

COM 316 – Gender and Communication

SYLLABUS

Instructor:
Office:
Email:

Office Hours:

Please read this Syllabus carefully. **Your continued enrollment in the course indicates that you have accepted the conditions and expectations of this course**, including the types of content that will be discussed. Withdraw from the course immediately if any expectations or requirements of the course are not acceptable to you.

GENERAL INFORMATION

Required Reading Materials

Course Textbook: Linde, J. A., & Edson, B. A. (Eds.). (2014). *The process of gender* (3rd ed.). Dubuque, IA: Kendall/Hunt Publishing Company. (Available at ASU Bookstore. Do not purchase the 2011 edition; the 2014 is a *major* revision.)

Course Packet: Available at AlphaGraphics: 815 W. University Dr. Ste. 101, Tempe (East of Hardy), 480-968-7821, www.us004.alphagraphics.com

Additional Required Readings: Digital copies of academic journal articles (available from the Hayden Library website) have been placed on the course Blackboard site for your convenience.

Recommended

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

[APA is the required style for the written citation of sources in this class. An APA handout and helpful Internet links are also available on the Blackboard site.]

Course Description

This course examines how the concepts of sex, gender, and sexuality affect human communication and, in turn, how communication affects our understanding of these concepts. We will consider how various terms related to these concepts have been defined and applied with respect to a variety of social issues, addressing both theoretical perspectives and the lived experience of individuals of various sexed and gendered identities. We will also explore how people become gendered, how people express gender, and how violent behavior can be related to gender.

Note about Course Content

Students should understand, in advance, that a course about gender is *not* restricted to issues specific to women or feminism. This course will address diverse issues relating to sex, gender, and sexuality. In addition to topics concerning women, females, and women's movements, significant reading and class discussion will be devoted to men, males, and men's movements; intersex infant births; transsexualism, and transgender movements. Students should review the course material to determine their comfort level, and those unwilling to confront these topics should consider taking a different course. Be aware that *all sections of COM 316 address these topics*.

Course Learning Outcomes

1. You will understand, at a basic level, the theorized difference between the concepts of *sex* and *gender*.
2. You will become familiar with the gendering of children, and the cultural gender norms that affect the lives of adults.
3. You will learn to recognize the expression of gender in everyday contexts.
4. You will develop critical thinking skills related to gender issues.
5. You will become familiar with the ways in which gender impacts (and is impacted by) various social systems such as the workplace, educational institutions, sports teams, and media.
6. You will become familiar with scholarly research concerning gendered violence (e.g., bullying, partner abuse).
7. You will become familiar with the history of U.S. women's movements and men's movements.
8. You will understand the meanings of the following concepts: *gender identity*, *gender expression*, *gender variance*.
9. You will understand the meanings of the following concepts: *intersex*, *transgender*, *transsexual*.
10. You will reflect upon and articulate your reactions to course material.

Communication with Instructor

Students should contact me via **email, with “COM 316” and your class time (1:30) in the subject line.** (I teach five classes, so I may not remember which class you are in.) I will check my email daily on weekdays, and you should receive a response within two days. While I *may* check email on weekends, this should not be an expectation. Note that I do not have an office telephone, so you cannot call me. If I need to contact the whole class prior to the next class period, I will post a Blackboard announcement, so you should check the site frequently. If the message is urgent, I will send a class email.

Your Name

1. On the first day of class, I will take attendance by last name only. Please let me know at that time (or sooner) the name by which you prefer to be known in class—for example, a shortened version of your legal name or a nickname.
2. Because I teach more than 100 students in a semester, it is unlikely that I will learn all of the corresponding names and faces. If it is important to you that I learn your name, please help me by speaking to me during office hours, trying to sit in the same seat for each class, or coming up with some other way to help me connect your name to your appearance.

Blackboard/ASU Email

The Blackboard site will automatically appear in the “My Courses” section of the “MyASU” Google start page for all students registered in the class. Login with your ASURITE ID at <https://my.asu.edu>. If I email individual students or the class as a whole through the Blackboard email function and find that mail to a student is bouncing back due to a filled mailbox or an incorrect email setup, I will notify that student during the next class period, at which point that student will be expected to have the problem corrected. If a student is notified of the problem and neglects to have it corrected, such email difficulties may not be used as an excuse for failing to receive course information. It is essential that you have regular and reliable access to Blackboard, and that you regularly check the Announcements page that appears when you enter the site.

