COMM 5312: SEMINAR IN GENDER COMMUNICATION
Professor: D. K. Ivy, Ph.D.
diana.ivy@tamucc.edu
Office: BH 325, 825-5986
Office Hrs: M 6-7pm; TU 3:30-5:30pm; W 5-7pm
(Other office visits by appointmt.)

Fall, 2016
Section 001: Wednesdays, 7:00-9:30pm
BH 205

COURSE DESCRIPTION: This graduate seminar will focus on gender communication, studied from two perspectives: (1) communication about the sexes/genders, in terms of language and media depictions of the sexes; and (2) communication between them, or the more interpersonal/relationship-development aspect of the topic. A variety of instructional strategies—discussion, lecture, class activities, individual projects—will be employed in this course to help us accomplish our goals. We’ll begin with a discussion of terminology and concepts necessary to a fundamental understanding of gender communication. For the remainder of the semester, students will read and critique both scientific research and popular literature in gender communication, while conducting a literature review of a topic of their choosing. Assignments will be directed toward the final course project—a literature review and research proposal on a gender communication topic.

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. develop and present an instructional strategy or training exercise based on a gender communication concept;
4. illustrate their abilities to analyze and synthesize research findings on a topic in gender communication and propose future research on the topic;
5. demonstrate their ability to deliver an effective oral presentation, summarizing their final papers.

CITATION STYLE: APA 6th edition style is required for all assignments for this course. Other styles (MLA, Chicago, etc.) will not be acceptable in this course.

EXPECTATIONS FOR STUDENTS:
(1) Reading: Keep up with the reading. Planning and the discipline to get assigned reading done are essential in graduate education. If you don’t read, we’ll have no substance for discussions and the course will degenerate into a mere exchange of personal stories and opinions. Don’t rely on classmates’ presentations to carry you—you must find time to read.

(2) Discussion/Class Involvement: A secondary expectation surrounds the seminar approach to this class: In a seminar, students are primarily responsible for generating discussion. I expect balanced participation, as well as rigorous, open-minded discussion, stemming from assigned readings. We need everyone’s involvement for the course to be successful. I appreciate all points of view and encourage an open, honest exchange of ideas. In addition, 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 courses or your personal life during our class. No texting, checking emails, or posting on social media during class time.
(3) **Technology Usage:** Personal technology is allowed in the classroom, but please mute your cell phone, laptop, and/or tablet so that only you’ll be aware if you receive a call or text. If use of cell phones, pads, or laptops becomes excessive or disruptive, such that class attention and discussion is hampered, I reserve the right to ban their usage in the classroom. Please use technology as a tool to assist your learning, not as a replacement for the work needed to make classroom time successful.

**REQUIRED READINGS:** As a reflection of my studies during my 2015-2016 sabbatical, we’re going to concentrate on chapters within the reader, *Contemporary Studies of Sexuality & Communication: Theoretical & Applied Perspectives*, edited by Jimmie Manning and Carey Noland. If e-versions of this book are available, they’re acceptable to use—just please inform me of such usage. In addition, I will placed on library reserve selections from my textbook, *GenderSpeak: Communicating in a Gendered World* (6th ed.), as required reading.

**CLASSROOM BEHAVIOR:** As an academic community, TAMUCC 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, behavior that interferes with (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 peace and subject to disciplinary sanctions 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, e.g., classrooms, electronic classrooms, labs, discussion groups, field trips.

**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 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance. Once you have contacted Disability Services, please feel free to discuss classroom accommodations with me so that I can provide an optimum learning environment for you.

**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, and plagiarism (presentation of someone else’s work as one’s own work). Plagiarism is grounds for suspension from the university. Any student caught plagiarizing someone else’s paper, presentation, or speaking notes; lifting information from sources without citing those sources; attempting to turn in or present the same work in multiple classes; or cheating on a quiz **may be given an automatic F for the course**. Profs do compare notes and discuss student assignments. Do not even think about using material that is not your own—this includes online material. If you’re uncertain about the university’s policy on academic misconduct, refer to the Student Handbook or University catalog. If you’re uncertain as to what actions constitute plagiarism in communication courses, ask me.
GRADE APPEAL PROCESS: Students who feel 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 should first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, visit the College of Liberal Arts website (http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the CLA Associate Dean.

DROPPING A COURSE: I hope you never find it necessary to drop this or any other course. However, events sometimes occur that make dropping necessary or wise. Please consult with me before you decide to drop to be sure it’s the best thing to do. Should dropping the course be the best approach, you must initiate the drop process by filling out a course drop form in the Student Services Center (round building). Just stopping attendance and participation won’t automatically result in your being dropped from the course. For the fall semester of 2016, Friday, November 11 is the last day to drop a course with an automatic grade of “W.”

