



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS Department Hugh Downs School of Human Comm
 Subject COM Number 316 Title Gender and Communication Units: 3
 Is this a cross-listed course? No
 If yes, please identify course(s) _____
 Is this a shared course? Yes If so, list all academic units offering this course West, Poly
 Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:


- ☒ Signed General Studies Program Course Proposal Cover Form
- ☒ Criteria Checklist for the area
- ☒ Course Catalog description
- ☒ Course Syllabus
- ☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Belle A. Edson Phone 5x8264
 Mail code 1205 E-mail: bedson@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Linda Lederman Date: 2/16/15
 Chair/Director (Signature): 

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus

Course Prefix	Number	Title	General Studies Designation
COM	316	Gender & Communication	C

Explain in detail which student activities correspond to the specific designation criteria.

Please use the following organizer to explain how the criteria are being met.

	Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
	Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
C-2 a.	In depth look at gender and gendered experiences and elements of gender in US culture	Observation paper Interview paper Journaling	p. 3 see syllabus
	C-2 c. Gendered groups can include LGBTQ individuals.	Observation paper Position or interview paper. Small group presentation Journaling.	See p 3 syllabus.

Gender and Communication

Introduces gender-related communication. Examines verbal, nonverbal, and paralinguistic differences and similarities within social, psychological, and historic perspectives.

COM
316

Allow multiple enrollments: No **Primary course component:** Lecture

3SB & C

Repeatable for credit: No **Grading method:** Student Option

Offered by: College of Liberal Arts and Sciences -- Hugh Downs School of Human Communication

Pre-requisite: Minimum 2.50 GPA

COM 316 – Gender and Communication
Fall, 2014 – Tuesday/Thursday

#70371 10:30-11:45 a.m. Sta 132
#70369 3:00-4:15 p.m. SS 236

SYLLABUS

GENERAL INFORMATION

Instructor: Ewan Tristan Booth, Ph.D.
Office: Stauffer 216
Office Hours: TTH 9:30-10:15 / 5:00-5:45
Email: E.Tristan.Booth@asu.edu

Required Reading Materials

Course Textbook: Linde, J. A., & Edson, B. A. (Eds.). (2014). *The process of gender* (3rd ed.). Dubuque, IA: Kendall/Hunt Publishing Company. (Available at ASU Bookstore. Do not purchase the 2011 edition; the 2014 is a major revision.)

Course Packet: Available at The Alternative Copy Center: 1004 S. Mill Ave., Tempe, 480-829-7992,
<http://www.alternativeprintandcopy.com/>

Additional Required Readings: Digital copies of academic journal articles (available from the Hayden Library website) have been placed on the course Blackboard site for your convenience.

Recommended

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

[APA is the required style for the written citation of sources in this class. An APA handout and helpful Internet links are also available on the Blackboard site.]

Course Description

C-1 } This course examines how the concepts of sex, gender, and sexuality affect human communication and, in turn, how communication affects our understanding of these concepts. We will consider how various terms related to these concepts have been defined and applied with respect to a variety of social issues, addressing both theoretical perspectives and the lived experience of individuals of various sexed and gendered identities. We will also explore how people become gendered, how people express gender, and how violent behavior can be related to gender.

Note about Course Content

Students should understand, in advance, that a course about gender is **not** restricted to issues specific to women or feminism. This course will address diverse issues relating to sex, gender, and sexuality. In addition to topics concerning women, females, and women's movements, significant reading and class discussion will be devoted to men, males, and men's movements; intersex infant births; transsexualism, and transgender movements. Students should review the course material to determine their comfort level, and those unwilling to confront these topics should consider taking a different course. Be aware that *all sections of COM 316 address these topics.*

Course Learning Outcomes

- C-1 }
C-2 }
a.e.c. }
1. You will understand, at a basic level, the theorized difference between the concepts of *sex* and *gender*.
 2. You will become familiar with the gendering of children, and the cultural gender norms that affect the lives of adults.
 3. You will learn to recognize the expression of gender in everyday contexts.
 4. You will develop critical thinking skills related to gender issues.
 5. You will become familiar with the ways in which gender impacts (and is impacted by) various social systems such as the workplace, educational institutions, sports teams, and media.
 6. You will become familiar with scholarly research concerning gendered violence (e.g., bullying, partner abuse).
 7. You will become familiar with the history of U.S. women's movements and men's movements.
 8. You will understand the meanings of the following concepts: *gender identity, gender expression, gender variance*.
 9. You will understand the meanings of the following concepts: *intersex, transgender, transsexual*.
 10. You will reflect upon and articulate your reactions to course material.

