

## COM434 Gender Communication, Fall 2018

### Instructor Contact:

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COM434-001: TuTh 1:15-2:30

### Catalog Description:

Explores the effects of gender and culture on communication. Students examine the characteristics, dynamics, patterns and presumptions that combine to create what is known as "gender speak." Prerequisite: COM 100.

### Learning Outcomes:

- You will become familiar with both historical and theoretical perspectives in the development of gender and communication research.
- You will read and engage scholarly studies of gender and communication, gaining familiarity with reading academic writing.
- You will learn to recognize the expression of gender in everyday contexts, including interpersonal, organizational, rhetorical, mediated, and international contexts.
- You will become familiar with the ways in which gender impacts (and is impacted by) various social systems and structures
- You will reflect upon and articulate your reactions to course material, specifically thinking about how concepts are, or might be, relevant or useful to your life and the lives of those you know.

### Required Text and materials:

- The Sage Handbook of Gender and Communication, edited by Bonnie Dow & Julia Wood. Sage, 2006. ISBN 1-4129-0423-4
- Notebook – recommended
- 4x6 index cards - optional

### Assignments/Grade Distribution:

	Total=100 points	
Reading Responses (23)=40pts	Midterm= 15pts	Final=20 pts
Quizzes (6)=15pts	Journaling=10pts	

Late work is not acceptable. If you cannot physically be in class when written work is due, it should be submitted to the instructor via email by the time class starts (if you do not have a copy of the work on computer file, send a photograph or scan of it). Late work will docked 5% for being turned in after the class in which it is due, and 10% per full day it is late. To demonstrate you understand this policy, email the professor a picture of a dragon by the end of Week 2 and earn a bonus point.

### Grading Breakdown:

98-105 pts = A+	92-97 pts = A	90-91 pts = A-
88-89 pts = B+	82-87 pts = B	80-81 pts = B-
78-79 pts = C+	72-77 pts = C	70-71 pts = C-
68-69 pts = D+	62-67 pts = D	60-61 pts = D-      0-59 pts = E

### Bonus Points:

+5 pts for perfect attendance, +5 for no missed/late work, +4 pts for 75+% on each quiz

**Grade Questions & Grievances:**

If you find an error in grading, bring it to the instructor's attention immediately so it can be corrected. If you have a question about assignment feedback, exam answers, etcetera - ask. It will help you learn. If you have read this information, email the professor a photograph of Big Foot to earn a bonus point.

If you disagree with a grade you earn, you can file a request for reconsideration no sooner than 24 hours after receiving the grade and no later than 1 week after receiving the grade. The original work with all evaluation forms should be re-submitted to the instructor along with a 500-1500 word explanation (typed, double-spaced, serif-font) of why you believe your work warrants reconsideration and a higher grade; it should be specific with arguments well supported, using all you have learned in class relevant to making your case. The instructor will reconsider your work within 2 weeks; any grade change at that time, including a lower one, will remain final.

**Attendance:**

Roll will be called at the start of each class meeting; please inform the instructor of your preferred name and pronouns if needed.

"The world is run by those who show up." The focus of this course is on live, non-mediated, communication. Attendance is, therefore, expected, necessary, and required. Everyone, including the instructor, is expected to show up and be prepared for class on time. (Now and then, life intervenes and we all get held up; occasional late arrivals are allowed, but they should not become a habit and they should minimize disruption to the class.)

If you arrive after roll is taken, you are considered late. If you leave before class is dismissed, you are considered late. Attendance and timeliness will be considered as part of your participation grade. When you have read this policy, email the professor the name of your favorite movie to earn a bonus point.

Absences on exam or presentation days for religious observances or college-sanctioned events should be discussed in advance for accommodations to be made.

Emergency absences on exam or presentation days require notification to the instructor at the earliest possible time and documentation (such as appointment cards or admissions forms for medical treatment) with work being completed immediately upon return to classes.

Absences for any reason at any time are not excuses for missed or late work. Assignments are all scheduled on the included course calendar so you know what is due and when. Deadlines are a fact of all aspects of life, from careers to credit cards. Late work is not acceptable.

