

	<b>Department of Communication Studies</b>
	<b>COM 3012</b> <b>Gender and Communication</b>  <b>3 Units</b>
Spring 2022	

<b>Meeting days:</b> Tues/Thurs	<b>Professor:</b> Dr. Lisa Raser
<b>Meeting times:</b> 9:30 - 10:45 am	<b>Phone:</b> 619-849-2585
<b>Meeting location:</b> Cabrillo Hall 102	<b>Email:</b> lraser@pointloma.edu
<b>Final Exam:</b> Tues May 3 <sup>rd</sup> , 10:30 am	<b>Office location:</b> Cabrillo Hall 201
<b>Office Hours:</b> M: 12:30-1:30 pm & Tues/Thurs: 11:00 am – 12 noon (also by apt.)	

## PLNU MISSION

---

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## REQUIRED MATERIALS & RESOURCES

---

Fixmer-Oraiz, N., & Wood, J. T. (2019). *Gendered lives: Communication, gender, and culture* (13th ed.). Cengage.

Additional materials will be posted on Canvas.

→ Please read and save this syllabus. If you remain in the course after the first day of class, then you are stipulating that you will abide by the university and course policies described within this syllabus.

## COURSE DESCRIPTION

---

In this class, we will explore issues relating to gender in society using communication as the central method of inquiry. We will read about and discuss the many ways that communication in families, schools, media, and society in general creates and perpetuates gender roles. We will have many opportunities to connect theory and research about gender to our personal lives. Your experiences, insights, questions, and ideas are a key part of this course.

## COURSE LEARNING OUTCOMES

---

By the end of the course, you will be able to:

- Explain concepts and theories related to gender and communication and articulate your own perspectives on those concepts.
- Explain the role of communication in constructing a cultural consciousness of gender.
- Discuss how other categories of difference such as race, sexuality, age, class, and ability affect gender and communication.
- Identify the ways that gender affects our communication in relationships, education, organizations, and the media.
- Analyze a popular culture artifact using critical probes to answer the questions: what is this artifact communicating about gender and what are the implications of those messages?
- Search credible academic sources and present your research on a topic related to the intersections of gender and communication.

## COURSE FORMAT AND POLICIES

---

**Support:** I am committed to helping every student attain their best possible education. I AM HERE TO HELP! Please do not hesitate to ask questions, or ask for help, in or out of class. I will also be available if you would like me to review your work and give you feedback before it is turned in or presented. If you have any needs that it would be helpful for me to be aware of, please do let me know.

**Attendance:** As members of a learning community, your presence is appreciated, and your absence is noticed. The class sessions are set up to help people learn from each other (through discussions, activities, etc.) and you are expected to attend each class session. Everyone has useful and insightful information to offer to the class. Participation is the core of this work, and to help keep track of that, I take attendance.

You are allowed two (2) absences in the course of the semester without penalty. The only absences excused after that will be university approved absences or Covid-related absences (see sections below). It is your choice how you use these absences and it is encouraged that you use them wisely. Please note that these 2 absences DO include instances of illness, quarantine, and family obligations. Each absence over two will result in a 12-point deduction to your overall grade.

**University Approved Absences:** Absences for certain events and obligations recognized by the University (i.e.: participation in sports, forensics, music tours, field trips, etc.) may be counted as “excused.” Please notify me at least one week prior to such absences with documentation and contact information from the sponsoring program/department. You are responsible for making up all work missed due to absences in a timely manner, to be worked out ahead of time with me.

**PLNU Attendance and Participation Policy:** Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (3 classes), the faculty member will issue a written warning

of de-enrollment. If the absences exceed 20 percent (6 classes), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

**COVID-19:** Our course will follow all of the PLNU policies related to Covid-19. Please see the [PLNU Covid-19 website](#), the Covid-19 Canvas course, and the [PLNU catalog](#) for the most current policies. All of us, including me, can show our respect and care for each other by wearing our masks indoors, and not coming to class if we do not pass the Campus Clear app or have any Covid symptoms. If you have Covid-related absences with documentation from the EAC that extend beyond the two “freebie” absences allotted for the course, they will be excused. You will still be responsible for getting the notes from a classmate and keeping up with all assignments for any classes you miss.