Expectations of Instructor and Students

Students should expect that I will:

- * Arrive to class on time, prepared, and organized
- * Recognize the individuality of each student, while making an effort to grade all students equally on the same criteria
- * Respect each student's right to a strong opinion on an issue, although I may personally disagree

I expect that students will:

- * Arrive to class on time, prepared, with readings and/or assignments completed
- * Make a positive contribution to class discussion and activities
- * Display respect for one another by phrasing opinions and evaluations in a mature, thoughtful manner
- * Follow the ASU, CLAS, & HDSHC policies on academic integrity and student conduct

Your Name

- 1) On the first day of class, I will take attendance by last name only. Please let me know at that time (or sooner) the name by which you prefer to be known in class—for example, a shortened version of your legal name or a nickname.
- 2) Because I teach more than 150 students in a semester, it is unlikely that I will learn all of the corresponding names and faces. If this is important to you, please help me by speaking to me one-on-one during office hours, trying to sit in the same seat for each class, or coming up with some other way to help me connect your name to your appearance.

Students Contacting Instructor

Students should contact me via email with “COM 316 AM” or “COM 316 PM” in the subject line. (I am teaching five classes, so I may not immediately remember which class you are in.) I will check my email daily on weekdays, and you should receive a response within two days. While I *may* check email on weekends, this should not be an expectation. Note also that I do not have an office telephone, so you cannot call me.

Instructor Contacting Students

If I need to contact the whole class prior to the next class period, I will most likely post an announcement on the Blackboard site, so it would be wise to check the site frequently. If the message is urgent, I will send a class email.

Blackboard/ASU Email

The Blackboard site for this course will automatically appear in the “My Courses” section of the “MyASU” Google start page for all students registered in the class. Login with your ASURITE ID at <https://my.asu.edu>. If I email individual students or the class as a whole through the Blackboard email function and find that mail to a student is bouncing back due to a filled mailbox or an incorrect email set-up, I will notify that student during the next class period, at which point that student will be expected to have the problem corrected. If the student is notified of the problem and neglects to have it corrected, such email difficulties may not be used as an excuse for failing to receive course information.

Technical Support

Visit the My ASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online. For immediate assistance, call 1-855-278-5080 or start a live chat through the My ASU Service Center. ASU staff will provide Blackboard support and help students resolve technical issues related to their coursework.

LGBT Studies Certificate

This course qualifies as an approved elective for the LGBT Studies Certificate. For more information about the Certificate, please visit <https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPLGBTCERT/undergrad/true> & <https://sls.asu.edu/lgbt>

ASSIGNMENTS (Be sure to download the detailed assignment sheets posted to the Blackboard site.)

Course Readings

Readings should be completed in advance of the class period to which they are assigned. Class discussion of these readings is a major focus of this course, and exam questions will be drawn from both the readings and the class discussion. Come to class prepared to ask any questions you have about the material, but also consider sharing stories from your own life that illustrate what you have read in the textbook. These stories will help your classmates to understand and identify with the material. Remember also that you will receive participation points for class discussion.

Plagiarism Certificate (10 points) [2% of total grade]

You will earn a certificate by taking an online test to assure your understanding of plagiarism. A hard copy of this certificate must be printed and turned in during class.

Syllabus Quiz (10 points) [2% of total grade]

We will go over the Syllabus on the first day of class, after which a Syllabus Quiz will be available on the Blackboard site. Students may take this quiz at any time prior to the deadline, but *it is timed and may only be taken once*, so students should be sure to read the Syllabus before taking the quiz.

Exams (100 points) [20% of total grade]

The Midterm and Final Exam (each worth 50 points) will be taken in class. These may consist of any combination of the following: multiple choice, true/false, matching, and short answer. Study Guides, providing suggestions on areas of focus for study, will be reviewed during the class prior to each exam.

Observation Paper (60 points) [12% of total grade] [Learning Outcome #3]

For this paper, you will observe gendered behavior in various locations and write about what you have observed. You will turn in a hard copy on the due date and also upload a digital copy to Safe Assignment. **IMPORTANT:** I am receiving papers from two sections of COM 316, so do not expect graded papers to be returned any earlier than two weeks after the due date.

