

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School College of Integrative Sciences and Arts Department/School Languages and Cultures

Prefix: COM Number: 464 Title: Communicative Sexualities Units: 3

Course description: Examines sexuality as a personal, social, historical and cultural phenomenon wherein communication is the mediating force through which meaning is ascribed to sexual experience.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Social-Behavioral Sciences **Mandatory Review:** No

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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 course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Jacqueline Martinez E-mail jmartinez@asu.edu Phone 602-496-0614

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Jacqueline Martinez Date: 9/19/17

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> communicology, anthropology, sociology, psychology </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	communicology, anthropology, sociology, psychology	Syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	communicology, anthropology, sociology, psychology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus & Term Project Assignments		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus & Term Project Assignments		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
COM	464	Communicative Sexualities	SB

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Scientific theories of sexuality operationalize sexuality as a procreative act, as a physical or emotional desire, as an identity, and often, in terms of deviancy and normalcy. The meaning of sexual experience, however, is more difficult to operationalize. This course takes up that task through the application of semiotic phenomenology.	Course description (syllabus p. 1) and designated topics (syllabus p. 2) demonstrate a focus on human interaction and experience in order to further our knowledge and understanding, particularly in relationship to the meaningfulness of experience in light of social contexts.
2	Semiotic Phenomenology is the methodological approach for the class. It is used to study the meaning of sexual experience as both a social and cultural event. Meaning emerges from within the dynamic relationship between the concrete social and cultural world in which one is situated, and the personal responses therein. Semiotic phenomenology is used to examine the meaning structures proved by language, culture and specific social norms as they interrelate with meaning generated through lived-experience.	Course description (syllabus p. 2) and designated topics (syllabus p. 2) illustrate a focus on applied phenomenological methodology. Designated topic areas (syllabus, p. 2) illustrate a focus on how categorizations of knowledge shape perception and understanding.
3	The impact of the understanding generated through this kind of study is that the terms and conditions that typically define our experience and give it meaning are examined directly so that the meaningfulness of experience may be more fully	As stated in the course description (syllabus p. 1), the course is an exercise in applied methodology. Phenomenology is a distinct method of inquiry for the social and behavioral sciences, and its use is emphasized throughout the course.

	articulated and the limits of our presumptions are exposed.	
4	The Term project involves the collection and analysis of data collected through interviews and the application of semiotic phenomenology.	As stated in the course description (syllabus p. 1), the course is an exercise in applied methodology. The course schedule (syllabus pp. 3-4) lays out the specific process of phenomenological research taken up in the class. The term project assignments (pps. 5-14) offer a detailed description of the steps through which the semester longer applied research project unfolds.

COM 464: Communicative Sexualities

Course Description From Catalogue:

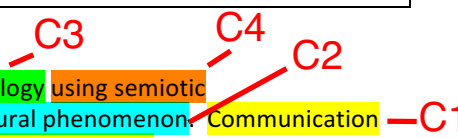
This course is an advanced undergraduate research course in applied methodology using semiotic phenomenology. It examines sexuality as a personal, social, historical, and cultural phenomenon. Communication is studied as the mediating force in the meanings ascribed to sexuality and sexual experience. Sexuality is studied as it manifests among a wide variety of people, practices and contexts. Basic questions to be addressed include: How do we understand sexuality? How have we come to know what we know about sexuality? How do we understand the relationship between sexuality as personal desire, and sexuality as social norm in specific cultural contexts?

COM 464: Communicative Sexualities
Sample Syllabus

Dr. Jacqueline Martinez Languages and Cultures Arizona State University, Downtown Campus Office: AZCENTER 386E	Office Tel: 480-965-8730 Email: jmartinez@asu.edu Office Hours: MW 10:30am-12:00pm & appointment
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Course Description

This course is an advanced undergraduate research course in applied methodology using semiotic phenomenology. It examines sexuality as a personal, social, historical, and cultural phenomenon. Communication is studied as the mediating force in the meanings ascribed to sexuality and sexual experience. Sexuality is studied as it manifests among a wide variety of people, practices and contexts. Basic questions to be addressed include: How do we understand sexuality? How have we come to know what we know about sexuality? How do we understand the relationship between sexuality as personal desire, and sexuality as social norm in specific cultural contexts?



