COMM 4314: GENDER COMMUNICATION
Professor: Shad Tyra, MA
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Spring, 2016
Office: CE 216B
Section 001: 4:20-6:50pm, Tuesdays, CS 114
Office Hrs: M,W,F 2-4:00 pm
825-2316 (Comm Admin. Asst.)

COURSE DESCRIPTION: This course will focus on gender communication, studied from two perspectives: (1) communication about women and men, in terms of language and media depictions of the sexes; and (2) communication between men and women, or the more interpersonal/relationship-development aspect of the topic. A variety of instructional strategies—discussion, lecture, class activities, projects—will be employed in this course to help us accomplish our goals.

STUDENT LEARNING OUTCOMES: At the end of the course, students will be able to
1. define key terminology in gender communication;
2. identify and explain basic theories, issues, and research trends in gender communication;
3. demonstrate effective communication skills through a presentation on gender & media; and
4. illustrate their abilities to analyze and synthesize research findings on a topic in gender communication.

REQUIRED COURSE MATERIALS: The required textbook for this course is GenderSpeak: Personal Effectiveness in Gender Communication (5th ed.). E-versions of the textbook are acceptable. Students are expected to keep current in assigned readings, even if material is not directly covered in class. Quizzes will be drawn from assigned readings. Bring the guidebook handed out the first class session with you to each class meeting.

EXPECTATIONS FOR STUDENTS: One expectation I have for students is that you keep up with the reading. Plan ahead and at least scan the material before coming to class. If you don’t read, we’ll have no substance for discussions and the course will degenerate into merely an exchange of personal stories and opinions. A secondary expectation is that you openly discuss the material. I understand some people are shy, but I seek balanced participation. We need everyone’s involvement for the course to be successful. I appreciate all points of view and encourage an open exchange of ideas.

CLASSROOM ETIQUETTE: Please turn off cell phones, before the start of class and KEEP THEM OFF. If you must keep your phone on because you’re on call or have an emergency, turn off the sound so that only you’ll be aware of a call. If you have to answer an emergency call, please leave the room quickly and quietly. Be respectful of your instructor and classmates during class sessions. While I appreciate and encourage discussion, I won’t allow someone to dominate or show disrespect for another person’s contribution. I won’t tolerate talking among yourselves when I am presenting information, during classmates’ presentations, or while classmates are offering comments. I expect you to listen to me as well as one another, and not to work on things for other classes or your personal life during my class. No texting or checking emails. Class discussion is a key element in a communication course. If you have a problem with this policy, talk to me.

ATTENDANCE POLICY: Attendance is imperative and will be checked at each class. If you do miss a class, it’s your responsibility to get the info from a classmate. The following policy will be enforced: 1. Your first absence is without penalty. Use this absence for illness and emergencies.
2. Each subsequent absence will lower your final course average by 6 points.
3. You must attend at least 2 hours and 15 minutes of each 2 and a half hour class to be counted present.

**MISSED WORK:** Please realize that if you miss class the day you are expected to make a presentation, turn in an assignment, or take a quiz, you will not be allowed to make up that activity on a subsequent date. The grade is a ZERO. There are **only two exceptions** to this policy: (1) you are admitted to a hospital (not just seen by someone in an ER) and unable to attend class; and (2) you have experienced a death in your family. In both of these situations you must provide documentation supporting the reason for the missed activity. You or someone you know should get in touch with me, preferably by phone, as soon as the emergency arises. Contacting me before an absence is always preferable to contacting me after the fact. In extreme situations, you may also contact the Office of Student Affairs (825-2612) and request that a written memo be sent to all your instructors regarding your situation. **Anyone traveling for a school-related event must turn in assignments or take quizzes before your travel, not after.**

**GRADING SCALE:** Here is my approach to letter grades: a “C” is average; a “D” is below average, and an “F” is way below average (a bomb out). A “B” is above average and an “A” is way above average. As and Bs are rewards for above-average performance, not minimal or average work.

