

**COM 323: Gender and Communication (Online)**  
**Fall 2015**  
**Dr. Donna M Elkins**  
**Spalding University**

**TEXTBOOK:**

Wood, J. T. (2016). *Gendered lives: Communication, gender and culture* (11th ed.) Boston, MA: Cengage Learning.

**COURSE PURPOSE AND LEARNING OUTCOMES:**

Combining cognitive and experiential approaches, this course focuses on gender and culture as they relate to communication. Students will obtain a critical understanding of gender construction, in addition to learning how gender affects verbal and nonverbal communication.

With conscientious participation in this class you should learn to:

1. Identify ways understanding of gender affects our communication with others;
2. Explain the role of communication in constructing consciousness of gender;
3. Discuss major movements and of and effective decision-making about gendered communication.

**COURSE REQUIREMENTS:**

This course is designed using Linda B. Nilson's specifications grading concepts (from *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*, 2014). You will have control over determining your final grade in this course. You can choose to complete and revise assignments to reach the grade you determine to earn. To earn each of the grades below, you are required to meet all of the criteria under that grade.

The types of assignments we will be doing include:

**Critical analysis essays** that require reading, viewing, researching and writing about specific focused topics in the class. The typical essay will be 2–4 pages in length and may require exploring resources apart from those provided in the course text and materials. You will have a choice between 12 critical analysis essay topics so that you can choose those most relevant and interesting to you.

**Discussion forums** that allow you to talk and share perspectives and thoughts with classmates about the readings and other materials each week. You will have a choice of 12 discussion forums throughout the class and can choose to post to those forums you find most interesting. To achieve excellence on the discussion forums, your participation should be *frequent, significant* and *communal*.

**Short weekly reading quizzes** over the textbook reading assignment for each week. These quizzes can be retaken up to three times until the deadline or until you earn the score you want.

**Presentation using Present.me.** A fourth type of assignment which must be completed to receive an A in the course is to create a presentation using Present.me. This presentation will allow you to share your work on one of the critical essays with others in the class through a standard 8-10 minute video presentation which will include PowerPoint slides or other professional visuals to assist in making your points.

**For a grade of A:**

Complete 5 proficient critical analysis essays (from the 12 options)  
 Provide comprehensive discussion on at least 6 weekly discussion forums (from the 12 options)  
 Complete all weekly quizzes over the reading with an overall score of 90% or above  
 Post a proficient presentation to the class on one of your critical analysis essay topics (using Present.me) and provide review comments on at least three presentations of classmates

**For a grade of B:**

Complete 4 proficient critical analysis essays  
 Provide comprehensive discussion on at least 6 weekly forums  
 Complete all weekly quizzes over the reading with an overall score of 80% or above  
 Provide review comments on at least three presentations of classmates

**For a grade of C:**

Complete 4 satisfactory critical analysis essays  
 Provide comprehensive discussion on at least 5 weekly forums  
 Complete all weekly quizzes over the reading with an overall score of 70% or above  
 Provide review comments on at least three presentations of classmates

**For a grade of D:**

Complete 3 satisfactory critical analysis essays  
 Respond to at least 4 weekly forums with comments that meet the minimum criteria  
 Complete all weekly quizzes over the reading with an overall score of 65% or above  
 Provide review comments on at least two presentations of classmates

Those who choose to do less activity than this or do not meet the minimum expected standards on the activities they complete will not earn a passing grade in the course.

**TENTATIVE SCHEDULE:**

<b>Week</b>	<b>Topic</b>	<b>Reading and Viewing</b>	<b>Assignment Options</b>
1	<i>Beyond Sex and Gender</i>	Introductory Video to the Class Chapter 1 Video: Chronicle of Higher Ed Ask Me – What LGBTQ Students Want their Professors to Know <a href="http://chronicle.com/article/Ask-Me-What-LGBTQ-Students/232797/">http://chronicle.com/article/Ask-Me-What-LGBTQ-Students/232797/</a>	Discussion Option – “Ask Me” Video  Essay Options (due after mid-term): 1. Book review of <i>As Nature Made Him</i> 2. Film review of <i>Boys Don’t Cry</i>

2	<i>Theoretical Approaches to Gender Development</i>	Chapter 2  Essays from <i>Women's Studies in Communication</i> , Volume 37, Issue 3, September 2014	Discussion Option – Laws that reinforce gender roles  Essay Option: 3. Using special designations like “women” in journal titles and other resources
3	<i>Feminism and Women’s Movements in the US</i>	Chapter 3 Video: TED Talk Interview Billie Jean King and Women’s Equality <a href="http://www.ted.com/talks/billie_jean_king_this_tennis_icon_paved_the_way_for_women_in_sports">http://www.ted.com/talks/billie_jean_king_this_tennis_icon_paved_the_way_for_women_in_sports</a>	Discussion Options – (1) Billie Jean King Video (2) Feminism
4	<i>Competing Images of Men</i>	Chapter 4	Essay Options: 4. Comparison of two women’s organizations NOW and IWF 5. Men’s roles in film <i>Courageous</i>
5	<i>Verbal Communication</i>	Chapter 5 Article: Suleiman, C. & O’Connell, D. C. (2008). Gender differences in media interviews of Bill and Hillary Clinton. <i>Journal of Psycholinguistic Research</i> , 37: 33–48 Doi: 10.1007/s10936-007-9055-x	Discussion Options - (1) Feminine language (2) Smiling experiment  Essay Option: 6. Gender Differences Article Review
6	<i>Nonverbal Communication</i>	Chapter 6 Article: Gervais, S. J. & Hillard, A. L. (2011). A role congruity perspective on prejudice toward Hillary Clinton and Sarah Palin <i>Analyses of Social Issues and Public Policy</i> , 11 (1): 221--240	Essay Options: 7. Review of Role Congruity Article 8. Portrayal of women and men in advertising
7	<i>Family and Early Years</i>	Chapter 7  Article: Girls Just Want to Be	Discussion Options – (1) Women’s Achievements (2) Salaries & Savings

		Mean <a href="http://www.nytimes.com/2002/02/24/magazine/girls-just-want-to-be-mean.html">http://www.nytimes.com/2002/02/24/magazine/girls-just-want-to-be-mean.html</a>	Essay Option: 9. Girls Just Want Article Review
8	<i>Gender in Schools</i>	Chapter 8 Myra and David Sadker research website: <i>Failing at Fairness</i> (1995) and <i>Still Failing at Fairness</i> (2009) <a href="http://www.sadker.org/DavidSadker.html">www.sadker.org/DavidSadker.html</a> .	Essay Option: 10. Review of article on Sadker website: An educator's primer to the gender war
9	<i>Male and Female Friendships</i>	Chapter 9	Discussion Option – (1) Men and Women in Friendship (2) Disagreements so far
10	<i>In the Workplace</i>	Chapter 10 Video: TED Talk Sheryl Sandberg and Women in Leadership <a href="http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders">http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders</a>	Essay Options: 11. Review of Sheryl Sandberg's video interviews 12. EEOC Policies
11	<i>Media Standards</i>	Chapter 11	Discussion Option – Favorite Media Characters
12	<i>Gendered Power and Violence</i>	Chapter 12 Video: TED Talk Gender Violence in India <a href="http://www.ted.com/talks/meera_vijayann_find_your_voice_against_gender_violence">http://www.ted.com/talks/meera_vijayann_find_your_voice_against_gender_violence</a>	Discussion Option – Reaction to Gender Violence in India Video
13		Creating a Present.me Presentation of best critical essay to share with class	
14		Review of and comments from classmates on final presentations	