Course Objectives

Upon completing this course students should:

1. Understand the complexity of sexuality as a lived-experience that emerges as a personal, social, and cultural phenomenon.
2. Communicate effectively and appropriately about sexuality in private and public contexts.
3. Identify the difference between healthy and unhealthy expressions of sexuality.
4. Be able to conduct basic phenomenological research.
5. Understand the difference between human science and social science.

Theoretical and Applied Orientation of the Course

This course is an advance undergraduate research course in applied methodology. Semiotic phenomenology provides the theoretical and applied foundation of the course. Semiotic phenomenology will be studied as both a philosophy and a research methodology. We will use a semiotic phenomenological approach to study sexuality as it becomes manifest in the relationships among culture, communication and experience.

Required Texts

1. Martinez, Jacqueline M. *Communicative Sexualities: A Communicology of Sexual Experience*. Lanham, MD: Lexington Press, 2011. (available at ASU bookstores)
2. Ihde, Donald. *Experimental Phenomenology, 2nd Edition: Multistabilities*. Albany, NY: SUNY, 2012.
3. 2Selected articles available via blackboard or Hayden Library's electronic reserve.

Note on Course Content

The material that we will be studying in this course addresses sexuality and sexual experience explicitly. Some students may be uncomfortable with the content of this course. Your continued enrollment in this course indicates that you are aware of specific focus of this course and have chosen to stay in the course and do the work as required by this syllabus. Please speak with me directly if you have any concerns or questions about your ability to do the required work of the course.

Basic Ground Rules

4. This course is about sexuality. It is about how sexuality is communicated and experienced. This is a mature subject matter and it requires a mature attitude from everyone in the class. Students who are unable to demonstrate a mature attitude toward the work in this class will be dropped from the class.
5. Respect for differences in attitudes about sexuality is required. That means that disagreements and differences of opinion must be accepted. It is unlikely that the class will ever have complete agreement on

any issue we discuss, but every class member must have enough respect for our collective work that every perspective is taken seriously enough that we try to see how it makes sense even if we don't at first agree.

6. This is a secular class. Therefore, we will not consider religious doctrine as part of the subject matter under study or as a basis for any discussion. It is likely that religion will come up during the semester. When religion does come up, we will discuss it as a social force that generates different contexts of interpretation, but we will not use religion as a basis for making judgments about sexuality.

Course Requirements

1. **Midterm Examinations:** There will be two midterm examinations based on assigned readings, lectures and class discussions. The exam will consist of "briefly define" and essay questions. See course schedule below for examination dates. There will be no make up exams.

2. **Paper:** One short essay on an assigned topic. The formal assignment will be presented in class and posted on black board.

3. **Group Report:** A group presentation reporting on initial stages of the research project. A formal assignment will be presented in class.

4. **Journal:** A weekly journal assignment on assigned topics. Topics will be posted on blackboard. See schedule below for due dates.

5. **Group Research Project:** A formal research report based on work done in the class, library research, and interviews with classmates. Consists of individual and group work completed in stages throughout the semester. Formal assignments will be presented in class and posted on blackboard.

6. **Attendance & Participation:** Attendance is required. Because of the level of maturity required for this course, participation is weighted heavily. Preparedness for class, attendance, attitude, demeanor, and ability to listen, respect and engage in constructive dialogue with classmates are all elements of the participation grade. Half of the participation grade will be based entirely on attendance.

7. **Blackboard:** Many course documents, including lecture notes and assignments, will be made available through blackboard only. All students are required to use blackboard in conjunction with the course.

Course Policies

Grading: There will be no extra credit opportunities in this class. Final grades will be tabulated according to the point distribution and grading scale below.

POINT DISTRIBUTION		GRADING SCALE			
Category	Points	Grade	Percentage	Points	Actual cut off
Midterm Exam	200	A+	100-98%	800-784	780 cut off for A+
Paper	50	A	97-93%	776-744	740 cut off for A
Group Report	100	A-	92-90%	736-720	716 cut off for A-
Journal	100	B+	89-87%	712-696	692 cut off for B+
Research Project	200	B	86-83%	688-664	660 cut off for B
Participation	150	B-	82-80%	656-640	636 cut off for B-
Total Points	800	C+	79-77%	632-616	613 cut off for C+
		C	76-70%	608-560	556 cut off for C
		D	69-60%	552-480	476 cut off for D
		F	59-0%	472	

Written Work: All written work must follow the APA style guide unless otherwise specified. All written work must be proofread and corrected for errors. Late work will be accepted up to one week beyond the due date only. All late work will be penalized.

