



COMM-516: GENDER AND COMMUNICATION (FORMERLY COMM-116)

Effective Term

Fall 2023

BOT Approval Date

12/15/2022

Discipline

COMM - Communication Studies

Course Number

516

Course Title

Gender and Communication (formerly COMM-116)

Short Title

Gender/Communicatio

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course examines gender differences in communication, including theories concerning differences, as well as, issues of gender in a variety of contexts such as families, relationships, the workplace, the media and school. (formerly COMM-116)

Codes

TOP Code (CB 03)

1506.00 - Speech Communication

CIP Code

09.0101 - Speech Communication and Rhetoric.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze the issues surrounding gender differences in relationships.
2. Investigate various gender movements in America.
3. Identify gender patterns in communication with each individual gender movement.

4. Survey, discuss, and respond to the impact of gender communication differences within contexts of family, workplace, schools, etc.
5. Compare and contrast media coverage of men and women.
6. Examine the gender differences in non-verbal communication.
7. Analyze the social construction of gender violence.
8. List and compare the theories explaining gender differences in communication.
9. Investigate real world applications through the lens of equity and diversity.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will compare and contrast theories explaining gender differences in communication.
2. Students will document gender differences in language choice and the use of nonverbal communication.
3. Students will examine and address cultural/societal beliefs, including stereotypes, within gendered communication.
4. Students will evaluate media effects or influences that shape our understanding of gender.
5. Students will model real world applications through the lens of equity and diversity through gender prescription.

Program Learning Outcomes

Learning Outcome

- Construct and responsibly present different types of speeches both individually and group, demonstrating effective communication practices (e.g., active listening, self-presentation).
- Explore, compare and evaluate the basic communication theories of small group, public, organizational and mass communication, the ways in which technology affects communication, as well as the rhetorical foundations of the field of Communication studies.
- Locate, read, and critically evaluate research (traditional and electronic), comparing and contrasting research methodologies used in the discipline.
- Recognize and discuss the ways in which communication, both verbal and nonverbal, affects lives in various social contexts (e.g., intrapersonal, interpersonal, intercultural, group, organizational, mass, and mediated communication among others).

Institutional Learning Outcomes

- Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.
- Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
- Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
- Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
- Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.
- Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.
- Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.
- Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. The Study of Communication, Gender, Race, and Culture
 - A. Communication, Gender, Race, and Culture as an Area of Study

-
- B. Research on Gender, Communication, and Culture
 - C. Reasons to Learn about Communication, Gender, and Culture
 - D. Gender in a Transitional Era
 - E. Differences between Women and Men
 - F. Relationships among Gender, Culture, and Communication
 - G. Gender advocacy in action
2. Theoretical Approaches to Gender Development
- A. Theoretical Approaches to Gender
 - B. Biological Theories of Gender
 - C. Interpersonal Theories of Gender
 - D. Psychodynamic Theories of Gender Development
 - E. Psychological Theories of Gender Development
 - F. Cultural Theories of Gender
 - G. Anthropology
3. The Rhetorical Shaping of Gender: Competing Images of Women
- A. The Three Waves of Women's Movements in the United States
 - B. Biological Theories of Gender
 - C. Interpersonal Theories of Gender
 - D. Psychodynamic Theories of Gender Development
 - E. Psychological Theories of Gender Development
 - F. Cultural Theories of Gender
 - G. Anthropology
4. The Rhetorical Shaping of Gender: Competing Images of Men
- A. Profeminist Men's Groups
 - B. Masculinist Men's Groups
 - C. Men's Rights
 - D. Father's Rights Groups
 - E. The Millions More Movement
 - F. Contemporary Men's Movements
5. Gendered Verbal Communication
- A. Verbal Communication Expresses Cultural Views of Gender
 - B. Gendered Language Excludes
 - C. Language Defines Gender as Binary
 - D. Language Shapes Awareness of Gendered Issues
 - E. Language Organizes Perceptions of Gender
 - F. Language Evaluates Gender
 - G. Language Allows Self-Reflection
 - H. Gendered Styles of Verbal Communication
6. Gendered Nonverbal Communication
- A. Functions of Nonverbal Communication
 - B. Establish the Relationship Level of Meaning
 - C. Forms of Nonverbal Communication
 - D. Proximity and Personal Space
 - E. Interpreting Nonverbal Behavior
 - F. Respecting Gendered Styles of Nonverbal Communication
7. Becoming Gendered
- A. Gendering Communication in the Family
 - B. Unconscious Processes
 - C. Parental Communication about Gender

