).

***Article Summaries.*** You are required to search the online database (provided by the library) and find three scholarly journal articles that both interest you AND relate to the field of gender communication. You will then write a one-page summary of each article and **submit one on the designated days in your course calendar**. Please bring a one-page copy for each of your class colleagues. Half of the class will present articles to the class. Basically, you will have to teach the class about the content of the article, informing us of any key concepts, the methods employed, the findings, and discuss the implications of the study. In addition, you will need to prepare two discussion questions to pose to the class concerning your topic. All of this should be included in your handout.

***Final LSE.*** The final exam will be in the form of a final LSE (see above). In this final LSE, you will consider your contributions and the content of the course throughout the entire term. Whereas you are held to a 5-sentence minimum per LSE prompt on your weekly LSEs, the final LSE will require you to write a MINIMUM of 15 sentences per prompt. This is your chance to really demonstrate what you have learned and how far your writing has developed. Push yourself! ☺

#### **Section IV. Policies**

***Attendance.*** I expect you to be in class. You are responsible for everything that goes on, including announcements, lecture material, assignments and modifications to the course schedule – *this includes required reading in subsequent class meetings*. Arrange with someone in the class wherein you will notify each other of relevant items in the event that one of you must be absent. Having more than two unexcused absences may result in a lower grade.

***Classroom Demeanor.*** I expect the environment during class meetings to be conducive to learning. I have little tolerance for students talking among themselves when they should be listening to someone else speak. It is particularly disturbing when students talk among themselves when one of their classmates is presenting a speech, giving a report, making a comment, or observing or asking a question. I understand that some comments pertain to class material; I encourage you to share these comments with the class as a whole. Also, I would

rather than cell phones, pagers, etc. **not** disrupt class – make sure your communications technology is **shut down** when class begins.

**Academic Integrity.** I expect and assume that as students you conduct yourselves in accordance with the highest standards of academic honesty. Sul Ross State University reserves the right, through due process, to place on probation, suspend or expel any student who violates academic integrity and regulations by *plagiarism, classroom misdemeanor, or academic dishonesty*. Plagiarism includes doing and/or taking credit for someone else's work, presenting the ideas and work of others as your own, and not citing your sources if you utilize the ideas of others. Classroom misdemeanor includes cheating, allowing others to cheat, and interfering with others' ability to succeed in the course. Academic dishonesty includes procuring examination materials illegally, doing unauthorized group work, and handing in your own work for which you have already received academic credit (see Student Handbook, p. 66).

**Late Work.** *You are responsible for handing in assignments when they are due.* While I am willing to “hear you out” when unforeseen and/or difficult circumstances impede with your course work, I do not generally accept late work, *and especially* if you have not notified me that you're having problems before the due date arrives. If you miss a due date, you will be given full credit *only* if the assignment was missed because of a University-excused absence – which includes hospitalization or a *serious* medical condition, a family or personal *emergency*, or a University-sponsored activity. In order to be able to make up the assignment, you must notify me beforehand *and* have supporting documentation from a relevant authority that the situation or event occurred. *NOTE: There is nothing in this syllabus that requires me to accept late work; if you submit work late, then receiving credit depends on my allowing you to turn it in. If I do accept late work, it will likely be at half-credit.*

## **Section V. Notes on University Programs and Policies**

**ADA.** It is Sul Ross University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the ADA coordinator for Program Accessibility located in FH 112 or call 837-8203.

#### Section IV. Course Schedule (subject to modification)

Dates	Reading/Activities	Assignments	Submissions/Graded Activity
8/26 Tues	Introduction to Course		
	(Prologue) The Impact of Social Movements on Gender Comm.		
8/28 Thurs	Chapter 1. Gender Jargon		<b>LSE by Friday at midnight</b>
9/2 Tues	Chapter 2. Biological and Social Influences		
	People-watching Exercise (outdoor classroom)		
9/4 Thurs	Chapter 3. Pictures, Porno, and Pop: Gender & Mass Media		<b>LSE by Friday at midnight</b>
9/9 Tues	Chapter 4. Choosing and Using Gendered Language		
9/11 Thurs	Movie: <i>Tough Guise</i>		<b>LSE by Friday at midnight</b>
	Discussion		
9/16 Tues	Movie: <i>Tough Guise</i>		
	Discussion		
9/18 Thurs	Chapter 5. Gender and Relationships		<b>LSE by Friday at midnight</b>
	Video: "He Said, She Said"		
9/23 Tues	Article Presentations (half of class)	<b>Article Summary 1</b>	
9/25 Thurs	Article Presentations (other half of class)	<b>Article Summary 1</b>	<b>LSE by Friday at midnight</b>

<b>Dates</b>	<b>Reading/Activities</b>	<b>Assignments</b>	<b>Submissions/Graded Activity</b>
<b>9/30 Tues</b>	Chapter 6. Gender Communication “Just among Friends”		
<b>10/2 Thurs</b>	Chapter 7. Beyond Friendship: Gender Communication in Romantic Relationships		<b>LSE by Friday at midnight</b>
<b>10/7 Tues</b>	Special Topic: <i>Attraction</i>		
<b>10/9 Thurs</b>	Special Topic: <i>Sex</i>		<b>LSE by Friday at midnight</b>
<b>10/14 Tues</b>	Article Presentations (half of class)	<b>Article Summary 2</b>	
<b>10/16 Thurs</b>	Article Presentations ( other half of class)	<b>Article Summary 2</b>	<b>LSE by Friday at midnight</b>
<b>10/21 Tues</b>	Chapter 8. Power Abuses in Human Relationships		
<b>10/23 Thurs</b>	Movie: <i>This Boy’s Life</i> <b>TCFS</b>		<b>LSE by Friday at midnight</b>
<b>10/28 Tues</b>	Movie: <i>This Boy’s Life</i>		
<b>10/30 Thurs</b>	Special Topic: <i>Parenting</i>	<b>Article Summary 3</b>	<b>LSE by Friday at midnight</b>

<b>Dates</b>	<b>Reading/Activities</b>	<b>Assignments</b>	<b>Submissions/Graded Activity</b>
<b>11/4 Tues</b>	Special Topic: Emotion	<b>Article Summary 3</b>	
<b>11/6 Thurs</b>	Special Topic: Bullying	<b>Article Summary 3</b>	<b>LSE by Friday at midnight</b>
<b>11/11 Tues</b>	Article Summaries (half of class)	<b>Article Summary 3</b>	
	<i>Family Crisis Symposium</i>		
<b>11/13 Thurs</b>	Article Summaries (other half of class)	<b>Article Summary 3</b>	<b>LSE by Friday at midnight</b>
	<i>Family Crisis Symposium</i>		
<b>11/18 Tues</b>	Chapter 9. Women and Media in the Workplace		
<b>11/20 Thurs</b>	Movie: <i>Higher Learning</i>		<b>LSE by Friday at midnight</b>
	<i>NCA Conference</i>		
<b>11/25 Tues</b>	Movie: <i>Higher Learning</i>		
	Discussion		
<b>11/27 Thurs</b>	<b>Thanksgiving Holiday – No Class</b>		
<b>12/2 Tues</b>	Chapter 10. A “Class Act”: Gender Communication in Educational Settings	Course Evaluation	Course Evaluation
		<b>Article Summary 3</b>	
<b>12/4 Thurs</b>	DEAD DAY		
<b>12/9 Tues</b>	FINAL (Exam) LSE due by 5pm		
<b>12/13 Sat</b>	<i>SRSU Commencement @ 10 a.m.</i>		