

COM 312 - GENDER COMMUNICATION

Dr. Skip Rutledge

Office Hours: T/R 10:45-11:45, & 2:45 – 3:45 & by appointment, in Cabrillo 103
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TEXTBOOKS:

Tannen, D., 2001, You Just Don't Understand: Women and Men in Conversation, Ballentine, New York.
Stewart, Cooper, Stewart, and Friedley., (2003) Communication and Gender (4th ed.), Allyn & Bacon, Boston.

COURSE OBJECTIVES:

The primary course objective is to gain a comprehensive awareness of current research regarding gender in the communication field. We will explore some theoretical explanations and practical applications of these findings. It is a further objective of this course to spur personal reflection on the issues of gender equality/inequality and to encourage greater sensitivity to communicative differences between genders. Through exploring causes, and consequences of such differences and misunderstandings, perhaps we can better bridge that gender gap. An additional question we will explore is how questions of faith impact these issues and findings.

COURSE FORMAT:

Since this is an upper division level course designed to explore a contemporary research issue with divergent research and foundational suppositions, it will be taught in a seminar style common to most graduate level courses. Each of the class members contributes observations on the assigned readings and shares the results of his or her research efforts. It is not primarily a formal lecture driven teaching approach, but values the many voices contributing to our comprehension of this field. Informed participation is therefore essential.

COURSE GRADING:

A grade point system will be employed rather than imposing an artificial grade curve. It will be possible to accumulate 500 points. Grades will be assigned on a percentage basis of points accumulated. For example earning 92% of the possible points (460) would equate to an A. 90% to 91% would equal an A-. 88-89% = a B+. And so on. Any grade of only 59% (299) or less is a failing grade. The final project can be turned in up to one day late for an automatic 1 grade penalty. However, the presentations must be made on the scheduled dates. The exams will be comprehensive and exacting. Study hard, and keep notes and outlines.

The grade points will be assigned as follows:

Team Topic Presentation	100 pts
Midterm	100
Research Paper & Presentation	100
Class participation, quizzes, responses, exercises	100 pts
Final	100 pts

ATTENDANCE & PARTICIPATION:

Due to the seminar approach of the course the informed contributions of class members becomes very important to the success of the course. Therefore, a part of the grade will be based on prompt attendance (**Avoid tardies: two tardies equal one absence**) and participation. **Leaving early is rude, distracting and equal to a tardy.** You will notice you are not rewarded for good attendance, as that is expected. However, absences or tardies beyond your second will take points off your final grade total. Do not schedule medical, DMV, or work appointments at this time. Remember too that the use of communication devices like cell phones, lap tops, PDAs, etc. for personal work (texting, net surfing, homework, theorizing the meaning of life in general, etc.) is worse than not being there as it is rude to the class members and professor, and distracts from our group wide educational tasks and goals. Accordingly violations of the rule against such behavior will be applied through attendance and participation points as if you were absent. Thanks for understanding.

ASSIGNMENTS:

1. CHAPTER READINGS: (Included in responsiveness, quiz grades, etc)

The seminar format and the size of the class mandate that students thoroughly read and be prepared to discuss the assigned text for any given class session. Remember that **THE READING ASSIGNMENT MUST BE COMPLETED BEFORE THE SCHEDULED SESSION!** Beware the pop quiz. A critical component of this grade will be the chapter outlines due at the beginning of each class covering the assigned reading per the schedule or as revised. The outlines should be typed and are primarily for your study purposes and to document a thorough understanding of the assigned reading. They will typically consist of several pages (often 3-4) of double spaced notes. These notes will be an invaluable aid in studying for the final. Prepare them accordingly. The Tannen notes will be shorter than the Stewart chapters. **Keep a copy of your class notes for studying for exams.** The ones you turn in to me will not be returned to you.