Due to our current pandemic conditions, there is the possibility that classes may periodically need to be held in an asynchronous or synchronous online format. The attendance policy still applies to these types of class formats. Please check email/Canvas announcements on a regular basis for any course updates.

### **Zoom Class Expectations:**

1. Please show up to Zoom on time.
2. Turn on camera and make sure your camera is turned on for the entire length of the class.
  - a. If you need to have your camera turned off an email **MUST** be sent to me prior to class otherwise I will consider this an absence.
  - b. Excused reasons for intermittent camera being off: need to use the restroom, may need to protect roommate.
3. Participate with professor and peers by unmuting **OR** using the chat.
4. Make sure you are in a quiet space (when possible) free of distractions.
  - a. You should reserve this class time just like you would if you were face to face.
  - b. You should not be driving or at work during a Zoom class.
5. Once PLNU returns to face-to-face learning, Zoom class sessions will not be an option.
6. Please keep in mind that PLNU’s absence policy states that you may not surpass 20% of our class sessions.

**Late to Class/Leaving Early:** It is an expectation of this class community that we begin our class time together, and complete our class time together each day. Instances of habitual lateness are a distraction to our class community and may impact your ability to participate fully in the course. Therefore, I do make note when you are late to class and five tardies will equal one absence. Please talk to me early in the semester if you have any questions or concerns about this policy.

Being absent for more than 20 minutes during any part of a class period, whether at the beginning, middle, or end, will constitute an absence. Similarly, it is expected that you remain actively engaged in the classroom discussion and activities until the end of the class period. If you absolutely must leave early one day for a personal/emergency reason, please let me know at the class period prior or via email before class. (During advising time, please arrange any advising meetings with your academic adviser so that they do not conflict with your class schedule.)

**Late Work/Make-Up Work:** All assignments are to be submitted/turned in according to the due dates set on this syllabus schedule and on Canvas. In general, no late or makeup written assignments/presentations will be allowed. Please communicate with me in advance of an assignment due date if you are concerned that an illness or other personal hardship may prevent you from turning in an assignment on time. If you are absent on the day of a test or a presentation, I will only consider a make-up opportunity if you have communicated with me in advance of your absence and you have documentation of your absence (for example, a note from your doctor or Covid documentation from the EAC).

**Incompletes:** Incompletes will only be assigned in extremely unusual circumstances, given reasonable justification.

**Electronic Devices:** The use of cell phones and laptops/tablets during class is prohibited unless I ask for them to be used as a specific part of a class activity. Please join me in turning off or silencing all cell phones, laptops, and similar electronic devices and keeping them out of sight for the duration of class. This policy was influenced by two important pieces of research: 1. Faria Sana, Tina Weston, and Nicholas J. Cepeda, “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers,” *Computers and Education* (March 2013): “We found that participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.” 2. Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking” (April 2014). In this study, the authors found that students who hand wrote their notes during lectures remembered more material than students who used laptops for notetaking because they could not write everything down verbatim. The extra processing required by the hand writers to select important over extraneous information was beneficial for their retention of the material they were learning.

**Email:** I will frequently use email to communicate with you and I do my best to respond to your emails as promptly as possible. If you send me an email after 5 pm, or over the weekend or on a holiday, I will respond on the following school day.

**Written Work:** Please type, double-space and staple all written work unless instructed otherwise. It is my expectation that all writing will be clear, coherent, and free of grammatical/spelling errors. Please proof all written work – your grade will reflect both the substance and the style of your writing. When working on the computer, try to plan for the “unexpected” but predictable problems: plan extra time for library printing issues and back up files as you go.

**Student Responsibility:** It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), you have the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university). Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.

**Final Exam Policy:** Successful completion of this class requires taking the final examination on its scheduled day. Final exams will not be given early before our assigned date/time. Please arrange any activities or transportation for the break around this finals schedule so that you can be present at the assigned time.

**PLNU Academic Honesty Policy:** Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

**PLNU Copyright Policy:** Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

**PLNU Academic Accommodations Policy:** PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that EAC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

**Spiritual Care:** Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

**State Authorization:** State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states

outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## CLASS ASSIGNMENTS

---

**Gender Connections:** At the beginning of class (typically this will happen at the beginning of our Thursday class), I will ask the class if you have any "Gender Connections" to share. News articles, television shows, advertisements, classroom/work experiences, and our interactions with others all provide useful material for "gender connections." This time will allow us to consider more of the ways gender issues emerge in our lives and experiences. As the course progresses, we will all be more aware of the power of gender and the prevalence of gender stereotypes. Please be willing to bring in examples for discussion and also be ready to share your perspectives on the issues raised by your peers. A rubric for your participation in Gender Connections is provided on Canvas.