- D. Parental Modeling
- E. The Personal Side of the Gender Drama
- F. Growing up Masculine
- G. Growing up Feminine
- H. Growing up Outside Conventional Genders
- 8. Gendered Education: Communication in Schools
 - A. Gendered Expectations and Pressures Facing Students
 - B. Academics
 - C. Athletics
 - D. Gender Pressures from Peers
 - E. Gendered Expectations and Pressures Facing Faculty
 - F. Equity in Gendered Expectations
 - G. Gender Expectations with Race
- 9. Gendered Close Relationships
 - A. The Meaning of Personal Relationships
 - B. Models of Personal Relationships
 - C. Gendered Styles of Friendship
 - D. Gendered Romantic Relationships
 - E. Developing Romantic Intimacy
 - F. Gendered Patterns in Committed Relationships
- 10. Gendered Organizational Communication
 - A. Gendered Stereotypes in the Workplace
 - B. Race in the Workplace
 - C. Nonbinary Gender and LGBTQ Identity in Organizations
 - D. Masculine Norms in Professional Life
 - E. Traditionally Masculine Images of Leaders
 - F. Traditionally Masculine Norms for Career Paths
 - G. Gendered Patterns in Organizations/Politics of Gender
 - H. Formal Practices
 - I. Informal Practices
 - J. Efforts to Redress Gendered Inequity in Institutions
 - K. Equal Opportunity Laws
- 11. Gendered Media
 - A. Media Saturation of Cultural Life
 - B. Media Impacts on Race
 - C. Regulate Images of Gender
 - D. Gender and Social Media
 - E. Social Networking
 - F. Consequences of Gendered Media
 - G. Normalize Unrealistic Standards
 - H. Normalize Violence against Women
- 12. Gendered Power and Violence
 - A. The Many Faces of Gendered Violence
 - B. Gender Intimidation
 - C. Sexual Harassment
 - D. Sexual Assault
 - E. Intimate Partner Violence
 - F. Cultural and Racial Foundations of Gendered Violence
 - G. The Normalization of Violence in Media

- H. The Normalization of Violence by Institutions
- I. Resisting Gendered Violence: Where Do We Go from Here?
- J. Personal Efforts to Reduce Gendered Violence
- K. Social Efforts to Reduce Gendered Violence

Methods of Instruction

Method

Activity

Integration

Class activities may be used to analyze the issues surrounding gender differences in LGBTQ+ and various relationships. These activities provide students the opportunity to survey, discuss, and respond to the impact of gender communication differences within contexts of family, workplace, schools, etc. Class activities promote discussion for a deeper understanding of topics and opportunities for collaboration while centering student voices. For example, group activities such as perception taking can develop concepts such as empathy, ethics, language, and critical thinking that pertain to gender concepts.

DE Adaptations for MOI

Class activities can be adapted using built-in features of a course management system (CMS). For example, class activities can be facilitated via threaded discussions. Collaborations can be promoted by creating groups within the CMS and assigning them a topic to research jointly where the students will use their group page within the CMS to communicate, post findings, share notes, discuss their thoughts, and jointly edit any required documents. The instructor may use threaded discussions as a method of instruction. For example, the instructor may participate in the activity through examples or interaction with students. Instructions to class activities will meet accessibility requirements.

Method

Discussion

Integration

Discussions (student-to-student) may be used for students to list and compare the theories explaining gender differences in communication. Students will compare and contrast media coverage of men and women. Students will have a better understanding of concepts such as critical thinking, reasoning, language, and gender by interacting with their peers or instructor. Students can share their interpretations of the content based on personal and professional experiences. For example, students may be asked to discuss how inequality in education based on gender may impact career paths in math, science, and other areas. The instructor may participate in the discussion through examples or interaction with students. Instructions to discussion boards will meet accessibility requirements.