STATEMENT OF ACADEMIC CONTINUITY: In case of an unforeseen adverse event, such as a major hurricane, if classes can’t be held on the TAMUCC campus, this course will continue through the use of Blackboard and/or email. The class schedule, syllabus, and activities may be modified to allow continuation of the course. Ideally, university facilities (i.e., email systems, websites, Blackboard) will be operational within two days of the closing of the physical campus. However, all students need to make certain that I have current primary and secondary means of contacting each person.

ATTENDANCE POLICY: I suspect that many of you will feel that an attendance policy for a graduate course is inappropriate, but I’ve found that such a policy acts as an incentive. Because this course places a great deal of emphasis on discussion, it’s imperative that you attend all class sessions. Since the course only meets once a week, it’s even more important to attend so that you stay current and receive pertinent information. If you do miss a class, it’s your responsibility to get the information that was covered from one of your classmates. Here’s the policy that will be enforced for this class:
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 (equivalent of day class).
3. You must attend at least 2 hours, 15 minutes of each 2 and a half hour class to be counted present.

MISSED WORK: If you miss class when you’re 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’re admitted to a hospital (not just seen by someone in an ER or clinic) and unable to attend class; or (2) you’ve 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 Student Affairs (825-2612) and request that a written memo be sent to all your instructors. Anyone traveling for a school-related event must turn in assignments or take quizzes before your travel, not after.
EQUITY STATEMENT: All persons, regardless of sex/gender, age, class, race, ethnicity, religion, physical/learning ability, sexual orientation, veteran status, etc., shall have equal opportunity without harassment in this communication course. Any problems with or questions about harassment can be discussed confidentially with me.

ACADEMIC ADVISING: Students pursuing the Master of Arts in Communication will be paired with a graduate faculty advisor in their first semester. Students should contact their advisor within the first two weeks of a semester to arrange a meeting during which degree plans, tracks, and opportunities for professional development should be discussed. For any questions regarding grad faculty advisors, students should contact Dr. Stephanie Rodriguez, Interim Graduate Coordinator (BH 335; 361-825-5753; stephanie.rodriguez@tamucc.edu). To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts, located in Driftwood 203E, 361-825-3466.

ASSIGNMENTS & EVALUATION: Assignments in this course build on one another, meaning that they progress toward a culminating final course project. Brief explanations of each assignment appear below; complete explanations of all assignments and quiz review guides can be found in your course guidebook. Written assignments must be typed and turned in at the beginning of the class session indicated in this syllabus. Unannounced “pop” quizzes over readings are a possibility.

Reporter/Critic Assignment: For each reading, students will serve as reporters and critics who will lead and facilitate class discussion. The reporter’s task is to summarize key ideas in an assigned reading. The critic’s task is to be evaluative, meaning that you explore with the class what you liked and didn’t like, agreed or disagreed with, or found particularly relevant or irrelevant in an assigned reading. (See guidebook for more info.)

Annotated Bibliography Assignment: This assignment involves locating published research about gender communication and annotating it for possible later use. Select a topic you think you might want to pursue for the final project; then find 3 published articles from academic journals or edited books (2000 to the present) that you think will become part of your literature review for your final paper. Read over each article, extrapolating important ideas and incorporating them into your annotations. Keep annotations short and to the point—3-4 sentences max. (See guidebook for more info.)

Abstracts Assignment: For this abstract assignment, you will locate 3 published articles (which may or may not be the same 3 sources used for the annotated bibliography assignment) from academic journals or edited books (2000 to the present) that you think will become part of your literature review for your final paper. Next you will write original abstracts for each article. Abstracting means summarizing the highlights or most important aspects of an article into 1 or 2 paragraphs. (See guidebook for more info.)

Instructional Strategy/Training Exercise: In this assignment, students will share with classmates an instructional strategy (teaching lesson or activity) on gender communication that you have used in the classroom or think would be effective to use were you a teacher OR a training exercise in gender communication—one that you might use while conducting, for example, a workshop for a corporation or organization on gender sensitivity in the workplace. (See guidebook for more info.)
**Final Project: Oral Presentation:** Each student will make an informal, 10-minute presentation to the class, summarizing her or his final paper. Be prepared to field questions from your classmates and instructor. (See guidebook for more info.)

**Final Project: Paper:** The final paper has two parts: (1) a literature review of research on a specific topic of your choosing, related to gender communication; and (2) a proposal of research that you believe needs to be conducted on your topic. This paper should be 20-25 pages in length (typed, double-spaced, standard font size and margins), written in APA (6th ed.) style. (See guidebook for more info.)

**Quizzes:** Two 25-multiple choice question quizzes will be given. Quizzes will be based on required readings; review sheets for quizzes are in your course guidebook.

**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 550 points, minus any deductions for excessive absences. Roughly 90% of 500 points (approx. 495 points) will earn you an A, roughly 80% (approx. 440 points) a B, and so forth.