**Reading Quizzes:** You will have reading quizzes throughout the semester on select chapters of the text (see course schedule for dates). You may bring one 3x5 notecard (front and back) of handwritten notes to class as an aid for the quiz. Please make sure that you have a tablet or laptop with you in class to complete the quiz on Canvas with Honorlock proctoring. You may not take quizzes on your phone. If you do not have a laptop or tablet to bring to class that is set up with Honorlock, please let Dr. Raser know in advance. Quizzes will consist of a mix of multiple choice, T/F, fill-in-the-blank, and short response/essay questions. **At the end of the semester, the quiz with the lowest score will be dropped.**

**Quiz Policy:** Quizzes will not be given early. If you are absent (for illness, travel, Covid-related isolation or quarantine) on the day of a quiz, that first quiz grade will be dropped. If you miss more than one quiz, make-up quizzes will only be given if you have an illness or other personal hardship and you notify me in advance of your absence. Exception to this policy: a first and subsequent missed quiz may be made up only for instances of university approved absences (debate team, athletic team travel, field trip for another class, etc.). Reading quizzes will be given at the beginning of class. If you come late to class, you will not be given extra time to complete a quiz.

**Reading Guides:** On select chapters throughout the semester, you will have a Reading Guide to complete on Canvas before our class discussion. Reading Guides will have multiple choice, T/F, and short answer questions in order to assist with reading comprehension and to help you gauge your understanding of the chapter's content. The reading guide will also give you some questions to consider in preparation for our class discussion for the week. Questions may also contain links to supplemental readings to explore and reflect upon. **Reading guides are to be completed on your own – while you may use your book as an aid, please do not discuss or share answers with anyone else, unless stipulated in the question prompt.**

**Reflection Letter to My Younger Self:** At the end of the semester, you will turn in a typed letter written to your younger self. In your letter, you will reflect upon some of the ways that the readings, activities, and discussions in this course may have encouraged you to consider/challenge the world around you differently. You will make specific connections to the course readings and discussions/activities in your letter. On our final day of class, you will receive participation points for sharing about the content of your letter (not reading word-for-word) and your process of writing your letter with the class.

**Gender Research Presentation:** You will select a topic of inquiry related to gender and communication that interests you for this research presentation. Examples of topics might include: language used to describe male and female politicians, gender activism on social media, portrayals of men in advertising, racial disparities in prenatal care for mothers, gender-based pricing on personal care items.) You will conduct research on your topic by compiling an annotated bibliography of academic sources, creating a claim/argument, and presenting your findings/conclusions in a formal class presentation with quality visuals. You may collaborate on your topic and research presentation with a partner, or complete it individually. If you choose to work with a partner, you will submit two separate annotated bibliographies.

**In-Class (or Canvas) Assignments:** At times, you will be given short assignments or exercises in class (or on Canvas) that are worth points toward your final grade. These assignments may include written responses/reflections, podcasts, discussions, group work, etc. The point value for these assignments may vary, but will be clearly designated on the assignment.

## ASSESSMENT & GRADING

---

Grade Scale (% to Letter):

93-100	A	73-76.9%	C
90-92.9%	A-	70-72.9%	C-
87-89.9%	B+	67-69.9%	D+
83-86.9%	B	63-66.9%	D
80-82.9%	B-	60-62.9%	D-
77-79.9%	C+	0-59	F

**Rounding:** Typically, grades follow the scale above and are not rounded up. Rounding of grades is only done in rare circumstances when the percentage point after the decimal is extremely close to the next grade and the student has demonstrated exemplary participation and effort in the course. **Any possible changes are made by instructor discretion; please do not request that your grade be rounded up.**

### Point Distribution

COURSE REQUIREMENTS	Number of Points AVAILABLE	Number of Points I EARNED
Reading Quizzes	60	
Reading Guides on Canvas	70	
Gender Connections	30	
Annotated Bibliography	30	
Letter to my Younger Self (includes participation on final class meeting)	25	
Gender Research Presentation	100	
In class (or Canvas) Assignments	50	
TOTAL	365	
- Absence penalties (12 pts. per absence after 2 absences)	(e.g., 3 absences = -12)	

**NOTE:** There may be adjustments made to the point values/totals listed above. Each assignment will be clearly marked with the point value when assigned in class or on Canvas.