DE Adaptations for MOI

Online discussions will be facilitated through the CMS or video conferencing software. The discussions will ask students to engage with accessible course content. Discussions (student-to-student) may be used for students to list and compare the theories explaining gender differences in communication. Students will compare and contrast media coverage of men and women. Students will have a better understanding of concepts such as critical thinking, reasoning, language, and gender by interacting with their peers or instructor. Student-to-student interactions can be facilitated using thematic discussion boards, peer review, and group assignments. These interactions are a form of instruction as they connect to the learning objectives outlined. For example, students will survey, discuss and respond to the impact of gender communication differences within the context of family, workplace, schools, etc. Student to instructor discussions can be facilitated within the comment section of assignment submission. Students may share their interpretations of the content based on personal and professional experiences. For example, students may be asked to discuss how inequality in education based on gender may impact career paths in math, science and other areas. The instructor may participate in the discussion through examples or interaction with students. Instructions to discussion boards will meet accessibility requirements. All communication via email will use either MSJC email or the Course Management System (CMS) inbox messaging.

Method

Group Projects

Integration

Group projects will be used for group application of skills to realistic situations (e.g., LGBTQ+ gender perception and language differences, dimensions of communication competence, and conflict) delivered by group presentations.

DE Adaptations for MOI

Group projects can be adapted using built-in features of a course management system (CMS). For example, group projects can be facilitated via threaded discussions. Collaborations can be promoted by creating groups within the CMS and assigning them a topic to research jointly where the students will use their group page within the CMS to communicate, post findings, share notes, discuss their thoughts, and jointly edit any required documents. Instructions to group projects will meet accessibility requirements. Each student will belong to a group and the presentation will be recorded and posted online within the course management system (CMS).

Method

Lecture

Integration

Lecture presentation and discussion with supporting visual materials may be used to introduce concepts and communication competence throughout the course. For example, a lecture can be used to explain communication and gender theories; challenges that the LGBTQ+ community face; perception, and social variables; verbal and nonverbal communication.

DE Adaptations for MOI

Lectures can be adapted to a course management system (CMS) to be delivered synchronously or asynchronously. For example, videos can be recorded by the instructor and embedded into a course page and lecture notes can be added utilizing a content editor. All materials will meet accessibility requirements. A lecture used to explain communication and gender theories could be recorded using approved captioning.

Method

Homework

Integration

Homework may be used by the students to practice the content and determine the extent of their understanding of gender theories. Homework may be used by the instructor to measure the progress toward the course learning objectives. For example, homework can be used to analyze the social construction of LGBTQ+ and gender violence and analyze the issues surrounding gender differences in relationships. The instructor may participate with homework through examples or scenarios with students. Instructions for homework will meet accessibility requirements. All communication via email will use either MSJC email or the Course Management System (CMS) inbox messaging.

DE Adaptations for MOI

Homework can be adapted using built-in features of a course management system (CMS). Completed homework may be submitted by uploading the document to the designated assignment area in the CMS. The instructor may participate in homework through examples or scenarios with students. Instructions for homework will meet accessibility requirements. All communication via email will use either MSJC email or the Course Management System (CMS) inbox messaging.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams will include a combination of questions that connect directly to the course learning objectives. In exams, students will analyze the issues surrounding gender differences in relationships such as LGBTQ+, investigate various gender movements in America, and compare and contrast media coverage of men and women. Exams will include gender theories, culture diversity (previously applied, or discussed in class) and essay questions that require critical thinking skills. Students will explain the concept of gendered responsibility and how equity in gender should be addressed. Students will select a controversial media product (advertisement, song, film, etc.) and evaluate it with respect to gendered responsibility. Exams will be evaluated through correctness, clarity, completeness, and precision. The instructor will provide correct responses, comments, and grades within one week of the due date of these exams.

DE Adaptations for MOE

Online exams will be given and submitted through the CMS. Exams will include a combination of questions that connect directly to the course learning objectives. Such as, "Analyze the issues surrounding gender differences in relationships including LGBTQ +? Investigate various gender movements in America. Compare and contrast media coverage of men and women." For example,

exams will consist of concepts such as gender theories, culture diversity (previously applied, or discussed in class) and essay questions that require critical thinking skills, such as, "Briefly explain the concept of gendered responsibility and how equity in gender should be addressed? Select a controversial media product (advertisement, song, film, etc.) and evaluate it with respect to gendered responsibility." Exams will be evaluated through correctness, clarity, completeness, and precision. The instructor will provide correct responses, comments, and grades within one week of the due date of these exams within the gradebook using the CMS.

