

GENDER and COMMUNICATION
COMN 2472

Fall Quarter 2014, Saturdays, 9:00 a.m.- 12:00 p.m.

(Blended & Service Learning)

September 13, 20, 27, October 4, 11, 18, 25, November 1, 8, 15, 2014

INSTRUCTOR: Carol C. Zak-Dance, Ph.D., <mailto:czakdanc@du.edu>
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TEXTS: Gendered Lives (11th Ed.) Wood, Julia T.
Belmont CA: Wadsworth, 2015. ISBN 285-07593-5

COURSE DESCRIPTION:

This course is designed to examine the human communication process as it influences and is influenced by sex and gender differences, gender expectations, and sex/gender stereotypes. In other words, what impact does sex, gender, and stereotyping have on the development of an individual's sense of "self", as well as on the individual's communication behaviors, skills, and styles? Areas that will be examined, researched, and discussed include self-concept development, language usage, nonvocal communication, communication in personal, educational, and professional contexts, and media influences. We will use a variety of learning formats, including, lecture, discussion, films, service learning, online activities. Strategies for improving the communication environment will be explored.

STUDENT LEARNING OUTCOMES: By the completion of this course, participants will be able to:

- identify the communication behaviors associated with sex/gender;
- distinguish the interdependent effects of sex and gender on communication behaviors, in a variety of contexts, personally and in others;
- apply text based research to everyday human occurrences;
- construct and evaluate strategies for improving an individual's communication within/between the sexes in a variety of contexts;
- recognize learned concepts that come from providing service to gendered organizations;
- relate and synthesize the course concepts with an individually chosen research topic, orally and in writing.

STUDENT RESPONSIBILITIES:

1. Attendance and participation. Class attendance is **essential**. If an emergency requires missing a class, contact the instructor *asap* regarding any make-up work. Class participation is evaluated based upon the student's ability to relate readings and experiences to class discussions in an attempt to further the class participants' understanding of the topic. **You cannot complete this class with a passing grade if you miss two (2) classes.**
2. There will be a service learning component (in lieu of class attendance) associated with the *Half the Sky* Fair's (11/1/14) women's organizations. More on this later.
3. A newspaper article, magazine article, written communication from any source, self-composed short report of a personal or witnessed experience, or a self-written report of someone else's experience, as told to you, related to that week's reading topic, will be presented and turned in during designated class sessions (see class schedule). A **separate "relationship to reading" one-page discussion paper** should be typed and accompany your submission. These examples will be used for a class theory/practice scrapbook.
4. Four one hour film sessions are required. Dates will be provided, but will be either directly following Saturday class sessions, or have Sunday alternatives.
5. An end-of-the-quarter research paper (6-8 pages) and oral report. **(A class handout details this assignment.)**

ACADEMIC INTEGRITY:

The Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor code and its procedures.

www.du.edu/honorcode

DIVERSITY, INCLUSIVENESS, RESPECT:

CWC has a core commitment to fostering a diverse learning community that is inclusive and respectful. Our diversity is reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations

and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up AND listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

ADA ACCOMODATIONS:

Students who require accommodations under the Americans with Disabilities Act should contact the instructor to discuss their needs. Students with learning disabilities should also notify the instructor and may contact the Disability Services Program at DU (www.du.edu/disability). Laptops must remain closed during all student presentations.

TECHNOLOGY USE IN THE CLASSROOM:

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately. Work done on laptops, cell phones, etc., that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants.

RELIGIOUS HOLIDAYS:

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided written notice is given to the instructor during the first two weeks of the quarter. The absence will be considered an excused absence and make-up work will be accepted.

GRADES:

Final grades will be based upon the following percentages:

Attendance & Participation	10%
Relationship to Reading Assignments (5)	50% (10% per paper)
Service Learning Component	20% (10% pre; 10% post)
Final Paper and Report	20%

Class Schedule, Assignments, Topics are listed on the next full page.

<u>DATE</u>	<u>TOPIC/ASSIGNMENT</u>	<u>READINGS</u>
09/13/14	Defining Human Communication Sex Differences and Gendered Communication	Introduction Chs. 1, 2,
09/20/14	Women's and Men's Rhetorical Movements <i>FILM #1, 12-1:15</i>	Chs. 3, 4
09/27/14	Gender and Spoken Language Gender and Unspoken Language Discussion Paper #1 DUE <i>FILM #2, 12-1:15</i>	Chs. 5, 6
10/04/14	Gender and Relationships Discussion Paper #2 DUE	Chs. 7, 9
10/11/14	Gender and Education Discussion Paper #3 DUE <i>FILM #3, 12-1:15</i>	Ch. 8
10/18/14	Gender and Mediated Communication Discussion Paper #4 DUE <i>FILM #4, 12-1:15 (alternate 10/19, 10 - 12:30)</i>	Ch. 11
10/25/14	Gender, Power, and Violence Discussion Paper #5 DUE <i>(FILM alternate 10/26, 10-12:30)</i>	Ch. 12
11/01/14	<i>Half the Sky</i> Fair/Service Learning 9:30 a.m. to 1:30 p.m.	
11/08/14	Gender and Workplace Communication Service Learning Blog Post Discussion	Ch. 10
11/15/14	Final Paper and Oral Presentation Strategies for Change Discussion	Epilogue