Position (or) Interview Paper (60 points) [12% of total grade] [Learning Outcome #4]

For this paper, you will choose between taking a personal position on a gender-related issue, or interviewing someone about a gender-related issue. You will turn in a hard copy on the due date and also upload a digital copy to Safe Assignment. **IMPORTANT:** I am receiving papers from two sections of COM 316, so do not expect graded papers to be returned any earlier than two weeks after the due date.

Small Group Discussion Posts (105 points) [21% of total grade] [Learning Outcomes #4, 5, 10]

Each student will self-select into a small group by choosing one of six sets of news stories on a topic related to gender. All sets of news stories have been collected in Word documents and posted to BBD. The 5-6 students in each group will discuss their set of news stories by posting to their own BBD discussion forum. These reading materials are not included in general class discussion and will not be included in exams.

Small Group Presentation (25 points) [5% of total grade] [Learning Outcome #10]

After the Small Group News Discussion assignment is complete, your group will deliver a brief presentation about your group's news stories to the rest of the class (who had not been required to read them). This presentation will summarize the content of these news stories, describe your group members' personal reactions to them, and explain how group members influenced one another. All members must participate, but you are free to determine the format of the presentation.

Journaling (100 points) [20% of total grade] [Learning Outcome #10]

You will examine and describe your experience in this course by making two posts (50 points each) to an individual journal on the Blackboard site. Because you will be using the Blackboard journaling tool, your posts will be visible only to you and the instructor, so you can feel free to be honest about your observations and experiences. Those earning the full 100 points will meet or exceed the minimum requirements for word count, posting deadlines, and quality of content.

Attendance/Effort/Participation (30 points) [6% of total grade]

Students who receive all of these points will arrive to class on time, attend every class, remain until class has been dismissed, participate in all in-class activities, and contribute to in-class discussions on a regular basis. Note that an in-class activity cannot be made up if you were absent on the day it took place, and I will not be announcing these activities in advance. AEP points may also be deducted for absence, lateness, lack of participation, or class disruptions (see Classroom Climate section). You may have one unexcused absence with no penalty.

Extra Credit

You can earn up to 10 points of extra credit by posting answers to questions about the essays in the Linde/Edson textbook.

Additional opportunities: On occasion, graduate students may contact me regarding academic surveys that support their work, and in some cases I may offer additional extra credit points for those who complete these in-class or online surveys. *Please do not request any additional extra credit options which would apply to you, but not to the rest of the class.*

POLICIES

Due Dates and Late Assignments

I. Late Hard Copy Assignments

For the two paper assignments, a hard copy must be turned in before class is dismissed on the due date, *AND* a digital copy must be uploaded, in Word format, to the Safe Assignment program on the Blackboard site. Note:

A. Not turning in a hard copy of the assignment by the due date and time will result in a point deduction:

- 1) If the hard copy is turned in after class has been dismissed on the due date, the **deduction is 10% per day**. (Late on the due date will count as the next day, i.e., one day late.) Consequently, there will be no more points available after nine days. Note that the word "day" includes weekend days. A late assignment turned in on a Monday is three days later than an assignment turned in on the previous Friday.
- 2) If the hard copy is not turned in on time, but the assignment is uploaded to Safe Assignment or sent as an email attachment *on time*, there will be only a **5% deduction** for downloading and printing the paper for grading.
- 3) If the paper is not received in any form by the due date, submitting only a digital copy will result in the first two deductions being combined.

B. If your hard copy is turned in on time, but it is not uploaded to Safe Assignment on time (because you forgot, or because you experienced a technical problem while uploading), the assignment is *not* considered late. However, no grade will be posted, and you will not receive your graded assignment, until this uploading is completed.

C. Technical Note: Safe Assignment sometimes experiences problems when people upload papers from MAC computers. If you have this difficulty, try uploading again from a PC. Also, do not upload documents in .rtf format.

Often, students will come to class on a due date stating that they were unable to print an assignment due to printer problems. This explanation will not avoid a point deduction for lateness. If your printer breaks down, put the assignment on a flash drive (or email it to yourself) and print it out at Computer Commons. You could also take the 5% deduction by uploading it to Safe Assignment or sending it as an email attachment *before* class. Obviously, waiting until a few minutes before class to complete and print the assignment is a risky idea.

II. Late Blackboard Posting Assignments

The Blackboard journaling tool and small group discussion forums will list the date and time of each post electronically. Assigned posts made after the due date and time will receive a *10% deduction per day*. Consequently, posts will not receive grades if they are more than nine days past the due date, as there will no longer be any points available.