Method

Research Projects

Integration

Research projects will be assigned that will assess the course learning objectives. Students will examine the gender differences in non-verbal communication. Students will analyze the social construction of LGBTQ+ communities and gender violence. Students will list and compare the theories explaining gender differences in communication. Research projects will be evaluated based on students' understanding and application of gender theories, cultural practices, gender related concepts, gender equity, and skills developed throughout the course examining gender communication differences in verbal and non-verbal contexts. These projects will be evaluated on the students' ability to apply information learned through a visual and oral presentation. The instructor will provide correct responses, comments, and grades within one week of the due date of the research project.

DE Adaptations for MOE

Research projects will be assigned that will assess the course learning objectives. Students will examine the gender differences in non-verbal communication. Students will analyze the social construction of LGBTQ+ communities and gender violence. Students will list and compare the theories explaining gender differences in communication. Research projects will be evaluated based on students' understanding and application of gender theories, cultural practices, gender related concepts, gender equity, and skills developed throughout the course examining gender communication differences in verbal and non-verbal contexts. These projects will be evaluated on the students' ability to apply information learned through a visual and oral presentation. Students will turn in online projects in the designated area in the CMS. The instructor will provide correct responses, comments, and grades within one week of the due date of the research project within the gradebook using the CMS.

Method

Papers

Integration

The research paper will assess students' understanding of gender-related theories and concepts, such as gender equity, gender culture, and gender communication. The written research paper may focus on topics such as LGBTQ+ or the Women's or Men's movement in the United States, or education in the United States. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within one week of the assignment due date.

DE Adaptations for MOE

The research paper will assess Students' understanding of gender-related theories and concepts, such as gender equity, gender culture, and gender communication. The written research paper may focus on topics such as LGBTQ+ or the Women's or Men's movement in the United States, or education in the United States. The research paper will be submitted via the CMS. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor in the grading area of the CMS within one week of the assignment's due date.

Method

Class Participation

Integration

Class participation will be observed and evaluated on the students' understanding and application of gender related concepts such as, culture diversity, language, gender equity, LGBTQ+ empathy, ethics, critical thinking, and perception checking. Students will participate in group in-class activities that connect to learning objectives such as, "Investigate real-world applications through the lens of equity and diversity with gender. Analyze the social construction of gender violence." The students will keep an in-class journal that reflects what they have learned and how they will use these new concepts in their personal and professional life. The instructor will read and comment on these concepts and the student will be graded based on their ability to illustrate their understanding of



the concepts presented in the class session. Students will turn in their journals in the designated area in the CMS. The instructor will provide correct responses, comments, and grades within one week of the due date of the journal.

DE Adaptations for MOE

Students will be evaluated on their weekly discussion board responses which will illustrate their understanding and application of gender related concepts such as, culture diversity language, gender equity, LGBTQ+ empathy, ethics, critical thinking, and perception checking. Students will participate in group class activities through breakout rooms within the CMS. Class participation will be observed and evaluated on the students' understanding and application of gender related concepts such as, culture diversity, language, gender equity, empathy, ethics, critical thinking, and perception checking. Students will participate in weekly discussion board responses and in group activities through breakout rooms in video conferencing applications that connect to learning objectives such as, "Investigate real world applications through the lens of equity and diversity with gender. Analyze the social construction of gender violence." The students will keep an online journal within the designated area of CMS that reflects what they have learned and how they will use these new concepts in their personal and professional life. Students will turn in their journals in the designated area in the CMS. The instructor will provide correct responses, comments, and grades within one week of the due date of the journal within the gradebook using the CMS.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

After reading the article by Alex Aubry, From Mideast to Midwest, write an analytical argument essay examining how the author uses the narratives of women of color to develop her argument about women and equity.

How assignment will be adapted in online format

Course material will be covered via the CMS and students will submit their paper on the CMS Assignments feature. Students will receive feedback via the grading tool, with in-draft feedback and comments.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

The documentary The Mask You Live In, presents several challenges about the social constructs of gender. In an essay, identify these challenges in the documentary and analyze how gender prescriptions and assumptions, create this inner conflict. In the thesis, consider: What are the challenges, and who is at fault for the gender norms? The focus is on many aspects of the documentary and the effects of inner conflicts of all genders. Write the essay entirely in the third person using APA format.