Academic Integrity: Cheating and plagiarism are not tolerated. Students found cheating or plagiarizing will be prosecuted to the fullest extent of University Policy. For further information, please see <http://www.asu.edu/studentaffairs/studentlife/judicial/index.htm>.

Course Schedule

Week	Day/Date	Topic/Reading /Examinations	Assignment Due Dates	
1	M 1/14	TOPIC : Introduction to Course: review syllabus; sexuality as subject matter; fact of lived-experience; prelude to phenomenology		
	W 1/16	READING , Beauvoir, "Introduction" to <i>Second Sex</i> . TOPIC : From biology to embodiment; fact of human existence; human situatedness in a world	Journal 1 Due	C1
2	M 1/21	NO CLASS		
	W 1/23	READING : Martinez, Chapter 1: "An Introduction to Sexuality as Subject Matter" & Chapter 2: "Our Lived Experience of Sexuality as the Subject Matter of Research" TOPIC : Consciousness and experience; problems with sexual categories and labels; clearing conceptual fields	Journal 2 Due	C1 C2
3	M 1/28	READING : Iris Marion Young, "Breasted Experience: The Look and the Feel" & Beauvoir, "Sexual Initiation" TOPIC : Cultural and social categories shaping expectations for experience	Paper 1 Due	C1
	W 1/30	READING : Martinez, Chapter 3: "History, Time, Context" & Ihde Chapter 1, "Introduction: Doing Phenomenology" & Chapter 2: "Indians and the Elephant" TOPIC : Necessity of evidence and relation to thinking	Journal 3 Due	C2
4	M 2/4	READING : Ihde, Chapter 3, "The Visual Field: First Phenomenological Excursus" & Martinez, Chapter 4 "Semiotics in Communicology" TOPIC : Lived-experience, speaking, writing, language		C3
	W 2/6	READING : Martinez: Chapter 5, "Phenomenology in Communicology" & Ihde, Chapter 4, "Illusions and Multistable Phenomena" TOPIC : Phenomenological methodology: the description reduction relationship	Journal 4 Due	C4
5	M 2/11	READING : Martinez, Chapter 6, "Semiotic Phenomenology" & Ihde, Chapter 6: "Expanded Variations and Phenomenological Reconstruction." TOPIC : Phenomenological methodology: performing phenomenological reductions		C4
	W 2/13	READING : Martinez, Chapter 7: "Semiotic Phenomenology Applied." TOPIC : Phenomenological synergism	Journal 5 Due	C4

6	M 2/18	Review for Exam 1	GP#1: Selecting a topic Due
	W 2/20	Exam 1	
7	M 2/25	READING: Kvale, "The Qualitative Research Interview" Speaking and listening; reading and writing	
	W 2/27	WORKSHOP: Phenomenological interviewing	Journal 6 Due
8	M 3/3	WORKSHOP: Writing phenomenological descriptions	Journal 7 Due
	W 3/5	WORKSHOP: Writing phenomenological descriptions	
9	M 3/10	SPRING BREAK	
	W 3/12	SPRING BREAK	
10	M 3/17	READING: Martinez, "Handout on 4 Lifeworld Existentials" WORKSHOP: Identifying Thematics	IN#1: Individual Descriptions Due
	W 3/19	READING: Martinez, Handout on Invoking the Epochē" WORKSHOP: Recognizing presuppositions	Journal 8 Due
11	M 3/24	READING: Martinez, "Handout on Imaginative Free Variation" WORKSHOP: Recognizing Evidence and Adequacy	
	W 3/26	WORKSHOP: Finalizing Individual Themes	Journal 9 Due
12	M 3/31	WORKSHOP: Group Themes	IN#2: Individual Themes Due
	W 4/2	WORKSHOP: Group work	Journal 10 Due
13	M 4/7	WORKSHOP: Group work	GP#2: Group Themes Due
	W 4/9	WORKSHOP: Group work	
14	M 4/14	WORKSHOP: Group work	Journal 11 Due
	W 4/16	WORKSHOP: Group work	Journal 12 Due
15	M 4/21	Oral Reports	GP#3 Due
	W 4/23	Oral Reports	GP#3 Due Journal 13 Due
16	M 4/28	Oral Reports	GP#3 Due Journal 14 Due
	Final Exam Period	Oral Reports	GP#4 Due IN#3 Due