2. RESEARCH PROJECT: State of the Art Paper: 100 points

This assignment will be a research paper requiring the student to choose one narrow aspect of general communication and become a subject matter expert on the latest findings of researchers in the field. You will compile your findings in a formal paper (of approximately 12-15 pages) using APA 5th edition format. It is presumed that you will be using at least 12-15 primary (not secondary, know the difference) research sources for this project. Top papers will be expected to surround their topics and suggest areas for further research and will no doubt exceed the guidelines listed above for acceptable length and depth. A top paper should essentially be a publishable paper, very difficult to accomplish even for experienced scholars. This paper will be due towards the end of the semester, but research efforts should commence as quickly as possible. Please clear your topic with the instructor before delving too deeply into your work. The topic may not be closely related to your other big research assignment, the team presentation project. Grades will be based on both presentation and format. **Learn APA format or perish.** (insert scary music here) Passing grades will require a well written, spell checked, proof read, typed, neatly organized, APA (5th ed.) formatted document free of sentence fragments and run-on

sentences. Also avoid plastic covers and funky binding. Stapling is preferred, even though it is not APA approved. If the paper meets these minimum standards it will be judged for content quality, research effort, and scholarship. A 7-8 minute oral presentation of the State of the Art will be required, and should be well polished, organized, and presented in an engaging manner (not just read).

3. TEAM TOPIC MULTI MEDIA PRESENTATION 100 Points. (2person teams):

This assignment requires the student (alone or paired with one other student) to extensively research and become subject matter experts on a fairly narrow sub-area from within the general field of gender communication. However, instead of presenting the findings within a formal paper the students will make a formal presentation to the class lasting approximately 15 –20 minutes describing the nature of their topic and the scope of the research done to date. Students will be encouraged to use various media for presenting this data, such as prepared handouts (perhaps outlines, annotated bibliographies), power point displays, charts, graphs, visual aids, overhead transparencies, slides, video-clips [of VERY limited duration], etc. . . .

Presentational creativity within appropriate boundaries is encouraged. Attention should be spent on highlighting some practical applications of your research findings. In other words how can we benefit from learning that you wish to teach us? Audience members frequently ask (usually at the subconscious level), “What’s in it for me.” This is always a good question for speakers to consider in any communication transaction. Following the presentation there will be a period of questions from the instructor and/or class and some discussion of the material covered (approximately 15 minutes).

These presentations must be made on the day that the material is to be covered in the syllabus. It is critical that both members be present on the scheduled day. A no-show will result in an automatic "F" for the parties not present, and may impair the remaining member grades as well, so choose partners carefully. Otherwise, a consistent group grade will be presented, as opposed to awarding different grades for different members. A detailed schedule of subjects and class dates is provided at the end of this syllabus to help in your decision regarding which subject/date to sign up for. Be thinking of general interest areas and select your partners by the next class date. We cannot have two presentations on the same day, so desired dates and topics will fill up quickly. To reserve a topic/date I will need a paper with the first and last name of each member, your particular topic requested and the class date you are requesting.

This presentation is not intended to recap or summarize a chapter topic, but rather to isolate one particular area and provide more detailed coverage and analysis of the research and concepts and practical applications of the selected topic area. You should be quoting primary studies on your topic, summarizing their findings, and citing their publication data. Consider it an ultra term project, with a little help from your friends.

FRIENDLY ADVICE OR WARNINGS:

