



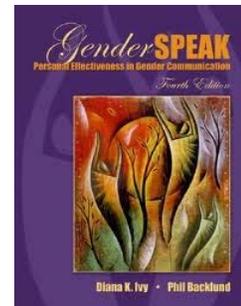
COMM 4303.W01 – Gender Communication (Velasco)
Fall 2015 – Independent Study
Course Syllabus

Instructor: Joseph Velasco, Ph.D.
Office Hours: *Wednesday: 9am-11am; 2pm-5pm, or by appointment*
Office Location: FAB 206B
Telephone: 432-837-8370
Email Address: jvelasco@sulross.edu
Class Schedule: Independent Study, TBD
Classroom Location: Web-enhanced
Required Text: Ivy, D., & Backlund, P. (2008). *Genderspeak: Personal effectiveness in gender communication* (4th ed.). Boston: Pearson.

Always bring applicable reading material to class with you.

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. 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 the ability to:

1. Competently deliver public presentations, including the use of presentation technology such as presentation software, video, and audio.
2. Analyze communication content for argument, including identification of major elements, such as claims, warrants, data, etc.
3. Complete appropriate discipline specific writing assignments.
4. Apply communication theory to the analysis of communication situations appropriate to each degree specialization.
5. Demonstrate competent use of media technology including video, audio, and internet-based technology.

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

<u>Assignment</u>	<u>Points Possible</u>	Grade Description (Points) A = 450-500 B = 400-449 C = 350-399 D = 300-349 F = < 300
Article Summary 1	100	
Article Summary 2	100	
Article Summary 3	100	
Response Essay 1	100	
Response Essay 2	100	
Total	500	

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 relates to the field of gender communication. You will then write a one-page summary of each article and **submit them through email**. We will discuss each article over the phone or in-person. Basically, you will have to teach me about the content of the article, informing me 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 you would pose to a class concerning your topic. This last portion is to hone your skills as a teacher. Together, we will schedule your submissions. Likely, we will try to space these out a few weeks at a time.

Response Essays. In 3-5 pages, you will respond to course content of your choosing. These essays are vehicles to channel your thoughts on various concepts and theories that interest you. Also, this is your opportunity to take on a scholarly voice. Please adhere to APA-style and submit this in a Word document attached to an email. We will discuss your essays over the phone, through email, and/or in-person. Two essays are required. These should be spaced out at least a few weeks apart.

Section IV. Policies

Attendance. I expect you to be on-time to meetings whether they are virtual, over the phone, or face-to-face. 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 meetings*. Make arrangements with me if you must be absent, but please do this with advanced warning if possible. Having more than two unexcused absences may result in a lower grade.

Classroom Demeanor. This is an independent study, but I expect the environment(s) we work within to be conducive to learning. This includes our online interactions. You should always conduct yourself, online or face-to-face, by adhering to the student code of conduct as outlined in the Student Handbook.

Academic Integrity. I expect and assume that as a student 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 837-8691.

Section IV. Course Schedule (subject to modification)

Dates	Reading/Activities	Assignments	Submissions/Graded Activity
Week 1	Introduction to Course		
	(Prologue) The Impact of Social Movements on Gender Comm.		
Week 2	Chapter 1. Gender Jargon		
Week 2	Chapter 2. Biological and Social Influences		
	People-watching Exercise (outdoor classroom)		
Week 3	Chapter 3. Pictures, Porno, and Pop: Gender & Mass Media		
Week 3	Chapter 4. Choosing and Using Gendered Language		
Week 4	Response Essay Discussion		Response Essay 1
Week 4	Movie: <i>Tough Guise</i>		
	Discussion		
Week 5	Chapter 5. Gender and Relationships		
Week 5	Video: "He Said, She Said"		
Week 6	Article Discussion		Article Summary 1

Dates	Reading/Activities	Assignments	Submissions/Graded Activity
Week 6	Response Essay Discussion		Response Essay 2
Week 7	Chapter 6. Gender Communication “Just among Friends”		
Week 7	Movie: <i>When Harry Met Sally</i>		
Week 8	Chapter 8. Power Abuses in Human Relationships		
Week 8	Chapter 7. Beyond Friendship: Gender Communication in Romantic Relationships		
Week 9	Special Topic: <i>Attraction</i>		
Week 10	Special Topic: <i>Sex</i>		
Week 10	Discuss Article Summary 2		Article Summary 2
Week 11	Special Topic: <i>Parenting</i>		
Week 11	Movie: <i>This Boy’s Life</i>		

Dates	Reading/Activities	Assignments	Submissions/Graded Activity
Week 12	Movie: <i>This Boy's Life</i>		
	Discussion of Movie		
Week 12	Special Topic: Emotion		
Week 13	Special Topic: Bullying		
Week 13	Discuss Article Summary 3		Article Summary 3
	TBA		
	<i>NCA Conference</i>		
Nov 25-	Thanksgiving Holiday – No Class		
-Nov 27	Thanksgiving Holiday – No Class		
Week 14	Chapter 9. Women and Media in the Workplace		
Week 15	Movie: <i>Higher Learning</i>		
Week 15	Chapter 10. A “Class Act”: Gender Communication in Educational Settings		
Week 16	TBA		
Week 16	FINALS		
	Final discussions		