Safe Assignment

Two assignments, the Observation Paper and the Position Paper, must be uploaded to Safe Assignment, which is a plagiarism checking tool within Blackboard. If you want to make sure that your Safe Assignment upload was successful, you can check this in the Blackboard Gradebook. If you see an exclamation point (!) in the space where the grade will be, this was a successful upload. Once the paper is graded, that grade will replace the exclamation point.

Technical Support

If you have computer problems using Blackboard, do NOT contact your instructor for help. Visit the My ASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online. For immediate assistance, call [1-855-278-5080](tel:1-855-278-5080) or start a live chat through the My ASU Service Center. ASU staff will provide Blackboard support and help students resolve technical issues related to their coursework.

Disability Services

Students needing accommodations in this course due to disabilities must be registered with the Disability Resource Center (DRC) before requesting accommodations. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). Visit: www.asu.edu/studentaffairs/ed/drc for additional information. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Feedback

I welcome feedback about this course. If you wait until university evaluations at the end of the semester, I cannot choose to make any beneficial changes until I teach this course again in the future. Please share your thoughts with me in a collaborative manner during my office hours or via email.

Syllabus Changes

If I see a need to change any element of this Syllabus in order to improve the course once it has begun, notification of the change will be given in class and on Blackboard. Such changes could be based on student suggestions, my observation of course progress, or requirements from the School, College, or University.

LGBT Studies Certificate

This course qualifies as an approved elective for the LGBT Studies Certificate. For more information about the Certificate, please visit <https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPLGBTCERT/undergrad/true> & <https://sls.asu.edu/lgbt>

ASSIGNMENTS (Be sure to read the [detailed assignment sheets posted to Blackboard.](#))**Course Readings**

Class discussion is a major focus of this course. Readings should be completed in advance of their due dates. Come to class prepared to ask any questions you have about the material, but also consider sharing stories from your own life that illustrate what you have read. These stories will help your classmates to understand the material.

Reading Journal Posts (150 points)

Five times during the semester you must make a post to the Blackboard Journal (worth up to 30 points each) regarding one of the assigned readings. **Each post must be made PRIOR to the class for which that reading is assigned.** Those earning the full 150 points will meet or exceed the minimum requirements for word count, posting deadlines, and quality of content.

Syllabus Quiz (10 points)

We will go over the Syllabus on the first day of class, after which a Syllabus Quiz will be available on the Blackboard site. Students may take this quiz at any time prior to the deadline, but *it is timed and may only be taken once*, so students should be sure to read the Syllabus before taking the quiz.

Exams (110 points)

The Midterm (worth 50 points) and Final Exam (worth 60 points) will be taken in class. These may consist of any combination of the following: multiple choice, true/false, matching, and short answer. Study Guides, providing suggestions on areas of focus for study, will be reviewed during class prior to each exam.

Observation Paper (50 points)

For this paper, you will observe gendered behavior in various locations and write about what you have observed. You will turn in a hard copy on the due date and upload digitally to Safe Assignment. Graded papers will not be returned any earlier than two weeks after the due date.

Position Paper (60 points)

For this paper, you will take a personal position on a gender-related issue. You will turn in a hard copy on the due date and upload digitally to Safe Assignment. Graded papers will not be returned any earlier than two weeks after the due date.

Small Group Discussion Posts (65 points)

Each student will self-select into a small group by choosing one of five sets of news stories on a topic related to gender. All sets of news stories have been collected in Word documents and posted to BBD. The seven students in each group will discuss their set of news stories by posting to their own BBD discussion forum. These reading materials are not included in general class discussion and will not be included in exams.

Small Group Presentation (25 points)

After the Small Group News Discussion assignment is complete, your group will deliver a brief presentation about your group's news stories to the rest of the class (who had not been required to read them). This presentation will summarize the content of these news stories, describe your group members' personal reactions to them, and explain how group members influenced one another. All members must participate, but you are free to determine the format of the presentation.

Attendance/Effort/Participation (30 points)

Students who receive all of these points will arrive to class on time, attend every class, remain until class has been dismissed, participate in all in-class activities, and contribute to in-class discussions on a regular basis. Note that an in-class activity cannot be made up if you were absent on the day it took place, and I will not be announcing these activities in advance. AEP points may also be deducted for absence, lateness, lack of participation, or class disruptions (see Classroom Climate section).