Assignment Grade Questions

Please do not approach me regarding the grade received on an assignment during the same class period when the assignment was returned to you. Per the standard 24/7 policy, you must wait at least 24 hours before discussing a grade with me, and this discussion must take place within seven days of the assignment's return. (In other words, do not wait until the end of the semester to discuss all of your past assignments, hoping to get the grades changed.) It is best to hold these discussions during my office hours to assure your privacy. If you have other classes during these times, please make an appointment.

Missing Discussion Due to Absence/Tardiness

Exam questions may be taken from any class discussion. If you are absent, you should acquire class notes from a classmate. I will not provide an absent student with any materials that were not available to the rest of the class. If you miss an online video clip shown in class, I will provide you with the link. However, if you miss a DVD shown in class, I will not replay it for you. Please do not ask for a copy of my lecture notes; the students who attended class didn't receive them either.

Midterm Absences

There are no make-ups for the Midterm except for illness (with documented proof of medical care) or other extraordinary circumstances (with documentation). If you know in advance that you will be participating in an ASU-sponsored activity such as athletics, forensics, etc., or if you must be absent due to a religious holiday, you must notify me *at least one week in advance* of the exam, including documentation from the sponsoring department (athletics, etc.) or religious institution. In this case, you may be asked to take the Midterm *in advance* rather than later.

Final Exam Absences

ASU policy prohibits me from allowing individual students to take the Final Exam prior to the official final exam week, so please do not make this request in order to travel out of town. Any travel arrangements should be scheduled for after the scheduled date. ASU policy states that if you are scheduled for *more than three* finals on the *same day*, you may ask one of these instructors to move your final exam date (See policy at: <http://students.asu.edu/final-exam-schedule>). If you are ill on the day of the final, you *must* notify me via email immediately and turn in documentation (on letterhead) from a medical practitioner *before* receiving a make-up final (which must be taken before the end of the official finals week). In other words, you have only a few days to provide documentation and take the make-up exam. If you do not attend the final and I do not hear from you, I will assume that you are not taking the final and you will receive a grade of zero on this exam.

Classroom Climate

As of 8-19-09, the Hugh Downs School asked that the following statement appear on all department syllabi:

We want to build a classroom climate that is comfortable for all. In a communication class, it is especially important that we

- 1) display respect for all members of the classroom—including the instructor and students;*
- 2) pay attention to and participate in all class sessions and activities;*
- 3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and*
- 4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.*

This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your instructor has the authority to deduct points from your final grade each time you engage in these sorts of behaviors. Further, each time you are verbally or physically aggressive towards the instructor or another student before, during, or after class, your instructor has the authority to lower your course grade, or notify the appropriate authorities and have you permanently removed from the class.

Students are required to adhere to the behavior standards listed in:

- 1) the Arizona Board of Regents Policy Manual Chapter V—Campus and Student Affairs: Code of Conduct (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), and*
- 2) the ACD 125: Computer, Internet, and Electronics Communications (<http://asu.edu/aad/manuals/acd/acd125.html>).*

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10

(<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>). As noted in this document, "An instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor." In cases where disruptive behavior does not warrant removal from the class, at the instructor's discretion a student's final grade will be lowered by 25%.

Instructor's Statements on Classroom Climate:

- 1. Class discussion** is important to this course, and the sharing of individual opinions is encouraged. However, personal attacks against other students, i.e., making offensive comments regarding the race, ethnicity, religion, sex, gender, sexual orientation, age, etc. of other students, will not be tolerated. If such a remark is posted to a Blackboard discussion forum, I will save a copy of the post and then delete it from the forum. Be aware that this policy is **not** intended to assure that you will never be offended by the comments made by others in the class. (In fact, feeling offended when confronted with a new idea is not necessarily a bad thing, as this forces you to examine your own positions.) Rather, this policy is a reminder that we should think before we speak. Feel free to make your point, but make a conscious attempt to phrase that point in a manner which is not deliberately cruel to others or marginalizing of particular social identities. Remember that any identity you disparage may be present in the class, or may be claimed by the friends and families of your classmates.
- 2. Presentation days:** All those who are not presenting are considered audience members. As an audience member, imagine how you will feel when you are presenting. In other words, behave in a respectful manner, regardless of your interest in the subject or your disagreement with the message. You should look at the speakers and/or any of their visual aids. You should not be texting, eating, sleeping, doing homework from other classes, browsing the Internet, etc. Be aware that there should be *no open laptops* in the audience on presentation days. If you arrive late on a presentation day, *do not enter the room during other students' presentations*. Wait in the hall and then enter when you hear applause.
- 3. Disruptions:** Cell phones and other electronic devices should be turned off or set to the inaudible mode at the beginning of class. (If you anticipate an emergency call, as from an ailing relative, etc., please notify me in advance.) Participation points may be deducted for any the following:
 - a. Cell phone ringing/vibrating, Internet browsing, texting, whispering, or talking during presentations or exams
 - b. Holding private, off-topic conversations, texting, or Internet browsing during class discussions of course material
 - c. Using light-producing electronic devices such as laptops or cell phones while the class is viewing films or videos
 - d. Entering the room during a presentation (unless you are a late-arriving member of the presenting group)

