COMM 4314: GENDER COMMUNICATION
Spring, 2020
Section 001: 7:00-9:30pm, Wednesdays, IH 156

Professor:  D. K. Ivy, Ph.D.
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Office:  BH 325, 825-5986
Office Hrs: M 5-6pm; TU 3:30-5:30; W 5-7pm (also by apptmt)

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 triad presentation; and
4. illustrate their abilities to analyze and synthesize research on a topic in gender communication.

REQUIRED COURSE MATERIALS: The required textbook for this course is GenderSpeak: Communicating in a Gendered World (6th ed.). Download rentals are available from Kendall Hunt Publishers; hard copies are also available for purchase or rental at the university bookstore. 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.

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. 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 a mere exchange of personal stories and opinions.

(2) Discussion/Class Involvement: Attempt to 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. 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 classes or your personal life during my 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.

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.

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 info from sources without citing them or not using primary sources only; 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 about plagiarism, ask me.

GRADE APPEAL PROCESS: As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

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 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 your academic advisor, the Financial Aid Office, and me before you decide to drop this course. Should dropping the course be the best course of action, 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 spring semester of 2020, Friday, April 10 is the last day to drop a course with an automatic grade of “W.”

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 the Disability Services Office for assistance at 361-825-5816. 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.

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.

ATTENDANCE POLICY: Attendance is imperative and will be checked at each class period. If you do miss a class, it’s your responsibility to get the information 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 (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 the day you’re expected to present, turn in an assignment, or take a quiz, you will not be allowed to make up that activity. The grade is a ZERO. Only two exceptions exist to this policy: (1) you’re admitted to a hospital (not just seen in an ER or clinic) 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 by phone or email 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 (361-825-2612) and request that a written memo be sent to all your instructors regarding your situation. Anyone traveling for a school-related event (including all athletes) must turn in assignments or take quizzes before your travel, not after.

GRADING SCALE: Here’s 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. A’s and B’s 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.

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Gender Issues Interview &amp; Paper</td>
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<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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<td>Triad Project</td>
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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
W 1/22
Sex/Gender Identity Exercises
Syllabus Overview
Discuss Gender Issues Interview Assignment (Gdbk pp. 6-7) (DUE 2/5)
Read: Prologue & Chapters 1 & 2 by W 1/29
Read: Guidebk pp. 1-5; 8-14 by W 1/29 (Syllabus; “Owning the F-Word,” reading from Fifty Shades of Feminism; & “’Bros Before Hos’: The Guy Code,” reading from Guyland)

Week 2
W 1/29
Discuss Chs. 1 & 2: Talking the Talk; Gender Identity Development
Discuss “Owning the F-Word” & “’Bros Before Hos” Readings
Review Gender Issues Interview Assignment
Read: Ch. 3 & Guidebk pp. 15; 19-26 by W 2/5 (Quiz 1 Rev; Triad Proj)

Week 3
W 2/5
DUE: Gender Issues Interview
Discuss Ch. 3: Gendered Language
Discuss Triad Project; Draw for Pres. Order (2/19, 3/4, 4/15, 4/29)
Week 4
W 2/12
Quiz 1 Review (Prologue, Chs. 1, 2, & 3, Readings)
Week 5
W 2/19
Round 1: Triad Presentations (Triads 1-3)
Week 6
Week 7
W 3/4
Round 2: Triad Presentations (Triads 4-7)
Quiz 2 Review (Chs. 4, 5, & 6)

SPRING BREAK
March 9-13

Week 8
W 3/18
Quiz 2 (Chs. 4, 5, & 6)
Triad Project Work Session (Triads 8-13 only)
Read: Chapter 7 by W 3/25

Week 9
W 3/25
Discuss Ch. 7: Power Abuses in Relationships
Triad Project Work Session (Triads 8-13 only)
Read: Chapter 8 by W 4/1

EXTRA CREDIT FOR ATTENDING COMM/MEDIA WEEK KEYNOTE, TH 3/26, 7PM

Week 10
W 4/1
Discuss Ch. 8: Gender & Media
Read: Chapter 9 by W 4/8
Triad Project Work Session (Triads 8-13 only)

Week 11
W 4/8
Discuss Ch. 9: Gender in the Workplace
Read: Guidebook p. 17 (Quiz 3 Review) by W 4/15
Triad Project Work Session (Triads 8-13 only)

F 4/10
University Deadline to Drop a Class

Week 12
W 4/15
Round 3: Triad Presentations (Triads 8-10)
Triad Project Work Session (Triads 11-13 only)
Quiz 3 Review (Chs. 7 & 8)

Week 13
W 4/22
Quiz 3 (Chs. 7 & 8)
Triad Project Work Session (Triads 11-13 only)

Week 14
W 4/29
Round 4: Triad Presentations (Triads 11-13)
Read: Chapter 10 by W 5/6
Read: Guidebook p. 18 (Quiz 4 Review) by W 5/6

Week 15
W 5/6
Discuss Ch. 10: Gender Comm in Educational Settings
Quiz 4 Review (Chs. 9 & 10)

Week 16