



COURSE OUTLINE

CMN 215

Course Number

Communication and Gender

Course Title

3
Credits

3
Lecture Hours

Revised

Required Materials:

Wood, J. (2009) *Gendered Lives: Communication, Gender, and Culture*, 8th Edition (Cengage: Belmont, CA). ISBN-10: 1428229957 | ISBN-13: 9781428229952

Catalog Description:

Critically analyzes issues of gender and communication. Examines theoretical perspectives used to explain gender phenomena, gender socialization, male and female interactions and stereotypes, with an emphasis on improving communication skills.

Prerequisites:

ENG101 or equivalent skills

Co- or Pre-requisites:

none

Last Revised: 07/2009

Course Coordinator:

Professor Donna Munde, munded@mccc.edu, ext. 3332

Course Competencies/Goals.

The student will be able to:

- define communication and gendered communication verbally and in writing. (Gen. Ed. Goal 1)
- distinguish between biological, psychological, social and cultural theories of gender and identity. (MCCC Core Skills Goal B)
- compare and contrast how men and women view the purposes of conversation.(MCCC Core Skills Goal B)
- use nonverbal cues to gauge his or her reaction to gendered interactions.(Gen. Ed. Goal 1)
- develop perceptual and listening capabilities that are sensitive to the influence of gender. (Gen. Ed. Goal 8 and MCCC Core Skills Goal G)
- discuss the extent to which the roles of men and women affect the nature of their friendships. (Gen. Ed. Goal 1 and MCCC Core Skills Goals A and G)
- explain verbally and in writing how gender communication may affect and influence romantic, family, classroom and work relationships. Gen. Ed. Goals 1 and 8)
- describe the causes and effects of partner violence and violence in sports.(MCCC Core Skills Goal B)
- explain the role gender plays in litigation and the law.
- discuss in groups both pro-feminist and pro-masculine historical movements in the United States. (Gen. Ed. Goal 7 and MCCC Core Skills Goals A and F)
- volunteer a minimum of 15 hours for a non-profit community organization in order to observe, analyze, reflect and discuss gendered communication.(MCCC Core Skills Goal G)
- write about their service experiences in a reflective journal.(Gen. Ed. Goals 1, 8 and 9 and MCCC Core Skills Goal A)
- write a research paper, following ALA documentation requirements, using library research and elaborating on one of the units of study in 6-7 pages. (Gen. Ed. Goals 5 and 8 and MCCC Core Skills Goal D)

Units of Study in Detail.

Unit I – The Foundations of Gender Communication

The student will be able to:

- define and distinguish between communication and gendered communication.
- discuss standpoint theory and its use in conceptualizing gender.
- define and distinguish among the terms sex, gender, androgyny, sexism and sexual orientation.
- identify and explain four principles of gendered communication.
- explain how gender stereotypes and social images of gender influence definitions of the self.
- distinguish among biological, psychological, social and cultural theories of gender and identity.
- define the term “gender identity.”
- describe the effects of language socialization on the communication styles of men and women.
- define the term “sexist language.”
- describe the ways in which men and women use nonverbal cues to reveal their gender identity.
- compare and contrast masculine and feminine listening styles.

Unit II – Gender’s Role in Creating and Maintaining Personal Relationships

The student will be able to:

- use Taylor and Altman’s Social Penetration Model and Rawlin’s six-stage model of relationships to explain the nature of friendship.
- compare and contrast the characteristics of same-sex and cross-or-mixed-sex friendships.
- explain how gender may affect each of the ten relationship stages identified by Knapp and Vangelisti.
- discuss how gender influences what people look for in a romantic relationship.
- define the term “romantic relationship.”
- explain how a family functions as a “gendered-person factory.”
- discuss how diversity may affect a family’s functioning.

Unit III – Gender and Communication in Context

The student will be able to:

- identify how curricular materials and content perpetuate gender stereotypes and inequities
- discuss how educational processes and practices communicate different expectations for men and women
- identify strategies for eliminating educational sexism and gender bias in the classroom.
- discuss how sex-role socialization affects the work experiences of women and men.
- define “glass elevator,” “glass ceiling,” and “sex segregation at work.”
- define the term “sexual harassment.”
- distinguish between “quid pro quo sexual harassment” and “hostile environment harassment.”
- compare and contrast the management styles of women and men.
- identify gendered perceptions of health.
- compare and contrast how men and women experience and express feelings.
- explain the role gender plays in litigation.
- define the term “battered woman syndrome.”
- explain the implications of the Violence Against Women Act.
- explain the implications of no-fault divorce.

Unit IV – Gendered Media

- recognize gendered themes in entertainment programs
- recognize bias in news coverage
- evaluate mediated images of relationships between men and women
- evaluate media portrayals of violence towards women

Unit V – Issues and Challenges in Gender Communication

The student will be able to:

- explain what is meant by “media gendering.”

- discuss the ways the media perpetuate gender roles and gender stereotyping
- identify Title IX.
- describe gender issues in sports coverage.
- describe what we learn about gender from music videos.
- describe the causes of physical and sexual aggression.
- identify rape myths.
- discuss steps to reduce the prevalence of gender violence.
- discuss and distinguish among pro-feminist and pro-masculine men’s movements in the United States.

Unit VI - Conducting Research in Gender Communication

The student will be able to:

- identify and discuss key parts of a research study.
- incorporate APA style while writing a research paper.
- interpret original research.
- write a paper that researches and synthesizes one issue in gender communication.

Evaluation of Student Learning

Quizzes (3 @ 10% each)	30%
Group Oral Report	15%
Service-Learning (activities, journal and class discussion)	30%
Term Paper	15%
Class Participation	10%

The 6-7-page research paper requires students to access a minimum of five sources, with the assistance of librarians. Students will be instructed in the proper use of APA style. Students will research one of the objectives from Units II, III or IV and focus their research on that objective.

The group oral presentation requires students who performed their academic service-learning at the same organization to work in together to discuss and present the issues of gender and communication they observed. Students will be instructed in the norms, problems, leadership styles, and problem-solving activities of groups.

Academic Integrity Statement

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

Disability Statement

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson's can be reached at (609) 570-3525.