

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

Department: Communication Studies

Course No. SC 316

Title of Course: Gender & Communication

Date: 20 February 2018

Please check:  New  
 Revision

I. Catalog Description (Credit Hours of Course): This course explores the effects of gender, as both a theory and a practice, on communication behavior. (3)

II. Prerequisite(s): None.

Co-requisite(s): None.

III. Purposes or Objectives of the Course (optional):

A. Explore the ways in which gender, as a theoretical concept and embodied practice, influences intrapersonal, interpersonal, organizational, and public communication practices.

B. Use feminist rhetorical criticism as a method for discovering and critiquing the relationship between gender and communication.

C. Learn the distinction between gender, sex, and sexuality, the role of dominant discourses of gender in moderating individual and group behavior, and how communication practices support or undermine dominant discourses of gender.

IV. Course Learning Outcomes (Minimum of 3):

A. Students will be able to identify and explain the differences between gender, sex, and sexuality and their role in moderating communication practices.

B. Students will be able to engage and critique existing gender and communication theory through rhetorical criticism.

C. Students will be able to use feminist rhetorical criticism to analyze and evaluate public communication texts for their use of gendered communication strategies.

D. Students will identify the relationship between quotidian gendered practices and larger discourses of power and resource distribution.

V. Names of Faculty Qualified to Teach the Proposed Course:

A. Sally J. Spalding, Ph.D.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

A. Developing a Critical Gender/Sex Lens. 6 hrs.

B. Theories of Gender/Sex. 6 hrs.

C. Gendered/Sexed Voices. 3 hrs.

D. Gendered/Sexed Bodies. 6 hrs.

E. Gendered/Sexed Language. 6 hrs.

F. Gender in Social Institutions. 3 hrs.

G. Gender in Families; Gender in Religion. 3 hrs.

H. Gender in Education. 3 hrs.

I. Gender in Work Environments. 3 hrs.

J. Gender in Media. 6 hrs.

**Total hours: 45 hrs.**

**Attach the following:**

- copy of example class syllabus and course schedule
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: \_\_\_\_\_  
Chair

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Dean

Date: \_\_\_\_\_

# COURSE APPROVAL DOCUMENT

## Reference Sheet

**Department:** Proposing Department  
**Course No.:** Proposed course number (two-letter pre-fix + three-digit number)  
**Title of Course:** Proposed course title

### **I. Catalog Description (Credit Hours of Course):**

*Short catalogue description (maximum 20 words) that appears verbatim in the Undergraduate or Graduate Bulletin. Credit hours are included at the end in parentheses.*

### **II. Prerequisite(s):**

*List any prerequisites for the course.*

### **Co-requisite(s):**

*List any co-requisites for the course.*

### **III. Purposes or Objectives of the Course (optional):**

*List purposes or objectives of the course as a numbered list. Include a statement on how the new course fits with an academic program (i.e. required course, elective course) and justifying why the new course is needed and current courses, including similar ones in other departments, cannot adequately cover the content or meet student demand.*

### **IV. Course Learning Outcomes (Minimum of 3):**

*List Course Learning Outcomes (CLOs) the course as a numbered list. Minimum of three required, more are acceptable. These are different than course purposes or objectives.*

### **V. Names of Faculty Qualified to Teach the Proposed Course:**

*List qualified faculty. It is preferable new courses are not dependent on an individual faculty member.*

### **VI. Course Content or Outline (Indicate number of class hours per unit or section):**

*Brief listing of class content or outline.*

### **Attach copy of example class syllabus and schedule:**

*Must include (in no specific order):*

- 1. Catalog description including descriptive statement; prerequisites; credit hours and course number, section and title.*
- 2. Semester*
- 3. Contact hours of course (if different from credit hours)*
- 4. Instructor name and contact information, including office phone, office location, and email address.*
- 5. Statement of whom to contact with concerns (use required wording)*
- 6. Office hours and location if different from office location.*
- 7. Course Objectives (optional; include if listed in Course Approval Document)*
- 8. Course Learning Outcomes*
- 9. Accessibility statement (the official statement and/or a link/URL to the official statement)*
- 10. Civility statement (the official statement and/or a link/URL to the official statement)*
- 11. Academic honesty statement (the official statement and/or a link/URL to the official statement)*
- 12. Grading scale and policies*
- 13. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)*
- 14. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)*
- 15. Final exam date/time/place*
- 16. Class content outline or schedule*

**Attach Memo from the Library Dean:**

*Since library resources are crucial to successful instruction, new course and course revision proposals must include an assessment of available and needed library holdings and resources. A memo from the Library Dean providing this assessment for the proposed course must be attached.*

**Attach Memo from All Affected Departments:**

*If the proposed course impacts programs or courses offered through other departments in any way (i.e. enrollment, duplication of offerings, etc.), a memo from the Chair of all affected departments stating issues have been discussed and resolved must be attached to the new course proposal.*

## **COURSE INFORMATION**

Course Number: SC 316

Course Title: Gender & Communication

Catalog Description: This course explores the effects of gender, as both a theory and a practice, on communication behavior.

