COMM M13: GENDER COMMUNICATION

Originator
rpetrello

Co-Contributor(s)

Name(s)
Mora, Priscilla (pmora)

College
Moorpark College

Discipline (CB01A)
COMM - Communication Studies

Course Number (CB01B)
M13

Course Title (CB02)
Gender Communication

Banner/Short Title
Gender Communication

Credit Type
Credit

Start Term
Fall 2022

Catalog Course Description
Explores the role, influence, effects, and significance of gender on our everyday communication interactions. Analyzes issues of gender and communication by examining the theoretical perspectives used to explain gender phenomena, gender socialization, and male and female interactions and stereotypes. Explores, with an emphasis on improving communication skills, the relationship between gender and communication as it pertains to the nature of gender(s), the language of gender, and gender differences in verbal and nonverbal communication.

Taxonomy of Programs (TOP) Code (CB03)
1506.00 - Speech Communication

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5

Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	demonstrates the ability to explain and evaluate the role, influence, effects, and significance of gender on our everyday communication interactions.
2	demonstrates the ability to apply a variety of theoretical perspectives to multiple communication contexts as a means of effectively evaluating gender phenomena, gender socialization, gendered interactions, and gender stereotypes.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	evaluate and explain the concepts of background information, personal effectiveness,communication and gender communication.
2	evaluate and explain how the social interpretations of sex differences influences gender, gender-role transcendence and an expanded communication repertoire; analyze how androgyny, masculinity and femininity, and gender fluidity relate to gender role-identity.
3	evaluate and explain how language influences and empowers people and analyze the reasons for using nonsexist language in gender communication; comprehend what constitutes sexist language, sexual language and what it communicates about men and women.
4	identify and evaluate the techniques of choosing relationships, barriers and road blocks andfactors that influence relationships.
5	identify and evaluate the issues and possibilities of same-sex and cross sex friendships and apply the knowledge in order to develop meaningful sex friendships, relationships/friendships with women and men.
6	identify and evaluate the attitudes and communication patterns in romantic relationships, marriages, andwithin families; understand the role of power and empowerment in marriage and families and apply effective communication pattern within these contexts.

| 7 | identify and evaluate the implications of sexual harassment, interviews and day-to-day issues of women and men, and how gender speak hinders or facilitates each; apply that knowledge to understand the impact of sex bias and managerial communication in the workplace. |
| 8 | identify and evaluate the impact of textbooks and other educational literature on role-types,teacher/student gender communication issues, and the impact of peer group gender communication onthe classroom/campus. |

Course Content

Lecture/Course Content

10.00%
Communication, Gender, and Culture
 a. Research on gender and culture as an area of study
 b. The relationship between gender and communication

10.00%
Theories About Sex and Gender
 a. Biological theories
 b. Interpersonal theories
 c. Cultural theories
 d. Critical theories

10.00%
Gender and Verbal Communication
 a. How language defines gender
 b. Gendered styles of verbal communication

10.00%
Gender and Nonverbal Communication
 a. Functions of nonverbal communication
 b. Forms of nonverbal communication

10.00%
Socialization into Gender
 a. Family communication
 b. Societal influences on gender

10.00%
Engendered Education: The Gender Curriculum
 a. Gendered expectations and their impact on students
 b. Gendered expectations and pressures facing faculty

10.00%
Gendered Close Relationships
 a. Styles of friendship
 b. Romantic relationships

10.00%
Gender and the Media
 a. Media influences on gender
 b. Media saturation

10.00%
Gendered Organizational Communication
 a. Gendered stereotypes in the workplace
 b. Gendered patterns in organizations

10.00%
Gender and Violence
 a. Social construction of gendered violence
 b. Types of gendered violence

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Objective exams
Portfolios
Problem-solving exams
Quizzes
Research papers
Skills demonstrations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Exams/Tests/Quizzes
Portfolios
Research Projects
Written Assignments

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education
Lecture
Other (specify)

Specify other method of instruction

Critiques
Videos/DVD's
In-class writing
Collaborative group work

Describe specific examples of the methods the instructor will use:

Instructor will present course material through lectures.

Instructor will present course material through supplemental articles and videos.

Instructor will lead class discussions on relevant course topics.

Instructor will provide detailed feedback on student presentations.

Representative Course Assignments

Writing Assignments

complete a Reflective Essay - How did your parents and/or stepparents model masculinity and femininity? Does your own embodiment of gender reflect their influences?

complete a Reflective Essay - Consider your current or past work environment. Have you observed the kinds of stereotypes in the workplace identified in your textbook? What were they, and what was your perception of these before and after learning about these in class?

Critical Thinking Assignments

compose a reflective letter of introduction, an analysis which explains how the assignment changed your view of gender.

essay on a topic such as: How does the gendered violence in rap music and video games affect real life violence in real life?

Reading Assignments

read articles on the constructs of gender ranging from male & female, to nonbinary, gender fluidity, and transgender.

read journal articles on the evolution of the feminist movement.

read articles on gender expression in popular culture.

Outside Assignments

Representative Outside Assignments

analyze a contemporary film using the framework of the Bechdel test.

complete a Portfolio assignment – Use theories and concepts to analyze gendered portrayals of men and women found in movies, magazine ads, television shows or commercials, magazines, and books.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Chico	CMST 234	Gender and Communication	3

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Saddback College	COMM 8	Gender Communication	3
El Camino College	COMS 275	Gender Communication	3
Santa Ana College	CMST 206	Gender Communication	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences
Approved

Effective term:
Fall 2020

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies
Approved

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
Fall 2020

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences
Approved

Date Proposed:
12/12/19

Effective term:
Fall 2020

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

Effective term:
Fall 2020

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Date Proposed:
12/12/19

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Wood, Julia T., and Natalie Fixmer-Oraiz. *Gendered Lives; Communication, Gender, and Culture.* 13th ed., Cengage, 2019.

Resource Type
Textbook

Description
Palczewski, Catherine H., Victoria Pruin DeFrancisco, and Danielle D. McGeough. *Gender in Communication: A Critical Introduction.* 3rd ed., SAGE Publications, 2018.

Library Resources

Assignments requiring library resources
Research, using the Library's print and online resources.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Research topics concerned with gender communication, such as whether rap music and video games promote social/gender violence.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%−50% online)
Hybrid (51%−99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%−50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: Recorded Lectures, Narrated Slides, Screencasts Instructor created content MC Online Library Resources Canvas Peer Review Tool Canvas Student Groups (Assignments, Discussions) Websites and Blogs Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

Synchronous Dialog (e.g., online chat)	Online office hours Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.

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Examinations

Hybrid (1%–50% online) Modality
On campus
Online

Hybrid (51%–99% online) Modality
On campus
Online

Primary Minimum Qualification
COMMUNICATION STUDIES/SPEECH

Review and Approval Dates

Department Chair
12/04/2021

Dean
12/08/2021

Technical Review
11/04/2021

Curriculum Committee
02/15/2022

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000602406

DOE/accreditation approval date
MM/DD/YYYY