Source Citation and Writing

Writing: Points may be deducted for errors in grammar, punctuation, spelling, sentence structure, etc. See the Writing handout on Blackboard. For extra help with writing, contact the ASU Writing Center: <http://studentsuccess.asu.edu/writing>

Paper Format: Each written assignment has an assigned length range. Therefore, points will be deducted when paper length falls outside this range (i.e., too short or too long). Points will be deducted for using an incorrect font size, margin width, or line spacing. Note that the use of *excessive white space* may also result in a point deduction if the paper would have been too short without the addition of this white space, e.g., unnecessary blank lines. See the First Page of Paper (FPP) document for format examples.

Plagiarism Certificate: As noted in the Assignments section, you will complete an online plagiarism test on an academic website that includes practice tests. You may take the certificate test as many times as necessary to pass.

Reference Styles: I require the use of APA style for all in-text citations and reference lists. We will review basic APA style during class, and the Blackboard site contains an APA handout as well as links to APA Websites. (See additional comments about citing course readings below.) When an assignment containing APA style has been graded, be sure to read my notes indicating what was done incorrectly or you are likely to make the same mistakes again in the next assignment.

How to Cite Course Readings

- I. **Linde and Edson** are the *editors* of the textbook. All of the essays in the book were written by *other* authors. If you are citing one of these essays, your reference list and in-text citation should begin with the appropriate author name(s), using the APA style for a *book chapter*. You should only cite Linde and Edson as the authors if you are citing the book's Preface or one of the section introductions which were actually written by Linde and Edson.
- II. **The Course Packet** is a compilation of essays by different authors, taken from different sources. Each of these essays should be cited as an independent work, *not as a chapter* within the packet (i.e., the packet, itself, should not be named).

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Instructor's statement: Please be aware that copying material directly from assigned readings (without quotation marks and citation of the source) constitutes plagiarism. For example, previous students have used definitions from a textbook, using the exact words from the text without quotation marks. If you do this, it gives the impression that you are claiming these words to be your own. Likewise, if you *paraphrase* material from a source, you do not need quotation marks, but you are still required to cite the source of the information. Bottom line: Any ideas from a source other than your own mind need to be cited, whether or not they are direct quotes. If you cite "the book" or "the text" with no author name, I will deduct points and ask, "What book?" Even if I am the only reader of your paper, you should write it for an audience of strangers who have not taken this class and are not familiar with our textbook.

Disability Services

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Syllabus Changes

It is highly unlikely that any changes will be made to this syllabus during the semester. However, if I see a need to change any element of this syllabus once the course has begun, notification of the change will be given in class and on Blackboard.

GRADE CALCULATION PAGE
(Optional for your convenience)

Points Per Letter Grade

A+	484 - 500
A	467 - 483
A-	450 - 466
B+	434 - 449
B	417 - 433
B-	400 - 416
C+	384 - 399
C	350 - 383
D	300 - 349
E	0 - 299

<u>ASSIGNMENT</u>	<u>GRADES I RECEIVED</u>	<u>POINTS POSSIBLE</u>
Syllabus Quiz	_____	10
Plagiarism Certificate	_____	10
Midterm	_____	50
Final Exam	_____	50
Observation Paper	_____	60
Position Paper	_____	60
Sm. Group Discussion Posts (5+50+50)	_____	105
Sm. Group Presentation	_____	25
Journaling (50+50)	_____	100
Attendance/Effort/Participation	_____	30
TOTAL	_____	500
Extra Credit (Blackboard)	_____	10
Other Extra Credit (if offered)	_____	TBA
COURSE TOTAL	_____	

COM 316 SCHEDULE (Tue/Thu, Fall, 2014)

Readings: [LE]=Linde/Edson Textbook [Pkt]=Course Packet (Alternative Copy Center) [BBD]=Blackboard Site