1. **DO NOT PROCRASTINATE:** Keep up on reading faithfully. Begin the research projects by next week. If you are not used to tough research papers in this discipline, it will take much longer than you think it will to gather sufficient quality materials. If you have not already mastered APA format style add at least 6-8 more hours of torturous learning just for formatting rules that impact grades. Failure to plan, is planning to fail (Wooden, J. et al.)
2. **NEVER PLAGIARIZE:** There is no greater sin in academia, than to turn in the work of another while claiming it as your own work. Penalties for such an act in this class will include an automatic assignment grade of "F". It probably also will result in failing the class and being reported to the Provost for disciplinary action which can include removal from the institution. As a student, ethical person, or professing Christian, the one thing that cannot be taken away from you by another is your integrity. The University has no interest in associating with someone that can so easily part with such a valuable commodity for something as temporal and passing as a grade.
3. **ACTIVATE AND MONITOR YOUR E-MAIL ACCOUNT WITH THE SCHOOL:** This helps when I send articles or notes to the class via e-mail. Assignments or classes may need rearranging at the last second. I also intend to set up an E Class component.
4. **PLEASE SEE ME WITH ANY PROBLEMS IN ADVANCE:** My goal is for you to learn the material to the best of your ability, not to lay in wait and torpedo you. If something is unclear, or you need advice on a paper or presentation, please seek my help ahead of time.
5. **PLEASE ADVISE ME OF LEARNING DISABILITIES IN ADVANCE.**
Below is a copy of the school's policy on academic accommodations. I will support this policy completely.

ACADEMIC ACCOMMODATIONS:

All students are expected to meet the minimum standards for this course as set by the instructor. Students with learning disabilities who may need accommodations should first discuss options and services available to them in the Academic Support Center (ASC) during the first two weeks of the semester. The ASC, in turn, will contact professors with official notification and suggested classroom accommodations, as required by federal law. Approved documentation must be provided by the student and placed on file in the ASC prior to the beginning of the semester.

COM 312: Gender Communication
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Day	Classroom Activity	Assignment & Presentations	DUE
January Week One	Tuesday: Review Syllabus & Discuss Class. Overview of Tannen's Paradigm.	Review other text and choose partner, topic and presentation date.	Read Chpt 1- 3 in Tannen Choose topic for in class presentation by Thursday
Week Two	Tuesday, Gender differences discussion and exercise. Thursday. Tannen chptrs 1-3 T	(No Presentations)	Briefly outline a few points per chapter. – Due Thursday
Week Three	Tuesday: Chapters 4-6 Tannen Thursday: Chapters 7-10 Tannen		Remainder of Tannen Chapters.
Week Four	Tues: Ch. One: Perspectives (Stewart, et al) Thursday – view debate round rather than attend class – study gender elements of persuasive speaking note any gender differences.	2 page typed field observations on nonverbal persuasion techniques	Outlines for Chpt 1 SCS&F
February Week Five	Ch. Two: Gender and Identity		Outlines Chpt 2
Week Six	Ch Three: Language		Outlines for Chpt 3
Week Seven	Ch Four: Nonverbal Communication		Outlines for Chpt 4
Week Eight	Ch. Five: Friendships Thursday Midterm Ch. 1-5 & Tannen,	Thursday Midterm Ch. 1-5 & Tannen,	Outlines for Chpt 5
March Week Nine	SPRING BREAK – NO CLASSES	SPRING BREAK – NO CLASSES	SPRING BREAK – NO CLASSES

Day	Classroom Activity	Assignment	DUE
Week Ten	Tues Ch. Six: Family, Courtship & Marriage Thurs Guest Lecturer	Thu 3/18 NCCFA Nats Travel Day - no presentations	Outlines for Chpt 6
Week Eleven	Special Assignments - To Be Announced	No Student Presentations this week	No outlines due
Week Twelve	Ch Seven: Education		Outlines for Chpt 7
April Week Thirteen	Tuesday Ch. Eight: Media Thursday - Easter Break through Monday	No Class on Thursday	Outlines for Chpt 8
Week Fourteen	Ch. Nine: Organizations		Outlines for Chpt 9
Week Fifteen	Future of Gender Com Resesarch Review session for the Final	Classroom Presentations: <i>State of the Art Research</i>	
Week Sixteen	Classroom Presentations: <i>State of the Art Research</i>	Classroom Presentations: <i>State of the Art Research</i>	<u>Tuesday: All State of the Art Reports Due</u>
Week Eighteen <u>MAY</u>	<u>FINAL EXAM</u> <u>Tuesday May 1st - 10:30 - 12:30</u>		