Prerequisites: None

Credit Hours: 3 credit hours.

Semester: Spring 2019

Class Meeting Times and Locations: Academic Hall 204, 3:00-4:15 MW

## **INSTRUCTOR INFORMATION**

Instructor: Dr. Sally J. Spalding

Contact Info:

Email: [sspalding@semo.edu](mailto:sspalding@semo.edu)

Office Phone: 573-651-2033

Office Location: Academic Hall 237B

Office Hours: Mondays, 12:30-2:30 p.m., or by appointment

## **WHOM TO CONTACT WITH CONCERNS**

“Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be directed to Dr. Glen Williams.”

## **STUDENT LEARNING OUTCOMES**

- A. Students will be able to identify and explain the differences between gender, sex, and sexuality and their role in moderating communication practices.
- B. Students will be able to engage and critique existing gender and communication theory through rhetorical criticism.
- C. Students will be able to use feminist rhetorical criticism to analyze and evaluate public communication texts for their use of gendered communication strategies.
- D. Students will identify the relationship between quotidian gendered practices and larger discourses of power and resource distribution.

This course explores the ways in which gender, as a theoretical concept and embodied practice, influences intrapersonal, interpersonal, organizational, and public communication practices. Students will use feminist rhetorical criticism as a method for discovering and critiquing the relationship between gender and communication. Specifically, students will learn the distinction between gender, sex, and sexuality, the role of dominant discourses of gender in moderating individual and group behavior, and how communication practices support or undermine dominant discourses of gender.

## **ACCESSIBILITY STATEMENT**

Southeast Missouri State University is committed to providing services for students with disabilities to ensure equal access as outlined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Disability Services is the institutionally recognized program designed to provide both federally mandated services as well as proactive services for students with disabilities by ensuring equal access. By providing leadership, advocacy, resources, mediation, and guidance to students with disabilities, Disability Services assists students with identifying barriers to their success and thus identifying ways to address those barriers.

While Disability Services strives to reduce barriers that students encounter at Southeast, academic accommodations are often necessary in the classroom. Academic accommodations are adjustments made to provide students equal access. Students wishing to use academic accommodations that are associated with their disability should contact Disability Services to determine how best accommodations may be provided. When accommodations are needed, they are implemented on a case by case basis. Disability Services staff consult with each student individually to identify how to best meet their needs.

For more information, see the Disability Services page or contact Disability Services located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927)

### Disability Services

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of [Disability Services](#) located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927).

It is the responsibility of the student to notify the instructor after requesting reasonable accommodations with DS. Failure to do this may result in not receiving the requested accommodations. Refer to <http://www.semo.edu/ds/index.htm>

## ACADEMIC HONESTY

**Policy.** Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the Undergraduate or Graduate Bulletin. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

**General Responsibilities for Academic Honesty.** It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their

consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty and to uphold standards of academic honesty at all times in all situations.

**Protocol for Adjudicating Alleged Violations of Academic Honesty.** Faculty members who discover evidence of academic dishonesty should contact the student within five business days of discovering the alleged dishonesty to arrange to meet and discuss the allegation. Prior to this meeting the faculty member may consult with the Department Chairperson, the appropriate Dean, and the Office of Judicial Affairs. The following sections describe the procedures to be adhered to in each of the listed instances: the student acknowledges the violation, the student denies the violation, and the appeals process. If the faculty member is the Department Chairperson, a departmental designee will assume the Department Chairperson's role in this protocol and references to the Department Chairperson should be read as departmental designee. The procedures below should be followed with online, ITV or face-to-face classes.

**From Faculty Senate Bill 11-A-16** <http://www.semo.edu/facultysenate/handbook/5d.html>

## **CIVILITY AND HARASSMENT**

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior—either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct ([Statement of Student Rights and Code of Student Conduct](#)). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.



## GRADING SCALE AND POLICIES

**Grading Scale:** A – 100%-90%; B – 89%-80%; C – 79%-70%; D – 69%-60%

**Late Work Policy:** Critical Reflections will not be accepted after the date they are due. Incomplete reflections will receive a zero. Rhetorical Criticism Papers and the Research Proposal can be submitted after the due date with a 10% penalty for each 24 hour period it is late. The Research Paper stands as the final exam for this course. As such, no paper will be accepted after the final exam deadline for this course.