**ASSIGNMENTS & EVALUATION:** Your final grade in this course is based on your performance on the following assignments and quizzes. All written assignments must be typed and turned in at the beginning of the class session indicated in this syllabus. Point values for each assignment and quiz are shown below. Your final grade is based on a percentage of 350 points, minus any deductions for excessive absences. Roughly 90% of 350 points (approx. 315 points) will earn you an A, roughly 80% (approx. 280 points) a B, and so forth. **One new aspect of evaluation:** If you end up borderline with your final average in the course, the **quality** of your participation in class discussion (not the quantity) will affect your final grade. Quality participation is a judgment call made by your instructor.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Gender Issues Interview &amp; Paper</td>
<td>50</td>
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<tr>
<td>Quiz 1 (25 multiple-choice questions)</td>
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<td>Quiz 2 (25 multiple-choice questions)</td>
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<td>Quiz 3 (25 multiple-choice questions)</td>
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<td>Quiz 4 (25 multiple-choice questions)</td>
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<tr>
<td>Triad Project</td>
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**UNIVERSITY POLICIES**

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an “F” for the course and possible removal from the University.
Academic Advising.
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, April 8th is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals*
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamu-cc.edu/students/studentinfo.html . For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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**COURSE SCHEDULE:** The tentative schedule below details assigned readings, information to be covered during each class session, quiz dates, due dates for assignments—roughly everything you need to know to stay on top of this class. I use the word “tentative” because this schedule might change; however, students will be informed well in advance of any changes in schedule. **Check the schedule and complete the assigned readings before you come to each class so that you will be prepared.**

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**TENTATIVE SCHEDULE**

**Week 1**

T 01/26  
Sex/Gender Identity Exercise  
Syllabus Overview  
Discuss Gender Issues Interview Assignment  
Read:  Prologue & Chapters 1 & 2  
Read:  “Owning the F-Word,” reading from *Fifty Shades of Feminism*  
& “‘Bros Before Hos’: The Guy Code,” reading from *Guyland*  

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Week 2  
T 02/02  
Discuss Ch. 1: Talking the Talk and Walking the Walk  
Discuss “Owning the F-Word” & “Bros Before Hos” Readings  
Discuss Ch. 2: Gender Identity Development  
Review Gender Issues Interview Assignment  
Read: Chapter 3  
(Quiz 1 Review; Triad Project)

Week 3  
T 02/09  
DUE: Gender Issues Interview  
Discuss Ch. 3: Gender & Media  
Discuss Triad Project  
Form Triads & Draw for Presentation Order  
Quiz 1 Review (Prologue, Chs. 1, 2, & 3, Readings)

Week 4  
T 02/16  
Quiz 1 (Prologue, Chs. 1, 2, & 3, Readings)  
Triad Project Work Session  
Read: Chapter 4

Week 5  
W 2/23  
Round 1: Triad Presentations (Triads 1-3)  
Discuss Ch. 4: Gendered Language  
Read: Chapters 5 & 6

Week 6  
T 03/01  
Discuss Ch. 5: Gender & Relationships  
Discuss Ch. 6: Gender & Friendship  
Read: Chapter 7  
Read: Guidebook p. 17 (Quiz 2 Review)

Week 7  
T 03/08  
Round 2: Triad Presentations (Triads 4-6)  
Discuss Ch. 7: Gender & Romantic Relationships  
Quiz 2 Review (Chs. 4, 5, & 6)

SPRING BREAK  
March 14-18

Week 8  
T 03/22  
Guest Speaker  
Quiz 2 (Chs. 4, 5, & 6)
| Week 9 | T 02/29 | Triad Project Work Session (Triads 7-12 only)  
| Read: Chapters 8 & 9  
| Read: Guidebook p. 18 (Quiz 3 Review) |
| Week 10 | T 04/05 | Discuss Ch. 8: Power Abuses in Relationships  
| Discuss Ch. 9: Gender in the Workplace  
| Quiz 3 Review (Chs. 7 & 8) |
| Week 11 | T 04/12 | Round 3: Triad Presentations (Triads 7-9)  
| Quiz 3 (Chs. 7 & 8) |
| Week 12 | T 04/19 | Triad Project Work Session (Triads 10-12 only)  
| Read: Chapter 10 |
| Week 13 | T 04/26 | Round 4: Triad Presentations (Triads 10-12)  
| Discuss Ch. 10: Gender & Education  
| Read: Guidebook pp. 19 (Quiz 4 Review) |
| Week 14 | T 05/03 | Guest Panelists: Gender Communication for the 21st Century  
| Quiz 4 Review (Chs. 9 & 10)  
| Final Class Meeting—Quiz 4 (Chs. 9 & 10) |