<u>DATE</u>	<u>ACTIVITIES / DUE DATES</u>	<u>READINGS DISCUSSED</u>
Thu Aug 21	Review Syllabus & Blackboard website (Syllabus Quiz becomes available after class)	[BBD] Syllabus
Tue Aug 26	Review Instructions for Plagiarism Certificate Review Writing, FPP, & APA handouts Discussion: Textbook preface	[LE] Preface
Thu Aug 28	Discussion: Research paradigms/gender development theories	[LE] DeFrancisco/Palczewski
Tue Sep 2	Review Extra Credit instructions Discussion: How do children become gendered?	[LE] Martin
Thu Sep 4	Discussion: Gendered verbal communication Review Observation Paper instructions Printed Plagiarism Certificate DUE in class Syllabus quiz DUE 11:59 p.m.	[LE] Wood (gendered verbal com.)
Tue Sep 9	Discussion: Understanding gender, sex, & biology	[LE] Lorber [Pkt] Green [BBD] Gender terminology
Thu Sep 11	Documentary clip Discussion: Intersex births, infant surgeries, & law	[LE] Haas
Tue Sep 16	Discussion: Childhood gendering & surgery	[Pkt] Diamond/Sigmundson [BBD] Hegarty (Cheryl Chase interview)
Thu Sep 18	Documentary viewing Observation Paper DUE in class and on Safe Assign. Review Journaling instructions (Journal available after class)	(None)
Tue Sep 23	Discussion: Gendered violence	[LE] Phillips
Thu Sep 25	Discussion: Gendered violence	[LE] Wood (male felons)
Tue Sep 30	Documentary viewing Discussion: Women's movements Television viewing Journal Post #1 DUE 11:59 p.m.	[BBD] <i>Huffington Post</i> article [LE] MacLean
Thu Oct 2	Discussion: Feminism, gendered violence, intersectionality Review small group assignment instructions (Small groups become available after class) Review Midterm Study Guide	[LE] McKinnon

Tue Oct 7	Midterm Exam	(None)
Thu Oct 9	Discussion: Men's movements Video clips Small group signup post DUE 11:59 p.m.	[BBD] Fox (definitions, pp. 103-106) [Pkt] Kimmel
Tue Oct 14	NO CLASS – Fall Break	(None)
Thu Oct 16	Discussion: Christian men's movements Video clips Small group post #1 DUE 11:59 p.m.	[LE] Gallagher/Wood
Tue Oct 21	Discussion: Gendered social systems (workplace) Review Position & Interview Paper instructions	[LE] Tracy/Rivera
Thu Oct 23	Discussion: Gendered social systems (workplace) Video clip Small group post #2 DUE 11:59 p.m.	[BBD] Schilt/Connell
Tue Oct 28	Discussion: Gendered social systems (sports) Video clip Small group time in class to prepare presentations	[LE] Finley
Thu Oct 30	Discussion: Gendered social systems (sports) Video clip Small group time in class to prepare presentations	[LE] Harvey
Tue Nov 4	Small group presentations (3 @ 15-20 min. each)	(None)
Thu Nov 6	Small group presentations (3 @ 15-20 min. each)	(None)
Tue Nov 11	NO CLASS – Veterans' Day	(None)
Thu Nov 13	Discussion: Gendered social systems (print media) Video clips	[LE] Squires/Brouwer
Tue Nov 18	Discussion: Gendered social systems (family) Position or Interview Paper DUE in class & Safe Assign.	[LE] Norwood
Thu Nov 20	NO CLASS – National Communication Convention	(None)
Tue Nov 25	Discussion: Communicating gender (Journal #2 posting may begin after class)	[LE] Gilbert
Thu Nov 27	NO CLASS – Thanksgiving holiday	(None)

Tue Discussion: Communicating gender identity
Dec 2 Review Final Exam Study Guide
All Extra Credit Posts DUE 11:59 p.m.

[Pkt] Booth

Thu Television viewing & discussion
Dec 4 **Journal Post #2 DUE 11:59**

(None)

Thu **FINAL EXAM:**
Dec 9 -- 10:30 a.m. class: 9:50-11:40 a.m.
-- 3:00 p.m. class: 2:30-4:20 p.m.

The Process of Gender

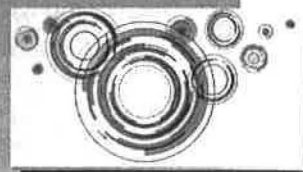
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