How assignment will be adapted in online format

The documentary The Mask You Live In, presents several challenges about the social constructs of gender. In an essay, identify these challenges in the documentary and analyze how gender prescriptions and assumptions, create this inner conflict. In the thesis, consider: What are the challenges, and who is at fault for the gender norms? The focus is on many aspects of the documentary and the effects of inner conflicts of all genders. Write the essay entirely in the third person using APA format. Papers will be evaluated through correctness, clarity, completeness, and precision and will assess the application of the course learning objectives. For example, the examination of gender differences in non-verbal communication and media coverage of men and women. Students will view documentaries using library resources such as Kanopy, course material will be covered via the CMS. The use of accessible and



ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student-created or curated content will be available via CMS. Students will submit their papers on the CMS Assignments feature. Students will submit papers in the designated area in the CMS. The instructor will provide correct responses, comments, and grades within one week of the due date of the paper within the gradebook using the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Advertisements are presented on different media platforms. With your group identify advertisements in these different media platforms and list and compare the theories explaining gender differences in communication. Compare and contrast media coverage of men and women. Discuss the gender norms, if there were generalizations through gender stereotypes, and how these stereotypes were formed? Discuss any bias(s) in each advertisement. Create and deliver a group presentation analyzing 5 advertisements. Presentations will be submitted a Canvas Discussion Board. The discussion board will only be visible to you, me, and your group members. Your presentation must be a single, unified multimedia (Prezi, ppt., Google Slides, or video) presentation wherein you present your group findings and argument. This presentation must be 15-20 minutes per group (not including Q & A) and each student must present approximately the same amount of material and for the same amount of time (so, each member will get approximately 3 minutes of presentation time).

How assignment will be adapted in online format

This assignment can be done through collaborative group discussion boards on the CMS and through a multimedia presentation that students can record using the CMS and other online resources to upload. The use of accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student-created or curated content. Advertisements are presented on different media platforms. With your group identify advertisements in these different media platforms and list and compare the theories explaining gender differences in communication. Compare and contrast media coverage of men and women. Discuss the gender norms, and if there were generalizations through gender stereotypes, and how these stereotypes were formed? Discuss any bias(s) in each advertisement. Create and deliver a group presentation analyzing 5 advertisements. Presentations will be submitted to the Canvas Discussion Board. The discussion board will only be visible to you, me, and your group members. Your presentation must be a single, unified multimedia (Prezi, ppt., Google Slides, or video) presentation wherein you present your group findings and argument. This presentation must be 15-20 minutes per group (not including Q & A) and each student must present approximately the same amount of material and for the same amount of time (so, each member will get approximately 3 minutes of presentation time). Students will submit the presentation in the designated area in the CMS. The instructor will provide correct responses, comments, and grades within one week of the due date of the assignment within the gradebook using the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Participate in group discussions during class time reflecting on the gender roles observed in students' personal and professional lives. Compare and contrast media coverage of men and women. Analyze the issues surrounding gender differences in relationships.



How assignment will be adapted in online format

Participate in online group discussions reflecting on the gender roles observed in students' personal and professional lives. Compare and contrast media coverage of men and women. Analyze the issues surrounding gender differences in relationships. These discussions will be conducted asynchronously on the CMS or may be conducted synchronously in accessible virtual meeting technologies through breakout rooms in video conferencing applications. The instructor will give feedback while participating in the discussion by responding to the students' responses, asking clarifying questions, and by including comments in the grading area within a week of the close of the discussion or activity.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Students will watch a short video on slurs and stereotypes. Students will analyze how self-identification, such as LGBTQ+ can be empowering and have discussions about what it means to be proud of the labels and identities that we all hold. They will also discuss the damage that can be done when someone applies labels to another person without that person's permission (consent).

How assignment will be adapted in online format

Students will watch a short video on slurs and stereotypes provided on the CMS. Students will analyze how self-identification, such as LGBTQ+ can be empowering and participate in online discussions about what it means to be proud of the labels and identities that we all hold. The online discussions will also address the damage that can be done when someone applies labels to another person without that person's permission (consent). These discussions will be conducted asynchronously on the CMS or may be conducted synchronously in accessible virtual meeting technologies through breakout rooms in video conferencing applications. The instructor will give feedback while participating in the discussion by responding to the students' responses, asking clarifying questions, and by including comments in the grading area within a week of the close of the discussion or activity.