Extra Credit

You can earn up to 10 points of extra credit by posting answers to questions about the essays in the Linde/Edson textbook. *Please do not request any additional extra credit options which would apply to you, but not to the rest of the class.*

CLASS POLICIES

Student Conduct

Statement from the Hugh Downs School:

The Hugh Downs School of Human Communication strives for a classroom climate that is comfortable for all. In a communication class, it is especially important that we:

1. display respect for all members of the classroom—including the instructor and students;
2. pay attention to and participate in all class sessions and activities;
3. avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and
4. avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus.

This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your instructor has the authority to deduct points from your final grade each time you engage in these sorts of behaviors.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10

(<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>). This includes students who are verbally or physically aggressive towards the instructor or another student before, during, or after class. As noted in this policy, "An instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor." In cases where disruptive behavior does not warrant removal from class, at the instructor's discretion a student's final grade will be lowered by 25% instead.

Students are required to adhere to the behavior standards listed in:

- 1) the Arizona Board of Regents Policy Manual Chapter V—Campus and Student Affairs: Code of Conduct (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), and
- 2) the ACD 125: Computer, Internet, and Electronics Communications (<http://asu.edu/aad/manuals/acd/acd125.html>).

Instructor's Statements on Student Conduct:

1. **Class discussion** and the sharing of individual opinions is encouraged. However, personal attacks, i.e., offensive comments regarding the race, ethnicity, religion, sex, gender, sexual orientation, age, etc. of other students, will not be tolerated. If such a remark is posted to a Blackboard discussion forum, I will save a copy of the post and then delete it from the forum. Be aware that this policy does **not** assure that you will never be offended by the comments made by others. (Feeling offended when confronted with a new idea can be a good thing, as this forces you to examine your own positions.) Rather, this policy is a reminder to think before you speak. Make your point, but consciously attempt to phrase that point in a manner that is not deliberately cruel or marginalizing of particular social identities. Remember that any identity you disparage may be present in the class, or may be claimed by the friends and families of your classmates.
2. **Technology in the classroom:**
 - a. During class discussion, laptops with keypads are permitted for academic purposes such as taking notes. However, *laptops should be closed when the class is viewing a film or video*. If you use a laptop during class, be prepared for me to monitor your use, and accept when you are requested to put it away.
 - b. *The use of cell phones, iPods, and other entertainment devices is not permitted from the time class begins until the time class is dismissed*. Any such use will receive point deductions and you will be asked to stop or else leave class for the remainder of that class period.
 - c. If English is not your first language, and you would like to use an electronic translator during class, please speak to me about this in advance.
3. **Presentation days:** All those who are not presenting are considered audience members. Behave in a respectful manner, regardless of your interest in the subject. You should look at the speakers and/or any of their visual aids. Be aware that there should be *no open laptops in the audience on presentation days*. Also, if you arrive to class late on a presentation day, *do not enter the room during another group's presentation*. Wait in the hall and then enter when you hear applause.
4. **Classroom disruptions:** Electronic devices should be set to the silent mode (or turned off) at the beginning of class. *Participation points may be deducted for any the following:*
 - a. The use of electronic devices, other than laptops, at any time during class
 - b. Holding private, off-topic conversations during class discussions of course material
 - c. Using laptops while the class is viewing films or videos, or during a group presentation
 - d. Entering the room during a presentation (unless you are a late-arriving member of the group currently presenting)

Source Citation and Writing

Reference Styles: I require the use of APA style for all in-text citations and reference lists. We will review basic APA style during class, and the Blackboard site contains an APA handout as well as links to APA Websites. When an assignment containing APA style has been graded, be sure to read my notes indicating what was done incorrectly or you are likely to make the same mistakes again in the next assignment.

Writing: You are expected to write at a collegiate level. Points may be deducted for errors in grammar, punctuation, spelling, sentence structure, etc. See the Writing handout on Blackboard. For extra help with writing, contact the ASU Writing Center: <http://studentsuccess.asu.edu/writing>

English: This class, like all others taught in the Hugh Downs School, is taught in English. If English is not your first language and you are having difficulty with speaking, writing, or understanding, please seek assistance at the Writing Center or with the International Student Office which provides conversational groups for non-native speakers. Since this class is taught in English, all work in this course will be graded based on a common rubric that assumes an understanding of English.