C4

C4

C4

C4

C4

COM 494: Communicative Sexualities

Term Research Project Assignment

Overview of Assignments & Schedule of Due Dates

GROUP ASSIGNMENTS (140 points total)		
Assignment	Points	Due Date
GP#1: Selecting a Topic	20 points	T 2/21
GP#2: Group Themes	20 points	TH 4/13
GP#3: Final Oral Report	40 points	4/25-5/2
GP#4: Final Written Report	60 points	T 5/9
INDIVIDUAL ASSIGNMENTS (60 points total)		
Assignment	Points	Due Date
IN#1: Individual Descriptions	20 points	T 3/21
IN#2: Individual Themes	20 points	T 4/4
IN#3: Peer Evaluation	20 points	T 5/9

C4

C4

CHRONOLOGY OF DUE DATES

- T 2/21 GP#1: Selecting a Topic
- T 3/21 IN#1: Individual Descriptions
- T 4/4 IN#2: Individual Themes
- TH 4/13 GP#2: Group Themes
- 4/25-5/9 GP#3: Final Oral Report
- T 5/9 GP#4: Final Written Research Report
- T 5/9 IN#3: Peer Evaluation

EXPLANATION OF POINT-SCALE

The entire project is worth 200 points. Of these 140 points are divided as indicated above for the Group Assignments. The Individual Assignments are worth a total of 60 points, which will be divided evenly between IN#1, IN#2 and IN#3, as indicated above.

Term Research Project Assignment

GP#1 Selecting a Topic

C4

TERM RESEARCH PROJECT ASSIGNMENT

Within your groups, conduct a phenomenological study of a phenomenon related to sexuality. Give a short oral presentation of your research (GP#3) and submit a complete research report (GP#4).

SELECTING A TOPIC

The first and most important thing to do is to identify a research topic. The topic must concern human experience (and the meaningfulness of that experience) in a very broad sexual context. The topic should be specific as an experience yet broad enough that virtually every member of the culture "can relate. Here are some suggestions about possible topics:

- Experience of sexual desire
- Experience of sexual difference
- Experience of questioning sexuality
- Experience of saying "no" to sexual activity
- Experience of "masculine" sexuality
- Experience of "feminine" sexuality
- Experience of sexual uncertainty
- Experience of sexual regret
- Experience of sexual fulfillment
- Experience of having sexual power-over another
- Experience of being sexually over-powered
- Experience of not being "seen," or of being "misunderstood" in a sexual context
- Experience of being "other" or "objectified"
- Experience of having a diseased sexual body
 - Etc.

PROCESS

In order to decide on your general topic, you should listen to each other talk about your interests and experiences. Try to make connections between and among yourselves, share your ideas and identify something that seems to interest all of you.

Once you have a general idea of your topic, then you need to begin to explore it as a phenomenon. You should do this within your group by discussing what it is that comes to mind for each of you when you think about your selected topic. It is common to actually change or modify your original topic after you begin researching it. Your discussion will inevitably focus you more strongly on the phenomenon you are considering.

SUBMISSION DETAILS

The report should be approximately 4-5 pages. It should summarize the discussions of the group, identify the group's topic, and describe how the group settled on the topic it did. One paper per group is due.

Papers are due at the beginning of class on **xxxxxxx**.

COM 494: Communicative Sexualities
Term Research Project Assignment
IN#1: Individual Descriptions

C4

For this assignment you must produce **two** descriptions of the phenomenon your group is studying. One description must be from your own experience and the other from the experience of someone you have interviewed. The description should focus on the actual experience of this phenomenon as it was lived-through by you and your interviewee.

PROCEDURE

1. Write a description of your own experience of the phenomenon.
2. Prepare a set of interview questions designed to evoke a similar experience from your interviewee. The questions must be phenomenological in nature.
3. Conduct an interview. Consider whether you want to tape record the interview, take notes, or simply listen..
4. Reflect on the experiences your interviewee shared with you. Write a description of the phenomenon as it was lived-through by your interviewee.

WRITE-UP

1. Offer a general description of yourself and the person you interviewed (don't use real names or other identifying information for your interviewee) and the circumstances of the interview. Indicate why you thought this person would be a good interviewee.
2. Provide the list of questions you used as an initial guide for the interview. If other key questions emerged in the interview itself, include them here as well.
3. Provide the two written descriptions.
4. Papers are due at the beginning of class on xxxxxx. No electronic submissions.