Student grades will be posted in the Canvas grade book after each assignment has been graded. It is important to read the comments written on your assignment or posted on Canvas as these comments are intended to help you improve your work.

### Tentative Course Schedule

- Subject to change with fair notice.
- Please complete reading prior to arriving at class on the assigned due date.

WK	Date	Topic	Reading/Assignments Due
1	R 1/13	Welcome/Course Intro on Zoom	Review Course Syllabus
2	T 1/18	Communication, Gender, and Culture	GL: Introduction and Ch 1 Intro & Ch. 1 Reading Guide due on Canvas by 1/17 at 11:59 pm
	R 1/20	Communication, Gender, and Culture	
3	T 1/25	Theoretical Approaches to Gender	GL: Ch 2 Ch 2 Reading Quiz in class
	R 1/27	Theoretical Approaches to Gender	Data for Gender Theories due on Canvas by 1/26 at 11:59 pm
4	T 2/1	Competing Images of Women	GL: Ch 3 Ch 3 & Body Politic Reading Guide due on Canvas by 1/31 at 11:59 pm
	R 2/3	Competing Images of Women	

5	T 2/8	Competing Images of Men	GL: Ch 4 Ch 4 Reading Quiz in class
	R 2/10	Competing Images of Men	The Liturgists Podcast: Man – Listen and respond on Canvas by 2/9 at 11:59 pm
6	T 2/15	Gendered Verbal Communication	GL: Ch 5 Ch 5 Reading Guide due on Canvas by 2/14 at 11:59 pm
	R 2/17	<i>Dr. Raser at Western States Com Conference. No in-person class. Complete assignment on Canvas</i>	Gender Journal Article Assignment due on Canvas by 2/18 at 11:59 pm
7	T 2/22	Gendered Nonverbal Communication	GL: Ch 6 Ch 6 Reading Quiz in class
	R 2/24	Gendered Nonverbal Communication	
8	T 3/1	Becoming Gendered	GL: Ch 7 Ch 7 Reading Guide due on Canvas by 2/28 at 11:59 pm
	R 3/3	Becoming Gendered	Submit Research topic proposal by 3/4 at 11:59 pm
	3/7-3/11	<i>Spring Break</i>	<i>No Classes</i>
9	T 3/15	Gendered Education	GL: Ch 8 Ch 8 Reading Quiz in class
	R 3/17	Library Research Day Meet in the Computer Lab in Ryan Library	Come prepared to research your approved topic and work on your annotated bibliography
10	T 3/22	Gendered Close Relationships	GL: Ch 9 Ch 9 Reading Quiz in class
	R 3/24	Gendered Close Relationships	
11	T 3/29	Gendered Organizational Communication	GL: Ch 10 Ch 10 Reading Guide due on Canvas by 3/28 at 11:59 pm
	R 3/31	Gendered Organizational Communication	<b>Annotated Bibliography Due</b> by 4/1 at 11:59 pm
12	T 4/5	Gendered Media	GL: Ch 11 Ch 11 Reading Quiz in class
	R 4/7	Gendered Media	Bring popular cultural artifact for in- class gender critique/analysis
13	T 4/12	Gendered Power and Violence	GL: Ch 12
	R 4/14	<i>Easter Break</i>	<i>No Class</i>
14	T 4/19	<b>Gender Research Presentations</b>	Submit PowerPoint presentation to Canvas on the day you present
	R 4/21	<b>Gender Research Presentations</b>	
15	T 4/26	<b>Gender Research Presentations</b>	
	R 4/28	<b>Gender Research Presentations</b>	
16	Finals Week	Share: Letters to My Younger Self Tuesday, May 3 <sup>rd</sup>	For our final class meeting, you will share your “Letter to Your Younger

		10:30 am – 1:00 pm	Self.” You will receive points for submitting your letter to Canvas and participation points for sharing about your letter in the class discussion. Participation points for this assignment are only for this class discussion and cannot be made up.
--	--	--------------------	--