Paper Format: Each written assignment has an assigned length range. Therefore, points will be deducted when the paper length falls outside this range (i.e., too short or too long). Points will also be deducted for using an incorrect font size, margin width, or line spacing. Please do not right-justify your text. Note that the use of unnecessary blank lines may also result in a point deduction if the paper would have been too short without these lines (see the Paper Format Sample document).

How to Cite Course Readings (IMPORTANT):

1. **Linde and Edson** are the *editors* of the textbook. All of the essays in the book were written by *other* authors. If you are citing one of these essays, your reference list and in-text citation should begin with the appropriate author name(s), using the APA style for a *book chapter*. You should only cite Linde and Edson as the authors if you are citing the book's Preface or one of the section introductions which were actually written by Linde and Edson.
2. **The Course Packet** is a compilation of essays by different authors, taken from different sources. Each of these essays should be cited as an independent work, *not as a chapter* within the packet (i.e., the packet, itself, should not be named).
3. **The Gender Terminology List** is not a published document. If you wish to cite it in a paper, include it on your reference list as: Booth, E. T. (2015). *Gender terminology list*. [Unpublished]

Academic Integrity

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus, instructors in the College and School do not tolerate cheating or plagiarism. Plagiarism is intentionally or unintentionally using another's work (including wording, phrases, or original ideas) without giving the person proper credit. This includes representing anyone else's words as your own. Exact words can be used ONLY in direct quotes, clearly presented as such. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, or allowing another student to copy your work, and possession of unauthorized materials during an examination. All work for this class must be original to this class. You may not recycle papers or other work from previous courses you've taken, including if you are taking this course over again. This is considered *self-plagiarism* and violates University policy. Even within this course, each assignment must be unique work; you may not duplicate material across assignments. Instructors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: Assigning a grade of XE ("failure through academic dishonesty") to the student, advocating the suspension or expulsion of the student from the College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken. For further information, please read the Student Academic Integrity policy and the code of conduct for Arizona State University: <http://provost.asu.edu/academicintegrity>. Remember, any academic dishonesty in this course could result in failure of the course, and could also lead to disciplinary action by the college or university.

Instructor's Note: Be aware that copying material directly from assigned readings (without quotation marks and citation of the source) also constitutes plagiarism. For example, previous students have copied definitions from a textbook, using the exact words from the text without quotation marks. If you do this, it gives the impression that you are claiming these words to be your own. Likewise, if you *paraphrase* material from a source, even though you do not need quotation marks, you are still required to cite the source of the information. Bottom line: Any ideas from a source other than your own mind need to be cited, whether or not they are direct quotes. If you cite "the book" or "the text" with no author name, I will deduct points and ask, "What book?" Even if I am your only reader, you should *write your papers for an audience of strangers* who have not taken this class and are not familiar with our textbook.

Due Dates and Late Assignments

I. Late Hard Copy Assignments

For the two paper assignments, a hard copy must be turned in before class is dismissed on the due date, *AND* a digital copy must be uploaded, in Word format, to the Safe Assignment program on the Blackboard site. Note:

- A. **Not turning in a hard copy of the assignment by the due date and time will result in a point deduction:**
1. If the hard copy is turned in *after* class has been dismissed on the due date, the **deduction is 10% per day**. Consequently, there will be no more points available after nine days. Note that the word “day” includes weekend days. A late assignment turned in on a Monday is three days later than an assignment turned in on the previous Friday. Also, turning in a hard copy means turning it in to me personally, or delivering it to my office in the Stauffer building. DO NOT turn assignments in to the Hugh Downs office.
 2. If no hard copy is turned in, but the assignment is uploaded to Safe Assignment by the due date and time, there will only be a **5% deduction** for downloading and printing the paper for grading.
 3. **If the paper is not received in any form** by the due date, submitting only a late digital copy will result in the first two deductions being combined.
- B. **If your hard copy is turned in *on time***, but it is *not* uploaded to Safe Assignment on time (because you forgot, or because you experienced a technical problem while uploading), the assignment is *not* considered late. However, no grade will be posted, and you will not receive your graded assignment, until this uploading is completed.
- C. *Technical Note:* If you experience problems when uploading to Safe Assignment from a MAC, try uploading again from a PC. Also, please use Word format; do not upload documents in .rtf or .pdf formats.

Often, students will state on a due date that they were unable to print an assignment due to printer problems. This explanation will not avoid a point deduction for lateness. If your printer breaks down, put the assignment on a flash drive (or email it to yourself) and print it out at Computer Commons. You could also take the 5% deduction by uploading it to Safe Assignment *before* class. Obviously, printing the assignment right before class is a risky idea.