COM 494: Communicative Sexualities
Term Research Project Assignment
IN#3: Individual Themes

C4

ASSIGNMENT

1. For this assignment you must produce a set of themes which speak to the phenomenon you are studying in your group. At minimum the themes must be derived from the 2 phenomenological descriptions your produced for IN#1.
2. I **highly recommend** that you also use at least one other description produced from another group member for this assignment.

PROCEDURE

1. Review the descriptions you are working with for this assignment.
2. Perform a phenomenological reduction of this material by explicating the major themes found within the descriptive texts. Be sure to keep track of where each theme “came from” and note also where themes overlap with two or more descriptive texts.

WRITE-UP

1. Offer an short introductory paragraph which identifies the phenomena you are studying.
2. List your themes. Each theme should be followed by an explanatory paragraph which details the meaning-web of the theme—how the theme identifies the meaningfulness of key aspects of the phenomenon.
3. Include the descriptive texts you used in deriving these themes.
4. Papers are due at the beginning of class on **xxxxxxx**. No electronic submissions.

COM 464:Communicative Sexualities
Term Research Project Assignment
GP#2 Group Themes

C4

For this assignment your group must produce a set of group themes by compiling all the themes produce by the individual members of the group. As you compile the themes it is highly likely that there will be overlap, which would lead you to rewrite or expand the original themes to accommodate the overlap. It is also possible that a “hierarchy of themes” will emerge whereby you will have two or three major themes with three or four sub-themes under each major theme (the number of themes, sub-themes, and sub-sub-themes is completely dependent upon the material you are working with).

PROCESS

1. As a group collect and go over all the individual descriptions and reductions (themes) you have created. Everyone in the group should review all of the themes generated so far.
2. Determine points of overlap and points of distinction among the themes. Rewrite the themes to incorporate all of the points identified in the individual themes.
3. Create an order and/or hierarchy of themes that “make sense with” or “follow the logic” of the collective themes. In others words, you want to be sensitive to which ordering or hierarchy of themes best explains or develops the subject matter of your research. This is a part-whole concern. As you go through the parts (themes) you still want to keep an eye on the whole (the major topic of your research). The specific order or hierarchy (structure) of themes creates a set of implicit relationships different from any other order or structure.

WRITE-UP

1. Identify all of the group members.
2. Offer a group-constructed introductory paragraph identifying the phenomenon you are studying.
3. List your themes. Each theme should be followed by an explanatory paragraph which details the meaning-web of the theme—how the theme identifies the meaningfulness of key aspects of the phenomenon.
4. Papers are due at the beginning of class on **xxxxxxx**. No electronic submissions.

COM 464: Communicative Sexualities
Term Research Project Assignment
GP#3 Final Oral Report

C4

GENERAL

This is a formal research presentation. Assume that the audience is a group of professionals who have gathered specifically to learn about your topic. Presentations should be 30-35 minutes in length.

All of the basic standards of oral presentations should be demonstrated, both in terms of content and delivery.

CONTENT

The presentation should have an introduction, a main body, and a conclusion. The introduction should include the introduction of each group member, and a preview of the presentation.

The main body of the presentation should include a discussion of the research topic, the theoretical and methodological approach used, and a short description of the actual process the group engaged. The primary focus of the main body of the research should be your *results*. Focus particularly on the major themes that emerged, and quote descriptions for illustration. Focus on the interconnectedness and interrelationships within and among the themes. Be precise in your language.

The conclusion should provide a brief recap or summary.

DELIVERY

Every person in the group must speak during the presentation. Good transitions from speaker to speaker are crucial in creating a smooth and professional presentation. Good transitions from main point to main point are also crucial. Do not read your presentation. Use notes to keep you on track and remember what you're saying.

PAPERWORK AND CREATIVITY

Each group must turn in a basic outline of the presentation before you begin. You may give your audience an outline, too. Consider using hand-outs of whatever sorts, visual aids, etc.

You may set up the room any way you wish. Creativity is encouraged. Just remember that it needs to remain "professional," but that does not mean it has to be "stuffy." You want to create a sharp, clear, and professional presentation.

PRESENTATION DATES

Groups will sign up for presentation dates on a first-come, first serve basis.