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Course Participation (Reporters/Critics)</td>
<td>150 points (50 pts. each)</td>
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<td>Annotated Bibliography</td>
<td>50 points</td>
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<tr>
<td>Abstracts</td>
<td>50 points</td>
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<tr>
<td>Instructional Strategy/Training Exercise</td>
<td>50 points</td>
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<td>Quiz 1</td>
<td>50 points</td>
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<tr>
<td>Quiz 2</td>
<td>50 points</td>
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<tr>
<td>Final Project: Presentation</td>
<td>50 points</td>
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<tr>
<td>Final Project: Paper</td>
<td>100 points</td>
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<td>550 points maximum</td>
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**COURSE SCHEDULE:** The tentative schedule below details assigned readings, information to be covered during each class session, presentation and quiz dates, due dates for assignments—roughly everything you need to know to stay on top of this course. 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 before you come to each class so that you will be prepared.**
**TENTATIVE CLASS SCHEDULE**

**Week 1**

W 8/24  
Syllabus Overview & Introductions  
Introduction to Gender Communication  
**Assignment:** Chapter Reporters & Critics (Guidebook pp. 8-13)  
Required Reading: Articles #1-4; Chs. 1 & 2 (GSpeak) by W 8/31  
Read: Syll. & Annotated Bib Assignmt (Guidebk pp. 1-7; 17) by W 8/31

**Week 2**

W 8/31  
Discuss Readings: Gender Jargon & Identity Development  
**Assignment:** Annotated Bibliography (DUE W 9/14)  
Required Reading: Articles #5-9; Ch. 3 (GSpeak) by W 9/7  
Read: Quiz 1 Review (Guidebook p. 14) by W 9/7

**Week 3**

W 9/7  
Discuss Readings: Gender & Mass Media  
Review Annotated Bibliography Assignment  
Quiz 1 Review  
Required Reading: Articles #10-11; Ch. 4 (GSpeak) by W 9/14

**Week 4**

W 9/14  
**DUE:** Annotated Bibliography  
**Quiz 1 (GSpk Chs. 1-3)**  
Discuss Readings: Gendered Language  
Required Reading: Articles #12-14; Chs. 5 & 6 (GSpeak) by W 9/21  
Read: Abstracts Assignment (Guidebook pp. 18-19) by W 9/21

**Week 5**

W 9/21  
Discuss Readings: Gender, Interpersonal Communication, & Friendship  
**Assignment:** Abstracts (DUE W 10/5)  
Required Reading: Articles #15-16; Ch. 7 (GSpeak) by W 9/28  
Read: Quiz 2 Review (Guidebook pp. 15-16) by W 9/28  
Read: Inst. Strat/Train. Assignment (Guidebook pp. 20-21) by W 9/28

**Week 6**

W 9/28  
Discuss Readings: Gender & Intimate Relationships  
**Assignment:** Instruct. Strategy/Training Exercise (DUE W 10/19)  
Review Abstracts Assignment  
Quiz 2 Review

**Week 7**

W 10/5  
**DUE:** Abstracts  
**Quiz 2 (GSpk Chs. 4-7)**  
Required Reading: Articles #17-19; Ch. 8 (GSpeak) by W 10/12
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<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Week 8</td>
<td>W 10/12</td>
<td>Discuss Readings: Power Abuses</td>
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<td>Review Instruction Strategy/Training Exercise Assignment</td>
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<td>Week 9</td>
<td>W 10/19</td>
<td><strong>DUE: Instructional Strategy/Training Exercise</strong></td>
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<td>Required Reading: Articles #20-21; Ch. 9 (GSpeak) by W 10/26</td>
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<td>Read: Final Paper &amp; Final Presentation (Guidebk pp. 22-26) by W 10/26</td>
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<td>Week 10</td>
<td>W 10/26</td>
<td>Discuss Readings: Gender Communication in the Workplace</td>
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<td><strong>Assignment: Drafts/Outlines (DUE 11/16), Final Presentations (DUE 11/30), &amp; Final Papers (DUE 12/14)</strong></td>
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<td>Required Reading: Articles #22-24; Ch. 10 (GSpeak) by W 11/5</td>
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<td>Week 11</td>
<td>W 11/2</td>
<td>Discuss Readings: Gender Communication in Educational Settings</td>
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<td>Review Draft/Outline, Final Presentation, &amp; Final Paper Assignments</td>
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<td>Week 12</td>
<td>W 11/9</td>
<td>Library Research Session (Ivy at NCA Convention)</td>
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<td>F 11/11</td>
<td><strong>University Deadline to Drop a Class</strong></td>
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<td>Week 13</td>
<td>W 11/16</td>
<td><strong>DUE: Drafts/Outlines</strong></td>
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<td>Individual Appointments</td>
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<td>Week 14</td>
<td>W 11/23</td>
<td><strong>Reading Day &amp; Thanksgiving Holiday</strong></td>
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<td>Week 15</td>
<td>W 11/30</td>
<td><strong>DUE: Final Presentations</strong></td>
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<td>Week 16</td>
<td>W 12/7</td>
<td><strong>Reading Day</strong></td>
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<td>Week 17</td>
<td>W 12/14</td>
<td><strong>DUE: Final Papers (7:00pm, no later)</strong></td>
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