Course Materials**Textbooks**

Niles Goins, Marnel; Faber McAlister, Joan; Alexander, Bryant (2022). The Routledge Handbook of Gender and Communication 1st ed. Routledge. ISBN-13: 978-1138329188

Other Resources

Kirk, Gwyn; Okazawa-Rey, Margo (2020). Gendered Lives: Intersectional Perspectives 7th ed. Oxford University Press. ISBN: 978-0190928285

Vaid-Menon, Alok (2020). Beyond the Gender Binary. Penguin Workshop. ISBN: 97805394655

Palczewski, Catherine; McGeough, Danielle; Pruin DeFrancisco, Victoria (2022). Gender in Communication: A Critical Introduction 4th ed. Sage. ISBN: 978-1071852927

Wood, Julia (2019). Gendered Lives 13 ed. Wadsworth. ISBN: 9780357694572

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes content that has explicit language detailing more diversity and inclusion in course materials and in the lenses used to analyze texts, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. Specific language in the course, as well as consideration of power and privilege, have been included. For example, diversity and inclusion are infused in the course learning objectives such as, “Students will survey, discuss, and respond to the impact of gender communication differences within contexts of family, workplace, schools, etc. Students will investigate real-world applications through the lens of equity and diversity with gender.” Diversity and inclusion are infused in the methods of instruction through class activities that provide a platform for engaging students in developing a deeper understanding of topics and collaboration while centering student voices. Diversity and inclusion are infused in the methods of evaluation through research papers assessing students’ understanding of gender-related theories and concepts, such as gender equity, gender culture, and gender communication.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To support diverse learners, the use of accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student-created or curated content. In addition, there is more emphasis on the role that identity plays in how texts and ideas are created and received. This will encourage students to engage as individuals and value students as whole people in the learning process. Assignments show a variety of approaches to a variety of texts, including written texts and film, while scaffolding approaches to help them understand the critical reading and thinking process. The course objectives, such as “Examine the gender differences in non-verbal communication. Compare and contrast media coverage of men and women,” and methods of instruction, methods of evaluation, and assignments allow students to interact with their instructor and each other to build critical thinking skills both in-class or out of class. For example, student-to-student interaction, and student-to-instructor interaction is contextualized for diverse learners promoting equity through activities, discussion boards, and breakout rooms in video conferencing applications or in-class practice to apply skills. Students receive feedback from the instructor both informally in the discussion, informally in drafting, and formally through summative assessments in the designated area in the CMS.

Interactions

Explain how the course will incorporate student-to-student interaction.

The instructor will provide a variety of media for learning through the theoretical lens. Students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc.), and student-created or curated content. The instructor will primarily focus on encouraging students to annotate and perform close readings of primary and secondary sources to develop critical thinking skills, as that is the focus of the class. The instructor will lead students in various exercises to help students comprehend the materials, including activities identifying student confusion, and activities that connect to the course learning objectives. For example, “Identify gender patterns in communication with each individual gender movement. Investigate real-world applications through the lens of equity and diversity with gender.”

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply a rhetorical analysis and/or theoretical lenses, clarify concepts, pose questions, and or/encourage students to make connections between course concepts and larger societal concerns, such as, analyzing the social construction of gender violence and examining texts through an intersectional lens. Discussions, activities, such as role play workshops, deconstructing gender norms, and experiential learning activities will help students examine texts through an intersectional lens. The instructor will offer lectures on course concepts, critical approaches, variant interpretations, gender contexts, and deconstructing gender prescriptions.

Explain how the course will incorporate student-to-content interaction.

To learn critical thinking concepts and explore theoretical lenses, the instructor will provide a variety of media for learning. Students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content. The instructor will primarily focus on encouraging students to annotate and perform close readings of primary and secondary sources to develop critical thinking skills, as that is the focus of the class. The instructor will lead students in various exercises to help students comprehend the materials, including activities identifying student confusion, activities on annotations, etc.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multicultural perspectives of literature on gender. Through discussions and assignments, we ask students to pose questions about literature as well as how they approach their assignments and analysis. We ask them to reflect on where they're struggling and succeeding with analysis and interpretation, and we ask students to assess what kind of peer and instructor feedback to apply in the essay writing, research, and reflection. Through readings, lectures, activities, and discussions, we encourage students to explore connections between gender and societal concerns to demonstrate how media can be a vehicle for analyzing the contemporary socio-historical context. We also emphasize that the analytical and critical thinking skills they hone by analyzing literature in context have broad applications beyond the classroom.

Key: 969