



COURSE OUTLINE

<u>CMN 215</u>	<u>Communication and Gender</u>			<u>3</u>
Course Number	Course Title			Credits
<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>15</u>
Class or Lecture	Laboratory Work Hours	Clinical or Studio Hours	Practicum, Co-op, Internship	Course Length (15 week, 10 week, etc.)
<u>N/A</u>		<u>N/A</u>		
Performance on an Examination/Demonstration		Alternate Delivery Methods		
(Placement Score (if applicable); minimum CLEP score)		(Online, Telecourse)		

Required Materials:

Gamble, T. K. & Gamble, M. (2003). *The Gender Communication Connection*. New York: Houghton Mifflin.
Published by: Pearson, Allyn & Bacon/Longman, ISBN#: 10: 0-205-55516-0

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.

Prerequisites:

ENG101 or equivalent skills

Co-requisites:

Last Revised: 2007

Course Coordinator:

Professor Donna Munde, munde@mccc.edu, ext. 3332

Available Resources:

See attached list

Learning Center Resources: none

Course Goals.

The student will be able to:

- define communication and gendered communication.
- distinguish between biological, psychological, social and cultural theories of gender and identity.
- compare and contrast how men and women view the purposes of conversation.
- use nonverbal cues to gauge his or her reaction to gendered interactions.
- develop perceptual and listening capabilities that are sensitive to the influence of gender.
- discuss the extent to which the roles of men and women affect the nature of their friendships.
- explain how gender communication may affect and influence romantic, family, classroom and work relationships.
- describe the causes and effects of partner violence and violence in sports.
- explain the role gender plays in litigation and the law.
- discuss and distinguish between pro-feminist and pro-masculine movements in the United States.
- volunteer a minimum of 15 hours for a non-profit community organization in order to observe, analyze, reflect and discuss gendered communication.
- write about their service experiences in a reflective journal.

General Education Objectives.

The student will be able to:

- **Goal 1:** Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal 5:** Social Science: Students will critically evaluate behavioral or societal issues using theories and concepts from a social science.
- **Goal 10:** Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.

See attached list

Evaluation of Student Learning

Quizzes (3 @ 10% each)	30%
Group Oral Report	15%
Service-Learning (activities, journal and class discussion)	30%
Term Paper	15%
Class Participation	10%

The 6-7-page research paper requires students to access a minimum of five sources, with the assistance of librarians. Students will be instructed in the proper use of APA style. Students will research one of the objectives from Units II, III or IV and focus their research on that objective.

The group oral presentation requires students who performed their academic service-learning at the same organization to work in together to discuss and present the issues of gender and communication they observed. Students will be instructed in the norms, problems, leadership styles, and problem-solving activities of groups.

Units of Study in Detail.

Unit I – The Foundations of Gender Communication

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 and Maintaining Personal Relationships

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.
- 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

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.

Unit IV – Issues and Challenges in Gender Communication

The student will be able to:

- explain what is meant by “media gendering.”
- discuss the ways the media perpetuate gender roles and gender stereotyping
- identify Title IX.
- describe gender issues in sports coverage.
- describe what we learn about gender from music videos.
- describe the causes of physical and sexual aggression.
- identify rape myths.
- discuss steps to reduce the prevalence of gender violence.
- discuss and distinguish among pro-feminist and pro-masculine men’s movements in the United States.

Unit V-Conducting Research in Gender Communication

The student will be able to:

- identify and discuss key parts of a research study.
- incorporate APA style while writing a research paper.
- interpret original research.
- write a paper that researches and synthesizes one issue in gender communication.