## COURSE-SPECIFIC REQUIRED MATERIALS

### Readings:

Victoria Pruin DeFrancisco and Catherine Helen Palczewski, *Gender in Communication: A Critical Introduction*, (second ed.). Thousand Oaks, CA: SAGE Publications, Inc., 2014.

Additional readings, materials, and bibliographies will be provided periodically by the professor.

## FINAL EXAM SCHEDULE

Final Exam Place: Academic Hall 204

Final Exam Date: TBD

Final Exam Time: TBD

## COURSE CONTENT

### Class Schedule (subject to revision at the professor's discretion)

Week	Date	Topic	Assignments/Readings
Week 1	Jan. 16-18	Course Overview Developing a Critical Gender/Sex Lens	
Week 2	Jan. 23-25	Developing a Critical Gender/Sex Lens	Read: DeFrancisco & Palczewski (D&P) – Chapter 1 Due: Critical Reflection #1
Week 3	Jan. 30-Feb. 1	Theories of Gender/Sex	Read: D&P – Chapter 2, pg. 27-41 Due: Critical Reflection #2
Week 4	Feb. 6-8	Theories of Gender/Sex	Read: D&P – Chapter 2, pg. 41-54

			Due: Critical Reflection #3
Week 5	Feb. 13-15	Gendered/Sexed Voices	Read: D&P – Chapter 3 Due: Short Criticism Paper #1
Week 6	Feb. 20-22	Gendered/Sexed Bodies	Read: D&P – Chapter 4, pg. 77-90 Due: Critical Reflection #4
Week 7	Feb. 27-Mar. 1	Gendered/Sexed Bodies	Read: D&P – Chapter 4, pg. 95-101 Critical Reflection #5
Week 8	Mar. 6-8	Gendered/Sexed Language	Read: D&P – Chapter 5, pg. 103-117 Due: Short Criticism #2
Week 9	Mar. 13-15	SPRING BREAK – NO CLASS	
Week 10	Mar. 20-22	Gendered/Sexed Language	Read: D&P – Chapter 5, pg. 117-126 Due: Critical Reflection #6
Week 11	Mar. 27-29	Gender in Social Institutions	Read D&P – Chapter 6 Due: Short Criticism #3
Week 12	Apr. 3-5	Gender in Families; Gender in Religion	Read: D&P – Chapter 7 & 10 Due: Critical Reflection #7
Week 13	Apr. 10-12	Gender in Education	Read: D&P – Chapter 8 Due: Research Proposal
Week 14	Apr. 16	Gender in Work Environments	Read: D&P – Chapter 9 Due: Critical Reflection #8
Week 15	Apr. 23	Gender in Media	Read: D&P – Chapter 11 Due: Critical Reflection #9
Week 16	Apr. 30	Class Conclusions and Presentations	Read: D&P – Chapter 12 Due: Critical Reflection #10
Final Exam	May 10, 2-4pm	Final Paper Due	

### **Basis for Student Evaluation:**

#### **Participation: 15%**

Students must come to class prepared to discuss the day's readings. Failure to participate in class discussion will result in a lower participation grade.

#### **Critical Reflections: 20% (2% each)**

Throughout the semester students will complete ten (10) critical reflections. Each critical reflection should use your own experiences as a way to exemplify or clarify a key feature of that week's assigned reading. Students are not expected to share their critical reflections with anyone other than the professor; however, they are welcome to share their reflections with the class should they feel comfortable doing so.

**Short Rhetorical Criticisms: 30% (10% each)**

Using either experiences discussed in their critical reflections or alternative texts, students will complete three 4-5 page rhetorical criticisms analyzing how gender manifests and informs their understanding and reading of their selected text. Grading will be based on the incorporation of class theory and clarity of analysis in the student's essay.

**Research Proposal/Essay: 15%**

For the midterm, students will turn in a 4-5 page essay proposing their research topic for their final research paper. The final research paper will be a revision and extension of one of their three short criticism papers. The proposal should include an explanation of why they selected their text out of the three possible short paper criticism texts, the flaws, gaps, or questions that remain in their analysis of the text after completing their short criticism, a preliminary overview of how the student plans to go about their research.

**Research Paper: 20%**

Students will complete a 10-12 page research/feminist rhetorical criticism paper based on one of the three texts used in their short criticism papers. The final paper, will therefore, be a revision and extension of previous work. The final research paper should give an overview of relevant literature and cultural context of the text and perform a feminist rhetorical criticism of the text to explain how gender is manifested by the text and the implications of the text's use of gender in its persuasive efficacy. The research paper is due during the final exam period for the course.