

COMM 3311.001 – Gender Communication
Fall 2023
Course Syllabus

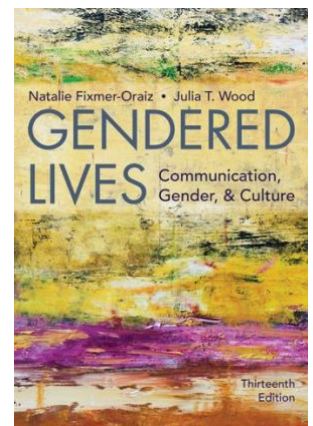
Professor:	Joseph Velasco, Ph.D.
Office Hours:	In-office: TTh: 2-5pm; Virtual Office: MW: 2-4
Office Location:	LH 307; Online Classroom via Blackboard Collaborate
Telephone:	432-837-8370
Email Address:	jvelasco@sulross.edu
Class Schedule:	Tuesdays & Thursdays @ 12:30pm-1:45pm
Classroom Location:	MAB 301
Required Text:	Wood, J. T., & Fixmer-Oraiz, N. (2019). <i>Gendered lives: Communication, gender, and culture</i> (13th ed.). Boston, MA: Cengage.
Required Equipment & Software:	Internet connection; computer with webcam & microphone; Microsoft Word, Microsoft PowerPoint (available free to SRSU students via Office 365)

RESOURCES
Bookstore
Graduate Student Center
Human Resources
Library
Lobo lookout
Lobo Pass
Office 365



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. Student Learning Outcomes

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

SLO 1: Students will be able to analyze communication content for argument, including identification of major elements, such as claim, warrants, and data.

SLO 2: Students will be able to effectively construct messages appropriate to audience, purpose, and context; including electronic media technologies.

SLO 3: Students will be able to apply Communication theories, perspectives, principles, and concepts to the analysis of communication situations.

Section II. Course Learning Objectives

The general objective for this course is 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. Marketable Skills

This course offers you the opportunity to develop the following skills:

- Informative and Persuasive Speaking
- Audience-centered Writing
- Critical Analysis
- Research
- Effective Message Construction Using Technology

Section IV. Course Requirements, Assignments, and Grading

<u>Assignment</u>	<u>Points Possible</u>
Attendance & Participation	200
Article Summaries (4)	400
Literature Review Draft	100
Final - Literature Review	300
Total	1000

Grade Description (Points)

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = < 600

Attendance & Participation. I will take role every day and note your level of contributions to our discussion. You will need to demonstrate that you are keeping up with the readings through our discussions. I will not count excused absences against you.

Article Summaries. Throughout the course, you are required to search the online database (provided by the library) and find four scholarly journal articles that interest you, relate to the field of relational or interpersonal communication, represent primary research, and **come from a peer-reviewed Communication journal**. For each journal article, you will write a one-page summary which adheres to a format which is posted on Blackboard. You will submit a Word document through our Bb Assignments link, and you will also post a copy in the designated discussion board so that your peers can view your work and respond to it. Basically, your summary will 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.

Literature Review (and draft). You will choose a topic that interests you and can be understood from a gender communication perspective. You will then survey the relevant literature written about your topic (primarily in the academic discipline of Communication Studies and its journals) and then organize it thematically. As you review your literature and themes emerge, you should be thinking about what gaps exist and where you might go in your research. On **Tuesday, November 7th**, you will submit a draft on Blackboard (saved as a Word document) of your literature review so that I can give you feedback a month in advance of the due date. The draft is worth 100 points. **Your final literature review is due on Tuesday, Dec 5th by 5pm.** **Additional guidelines will be provided in class.**

Section V. Policies

Basic Class Expectations: It is expected that you spend at least a few hours each week to complete the course readings and assignments. Since this class has online resources, I expect that you have reliable internet service and that you check your university email at least once a day. It is also recommended that you set up course notifications in Blackboard to receive alerts (e.g., email, text, etc.) when I post announcements, grades, or other course-related items. See instructions in Blackboard.

(Online) Classroom Demeanor: Communication issues tend to be emotionally charged. It is highly unlikely in a class this size that everyone will share your personal values, beliefs, and opinions. Believe it or not, this is a good thing! The presentation of varying perspectives will help all of us to learn. This can be accomplished if ideas, beliefs, and opinions are presented in a respectful way. I will be expecting all students to follow basic ground rules for our interactions whether they are face-to-face or virtual. We will discuss and establish these ground rules in class.

Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Late Work: All assignments for the entire course will be posted and available as soon as the course is open. It is expected that all assignments are completed by the stated deadlines. Please plan your time carefully. If something does come up, prompt and clear communication will facilitate my response which may (or may not) include an accommodation.

Classroom Climate of Respect. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Section VI. Notes on University Programs and Policies

ADA. SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, SRSU's Accessibility Services Coordinator at 432-837-8203 ("please leave a message and we'll get back to you as soon as we can during working hours"). The office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. **Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.**

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. **Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.** Directions for filing a student complaint are located in the student handbook.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Counseling. Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students

Calendar

(This calendar is subject to change)

Week	Date	Topic	Reading	Due or To Do:
One	Aug 29 Aug 31	Introduction to Course Opening the Conversation	No reading <i>Introduction</i>	Discuss Syllabus & Assignments How to write Article Summaries
Two	Sept 5 Sept 7	Gender Jargon & Gender Research How to Write a Lit Review	Chapter 1	How to write Lit Reviews
Three	Sept 12 Sept 14	Theoretical Approaches Competing Images of Women	Chapter 2 Chapter 3	
Four	Sept 19 Sept 21	Competing Images of Men Gendered Verbal Communication	Chapter 4 Chapter 5	
Five	Sept 26 Sept 28	Gendered Nonverbal Communication <i>Out of Class Work on Lit Review</i>	Chapter 6	
Six	Oct 3 Oct 5	Article Summary 1 Article Summary 1		Article Summary 1
Seven	Oct 10 Oct 12	Becoming Gendered Gendered Close Relationships	Chapter 7 Chapter 9	
Eight	Oct 17 Oct 19	Article Summary 2 Article Summary 2		Article Summary 2
Nine	Oct 24 Oct 26	Gendered Media Gendered Power & Violence	Chapter 11 Chapter 12	
Ten	Oct 31 Nov 2	Article Summary 3 Article Summary 3		Article Summary 3
Eleven	Nov 7 Nov 9	<i>Movie: The Red Pill</i> <i>Movie: Five Friends</i>		Draft of Lit. Review
Twelve	Nov 14 Nov 16	<i>Movie: Tough Guise 2</i> <i>NCA – No class – Work on lit review.</i>		
Thirteen	Nov 21 Nov 23	Article Summary 4 <i>Thanksgiving Holiday – No Class!</i>		Article Summary 4
Fourteen	Nov 28 Nov 30	Family Crisis Symposium Family Crisis Symposium		Article Summary 4
Fifteen	Dec 5 Dec 7	Closing Discussion DEAD DAY – NO CLASS		Discuss lit reviews
Sixteen	Dec 13	Final Exam – 10:15 a.m. – 12:15 p.m.		Final Draft of Lit Review