**Academic Integrity:**

It is expected that students will maintain the highest academic and ethical standards. The College is an academic community, which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. The Academic Integrity Policy can be found in Chapter 340 of the College Handbook.

**Accommodation of Disabilities:**

If you are a student with a disability and wish to request accommodations, please contact Student Disability Services, located in Van Hoesen Hall, Room B-1, or call 607-753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

**Mental, Emotional, & Physical Wellbeing:**

Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance.

If symptoms are related to your course work, please speak with the instructor. If you have communication apprehension (also known as "stage fright") to a degree that can interfere with your success in a communication course that depends on public speaking, speak to the instructor *immediately* to learn management techniques and to discuss possible options to ensure you can complete the course.

If problems with relationships, family worries, loss, or a personal struggle or crisis are negatively impacting your mental health and/or interfering with your academic success, SUNY Cortland offers the following resources to help you manage personal challenges that threaten your personal or academic well-being.

- Counseling Center: Van Hoesen Hall, Room B-44 \* 607-753-4728
- Substance Abuse & Prevention Education Van Hoesen Hall, Room B-1 \* 607-753-2066
- Active Minds student club

If challenges securing food or housing are affecting your academic performance, or your emotional wellbeing, you are urged to contact the Associate Vice President of Student Affairs for support (607-753-4721).

**Etiquette:**

Communication involves speaking *and* listening (sending & receiving messages). Good communication requires participants to consider various ideas and be willing to be persuaded by others. In this class, we will all practice good communication skills by speaking and listening with respect to those around us. We will be open to opposing viewpoints, even if we are not always persuaded by them. We will make an effort to contribute to discussions and to ensure that others have opportunities to contribute to discussions. We will not use ad-hominem attacks (name calling) when we engage in arguments, nor will we use straw-man fallacies (off topic arguments) just to advance our own viewpoints.

Recent research has suggested that we are not as good at multitasking as we think we are, so to succeed in this class and to help those around us succeed, we will minimize distractions by using technology only in ways that are directly related to coursework and goals. Devices will be silenced and put away when not being used for class purposes.

We will not attend class under the influence of alcohol or other recreational substances. We will also minimize distractions such as late arrivals, early departures, food, drink, bathroom breaks, extraneous conversation, and packing up early before class is over; these not only break our own concentration but also disrupt those around us.

We will come to class on time and prepared with whatever materials are expected of our roles. For the instructor that means, at minimum, lecture notes, related presentation aids, graded student work, the roster, and writing instruments. For the student, that means, at minimum, any relevant texts, work that needs to be submitted, paper (preferably in a dedicated notebook/folder/binder), and a writing instrument.

We will practice professional communication styles and habits. Emails will include formal salutations such as "Dear" or "Hello" and will be written in a way that are appropriate for acquiring and maintaining employment.

We will show that we have read all of these guidelines by emailing the professor a funny meme to get a bonus point.

## Coursework Explained:

### Reading Responses:

Reading is the most important work for this course. Reading will introduce you to the concepts, and the rhetorical styles, of numerous communication scholars – ensuring that you hear more than my voice in the course. Reading will prepare you for your time in class, making lectures and discussions easier to access and material easier to remember. Reading will give you things to ask and say, making class time more interactive and helping you to tailor the course to meet your own interests and goals.

To encourage you to do it, and to help manage your time – because there is a lot of reading, the *only* out-of-class assignments given in this course focus on the reading. One chapter is due to be read by the start of class almost every single class day. To help you focus your reading, to encourage you to schedule enough time to give to the reading, and to get you prepared for class participation, you are asked to submit the following for each assigned chapter:

✓ **a key concept or point from the chapter:** what do you think is the big lesson or the take-away from the reading, or what did you find particularly interesting or thought-provoking, or what did you learn from the reading?

✓ **a discussion prompt for the class:** if you were leading the day's lesson, what would you want to focus on, or about what would you like to hear your classmates' thoughts, opinions, or experiences?