Each group will turn in a final written report. The reports are due in hard copy on **xxxxxxx** at the beginning of the final examination period. **No electronic copies** will be accepted for this assignment. Each report must contain the following sections:

1.0. Introduction: Identify the Subject Matter and Identify Interest

Introduce the subject matter of your research by describing how your group understands the overall significance of the subject matter for understanding human sexuality in our cultural context. In offering this description, you write from the perspectives of being both researcher and ordinary human beings. Think of this section as grounding your work existentially (the meaningfulness it has for you) and then situating it within the general context of understanding human sexuality.

1.1. Literature Review: Cite Relevant Material From Course Reading

Provide a discussion of course reading material that relates to the subject matter of your research. Every text we have read provides themes that will undoubtedly intersect with themes generated by the class. In many cases, the texts provide descriptions related to the subject matter you are researching.

It is possible that this section can merge with section 1.0, rather than stand alone as a subcategory of it.

2.0. Phenomenological Methodology

Use the phenomenological research perspective described by Ihde and our Lecture Notes to describe the relationship between lived-experience (consciousness) and research on human sexuality; justify phenomenology as an appropriate methodology to address your research subject matter. Give an overview of phenomenological methodology including a discussion of phenomenological intentionality, essential structures, and the procedures of description, reduction and interpretation.

2.1. Research Protocol

Describe in detail the procedures you have followed in collecting the data (the sources), drawing out the themes, and identifying the essential structure of the phenomenon. Be detailed in describing how the group initially divided up the phenomenon and what you did to research the phenomenon, and the way things progressed as your group began working more collaboratively.

Cite the relevant course reading to support and explain what your group did in the research procedures.

Provide a set of the interview questions your group used in studying your subject matter.

3.0. Phenomenological Description: The Research Data

This section should include the actual descriptions you have crafted as linguistic representations of lived-experience. Divide in to sub-sections (3.1., 3.2, etc.) as needed.

4.0. Phenomenological Reduction of the Data: Explication of Themes

Statements of the major themes you have explicated from your data. Themes should be create a "hybrid text," which combines "the power of philosophic or systematic discourse with the power of literary or poetic language." Divide into sub-sections (4.1., 4.1.1., 4.2., 4.2.1, 4.3., 4.3.1., 4.3.2., etc.) as appropriate to the themes.

5.0. Phenomenological Interpretation

Perform a second thematic analysis of the themes from section 4.0. Taken together, what do these themes say?

5.1. Conclusion

A final statement, reflecting back to your prior-interest, about how the research has addressed your interests, what, in the end, the research offers, etc. In short, answer the question, "What is the human significance of this research?"

Bibliography

A complete list of all sources cited in the study. Must follow the APA 5th Edition Style Guide. Failure to have proper citation format will result in a reduction of the final report grade.

COM 494: Communicative Sexualities
Term Research Project Assignment
IN#4 Peer Evaluation

The purpose of this Peer Evaluation is to enable me to give appropriate credit for each group member's level of participation in the Term Research Project.

The Peer Evaluation should consist of a description of what you see as each person's contributions to the group work, including your own. In writing these descriptions please follow the guidelines below:

1. Be specific and concrete. Not responding to group member's emails, telephone messages or other efforts to communication, not keeping your group informed about your work, not showing up to meetings and then having no reasonable explanation for the group are all specific and concrete evidence of a lack of participation. Never doing any of the physical labor of the group, like writing sections of the final report or failing to provide individual descriptions or themes, is also specific and concrete evidence of a lack of participation.
2. Detail each person's contributions. Elaborate, for example, on the insights that each person offered as you began "getting into" the subject matter of your research. Who contributed what ideas that ended up being important to the project results? Whose speaking and writing were most important, and in what ways? Describe what you learned from each other and how each member helped shape the final outcome of the research.
3. Describe the dynamics of your group meetings. How did each member contribute to the overall effectiveness of your work as a group? Who provided leadership in what ways (i.e., task master, organizer, interpersonal relationship builder, comic relief, etc.)? Who was the best listener in the group?
4. Offer any additional information that you feel is relevant to determining each member's participation in the Term Research Project.

Papers should be approximately 5 pages in length.

Peer evaluations are due in hard copy on ~~xxxxxxx~~ at the beginning of the final examination period. **No electronic copies** will be accepted for this assignment.

Communicative Sexualities

A Communicology of
Sexual Experience

Jacqueline M. Martinez



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