



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
CMN 215	Communication and Gender	3
Hours: Lecture/Lab/Other 3 Lecture	Co- or Pre-requisite ENG 101	Implementation Semester & Year Spring 2022

Catalog description: Develops the ability to critically analyze 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.

General Education Category:
Goal 8: Diversity and Global Perspective

Course coordinator:
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Required texts & Other materials:

Wood, Julia T. & Fixmer-Oraiz, Natalie (2018). Gendered Lives: Communication, Gender and Culture. 13th ed. Boston: Cengage Learning. ISBN # 978-1337555883

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Define communication and gendered communication verbally and in writing. (ILG #1,9,10,11, PLO #1,2)
2. Distinguish between biological, psychological, social and cultural theories of gender and identity. (ILG #1,8,9,10,11, PLO #2,3)
3. Compare and contrast how men and women view the purposes of conversation. (ILG #1,9,11, PLO #2)
4. Develop perceptual and listening capabilities that are sensitive to the influence of gender including the use of nonverbal cues to gauge his or her reaction to gendered interactions. (ILG #9,11, PLO #2,3)
5. Discuss the extent to which the roles of men and women affect the nature of their friendships. (ILG #1,9,11, PLO #1,2)

6. Explain verbally, and in writing, how gender communication may affect and influence romantic, family, classroom and work relationships. (ILG #1,9,10,11, PLO #1,2)
7. Describe the causes and effects of partner violence and violence in sports. (ILG #1,9,10,11, PLO #1,2,3)
8. Explain the role gender plays in litigation and the law. (ILG #1,9,10,11, PLO #1,3)
9. Discuss in groups, both pro-feminist and pro-masculine historical Movements in the United States. (ILG #1,7,8,10,11, PLO #1,2,3)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Communication Program (PLO)

1. Create, develop, and synthesize messages that successfully deliver oral, electronic, and written communication to diverse multi-cultural audiences.
2. Identify the nature and unique characteristics of intrapersonal, interpersonal, intercultural, group, organizational, and mass communication.
3. Analyze, evaluate, and discuss the issues and ethical situations created by mediated messages.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **The Foundations of Gender Communication [Supports Course SLO # 1, 2, 4, 9]**

Learning Objectives

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 & Maintaining Personal Relationships

[Supports Course SLOs # 3, 5, 6]

Learning Objectives

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 and 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 [Supports Course SLO # 6, 7, 8]

Learning Objectives

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.