✓ **a test question:** you, collectively, will create your own exams for this class. For each chapter, identify some term or concept that you think is valuable or important and write a test question, with answer, for it. Tests will be composed of the questions the class submits. These documents will NOT be returned to you. It is strongly suggested you keep a copy for your own records/use.

To receive credit for the assignment, **these items must be:**

- Typed in Times New Roman 12-pt font on a single-piece of paper. (Following formatting guidelines is good practice for the professional world, where workplaces will expect you to do things a certain way.)
- Submitted at the start of class, on time. Late arrivals or submissions because you couldn't find a working printer will not be permitted and will not receive credit. You need to give yourself enough time to read and respond to each chapter, and if you're still trying to print your response when class is starting, you didn't give yourself enough time and the assignment becomes busy-work instead of something useful.
  - If you have printing difficulties, or if you cannot be in class or know that you have to be late for class, you should email your response to me ([christina.knopf@cortland.edu](mailto:christina.knopf@cortland.edu)) by the start of class time.

Each response is worth 2 points. With 23 chapters, that equals 46 points for the semester. Only 40 points are factored in, meaning you have some wiggle room if you miss a couple or a chance to earn some extra credit.

As an added incentive to give yourself sufficient time to read, and make sense of, the chapters, you have the following OPTION –

On the day a chapter is due you may choose to turn-in one 4x6 index card with handwritten notes (front & back) from the chapter, which you will be able to use as a cheat sheet on the quizzes/exams:

- You may have only **1 card per chapter** (both sides).
- Cards must be **no larger than 4x6 inches**.
- Notes must be **handwritten**, not typed.
- Your **name** must be on the card.
- Cards will be accepted **only on or before the day the chapter is due**, no exceptions.

This is approximately a 4x6" box.

If you don't have index cards, you may cut paper to this size to use.

If you do not have index cards or a ruler, trace this box.

It may not be any larger than 4x6"

Larger notecards WILL NOT be accepted.

One chapter = one card (front & back) – absolutely no more than 1 card.

If you don't put your name on it, it will be thrown out.

Note card "cheat sheets" are always optional.

The card must be submitted on or before the day its chapter is due.

Late cards are not accepted under any circumstances.

### Journaling

Time will be set aside at the end of class for personal reflection. You will need to make sure you bring paper and pen to every class to do this work. Occasionally, reflective writing may be guided with a specific question or prompt, but most of the time the purpose of the reflection will simply ask you to write 1-2 paragraphs making a specific application of the day's concept to your own life or observations. Assume for this assignment that the concept has validity and practical value. What insight does it provide to help you understand the previous communication behavior? What prediction does it make or advice does it offer for the future?

Reflections should demonstrate that you understood the concept and are thinking critically about its practical implications.

These reflections will help you to learn the material, encouraging you to think through and use the ideas – promoting both understanding and retention. They also let you personalize the course content in ways that are meaningful to you. They will be collected and returned, with feedback as needed. Half credit will be awarded for completion (reflections are also an enticement to attend class regularly), and half credit for [approaching] an accurate understanding (in other words, evidence that you paid attention and made an effort).

### Quizzes and Exams

There will be six short multiple-choice quizzes throughout the semester. Days are indicated on the course calendar. Quizzes will always happen at the start of class, so don't be late. (A late arrival of more than 5 minutes on a quiz day will prohibit you from taking the quiz.) The quizzes will cover the readings, lectures, and discussions since the previous quiz. Quiz questions will be selected from the test questions you have submitted for each chapter. The lowest quiz grade at the end of the semester will be dropped.

There are several ways to prepare for the quizzes:

- Read the chapters. (Each day a chapter is due you may choose to turn-in one 4x6 notecard for each chapter with handwritten notes from the chapter; these notecards will be returned to you for use on quizzes and exams as cheat sheets; see the section in this Assignment Packet about *Readings*.)
- Listen carefully and take notes in class
- Interact with your classmates; pool your resources – what questions have you all submitted? Use them as a study guide
- Study – go back over your notes, your journaling reflections, and your reading responses.