II. Late Blackboard Posting Assignments

- A. **Small Group Discussion Posts:** The three assigned posts (sign-up post, post #1, and post #2) made after the due date and time will receive a *10% deduction per day*. Consequently, posts will not receive grades if they are more than nine days past the due date, as there will no longer be any points available.
- B. **Reading Journal Posts:** These will not be accepted or graded after the deadline (i.e., the beginning of class on the day the reading is discussed). Remember that *you choose the deadline days* for Reading Journal Posts because you select the five readings to which you respond.

Assignment Grade Questions

Please do not approach me regarding the grade received on an assignment during the same class period when the assignment is returned to you. **Submit grade challenges in writing within one week of receiving the grade.** I reserve the right to **lower a grade** if a more detailed evaluation indicates that a lower grade is warranted.

Attendance

Attendance will be taken during each class period. Lateness, unexcused absence, and leaving class before it has been dismissed will all result in point deductions. You will be allowed **two unexcused absences with no penalty**. Any **further unexcused absences will each result in a two-point deduction** from your final point total. In general, assume that **arriving late and leaving early will lose 1 point**. An *excused* absence would include documented proof of medical care or other extraordinary circumstances. (Regularly scheduled appointments such as doctor visits do not constitute extraordinary circumstances.) If you will be participating in an ASU-sponsored activity such as athletics, forensics, etc., or if you must be absent due to a religious holiday, you must notify me in advance, including documentation from the sponsoring department or religious institution.

Missing Discussion Due to Absence/Tardiness

Note that exam questions could be taken from any class discussion. If you are absent, it would be wise to acquire class notes from a classmate. I will not provide an absent student with any notes or materials that had not been made available to the rest of the class. If you miss an online video clip shown in class, I will provide you with the link upon request. However, if you miss a DVD shown in class, I will not replay it for you. Please do not ask for a copy of my lecture notes; the students who attended class didn't receive them either.

Midterm Absences

There are no make-ups for the Midterm except in cases of illness (with documented proof of medical care) or other extraordinary circumstances (with documentation). If you know in advance that you will be participating in an ASU-sponsored activity, or if you must be absent due to a religious holiday, you must notify me *at least one week in advance* of the exam, including documentation from the sponsoring department or religious institution. In this case, you may be asked to take the exam **in advance** rather than later.

Final Exam Absence

ASU policy prohibits me from allowing students to take the Final Exam prior to the official final exam week, so please do not make this request. Travel arrangements should be scheduled for after the scheduled exam date. ASU policy states that if you are scheduled for *more than three* finals on the *same day*, you may ask one of these instructors to move your final exam date (see policy at: <http://students.asu.edu/final-exam-schedule>). If you are ill on the day of the final, you *must* notify me via email immediately and turn in medical documentation *before* receiving a make-up final (which must be taken before the end of the official finals week). In other words, you have only a few days to do this. If you do not attend the final and I do not hear from you, I will assume that you are not taking the final and you will receive a grade of zero on this exam.

GRADE CALCULATION PAGE
(Optional for your convenience)

Points Per Letter Grade

| | |
|----|-----------|
| A+ | 484 - 500 |
| A | 467 - 483 |
| A- | 450 - 466 |
| B+ | 434 - 449 |
| B | 417 - 433 |
| B- | 400 - 416 |
| C+ | 384 - 399 |
| C | 350 - 383 |
| D | 300 - 349 |
| E | 0 - 299 |

| <u>ASSIGNMENT</u> | <u>GRADES I RECEIVED</u> | <u>POINTS POSSIBLE</u> |
|---|--------------------------|------------------------|
| Syllabus Quiz | _____ | 10 |
| Midterm | _____ | 50 |
| Final Exam | _____ | 60 |
| Observation Paper | _____ | 50 |
| Position Paper | _____ | 60 |
| Sm. Group Discussion Posts (5+30+30) | _____ | 65 |
| Sm. Group Presentation | _____ | 25 |
| Reading Journal Posts (5 x 30 points each) | _____ | 150 |
| Attendance/Effort/Participation | _____ | 30 |
| <hr/> | | |
| TOTAL | _____ | 500 |
| <hr/> | | |
| Extra Credit (Blackboard) | _____ | 10 |
| Other Extra Credit (if offered) | _____ | TBA |
| <hr/> | | |
| COURSE TOTAL | _____ | |