Additionally, there is a midterm exam and a final exam. These will also be multiple choice. The bulk of the exam questions will be taken from the quizzes, though there will also be some new questions (taken from those you have submitted).

The exams will each be cumulative to encourage longer-term learning, asking you to carry the knowledge you gained from one test on for future tests. Cumulative experiences are the only proven way to help students review and integrate a semester's worth of content (as opposed to memorizing it temporarily for a quiz and then forgetting it).

There are several ways to prepare for the exams:

- Read the chapters. (Each day a chapter is due you may choose to turn-in one 4x6 notecard for each chapter with handwritten notes from the chapter; these notecards will be returned to you for use on quizzes and exams as cheat sheets; see the section in this Assignment Packet about *Readings*.)
- Listen carefully and take notes in class.
- Keep and carefully review your quizzes throughout the semester.
- Study – go back over your notes, your journaling reflections, and your reading responses.

### Extra Credit

To get discussion started each day, we will take a few minutes to highlight any relevant events on campus (especially anything you might want to promote), such as talks, workshops, clubs, etc., and to mention any gender-related current events. This discussion should be generated by you. If you can contribute a relevant news item, and have taken the time to know what its about beyond a headline, you can earn a half-point of extra credit. If you can relate the news item to something specific from the course, you can earn a full-point of extra credit. Either way, with nearly 30 class days' worth of opportunities, that can add up.

Week	TUESDAY	THURSDAY
1	8/28: course overview	8/30: Introductory video
2	9/4: <i>ch. 1</i>	9/6: <i>ch. 2</i>
3	9/11: <i>ch. 3</i>	9/13: <i>ch. 4</i> <b>Quiz 1, ch 1-3</b>
4	9/18: <i>ch. 5</i>	9/20: <i>ch. 6</i>
5	9/25: <i>ch. 7</i>	9/27: <i>ch. 8</i> <b>Quiz 2, ch 4-7</b>
6	10/2: <i>ch. 9</i>	10/4: PCAS/ACAS – class online Watch video (link on Blackboard) and respond to prompts via email. <i>Responses due by 8pm.</i> Counts as attendance & extra credit
7	10/9: <i>ch. 10</i>	10/11: <i>ch. 11</i> <b>Quiz 3, ch 8-10</b>
8	10/16: Fall Break – no class	10/18: <i>ch. 12</i>
9	10/23: <b>Midterm Exam</b> , ch. 1-12 + 10/4 film	10/25: <i>ch. 13</i>
10	10/30: <i>ch. 14</i>	11/1: <i>ch. 15</i> <b>Quiz 4 ch 13-14</b>
11	11/6: <i>ch. 16</i>	11/8: NCA – class online Watch video (link on Blackboard) and respond to prompts via email. <i>Responses due by 8pm.</i> Counts as attendance & extra credit
12	11/13: <i>ch. 17</i>	11/15: <i>ch. 18</i> <b>Quiz 5, ch 15-17</b>
13	11/20: <i>ch. 19</i> class in session!	11/22: Thanksgiving Break – no class
14	11/27: <i>ch. 20</i>	11/29: <i>ch. 21</i> <b>Quiz 6, ch 18-20</b>
15	12/4: <i>ch. 22</i>	12/6: <i>ch. 23</i>
16	Wednesday 12/12 @11-1 >COM434-001 <b>Final Exam ch. 13-23 + 11/8 film</b>	

Attendance during finals week is required and is your responsibility. Final exam times are determined by the college according to a standard matrix and are posted on the Cortland.edu website year-round (under Academic Calendars). Plan accordingly; travel arrangements need to accommodate your finals week responsibilities.

- *Homework due is italicized. For each chapter you are assigned to read, you must submit 1-page with: a) One test questions, with answer. b) One discussion question for the class. c) One thing you identified as a key idea or point in the chapter.*
- **Tests are bold-faced.**
- Chapters due also indicate the focus for the day's lecture, discussion, activities, &/or media presentations.