

Thread: Danielle Elkins - W... x COMM 315w - Communicatio... x Final Grade Worksheet x +

plcl.odu.edu/courses/201520/comm315w/syllabus/

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PLE > COMM 315w - Communication Between the Sexes

Course Information

Required Materials

- Ivy, D. (2012). *GenderSpeak*. Upper Saddle River, NJ: Pearson. ISBN: 978-0-205-82547-9
- Selected Readings [See Instructor].

Course Descriptions

ODU Catalog Description

Course Number	315W
Section Number	
Pre- or Co-requisites	Prerequisites: Junior standing, COMM 200S , and a grade of C or better in ENGL 211C or ENGL 221C or ENGL 231C , or permission of the instructor.
Lecture Hours	3
Location	Web-Based
Credits	3
Official Description	An overview of communication theory and research examining verbal and nonverbal communication between men and women. Topics include communication differences as a function of gender, theories that seek to explain these differences, and prescriptions for change: "the hope of androgyny." (This is a writing intensive course.)

Instructor's Course Description

This course focuses on the interactive relationships between sex, culture, gender, and communication in contemporary American society. This implies three priorities for our class: First, we'll explore multiple ways communication in families, schools, business, media, and society in general create and perpetuate gender roles. Second, we'll consider how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Third, we'll connect theory and research to our personal lives. Your experiences, insights, questions, and ideas are a key part of this course. Throughout the semester, we'll consider not only what is in terms of gender roles, but also what might be and how we, as agents of change, may act with awareness and how that awareness may improve our individual and collective lives.

This course is designated as a Writing Intensive course, which means that at least 51% of your final grade will comprise written work. As part of ODU's QEP efforts to improve disciplinary writing, many of the in-class and out-of-class assignments will encourage writing that exhibits synthesis and application of the theories and research we will cover during the semester. You will be expected to write informally each day we meet and formally through various course assignments. The goal of such course activities is to enhance not only student writing, but to enhance learning through writing. I expect you to proof your hand-in work and, if needed, to actively seek help from the Writing Center to improve your written skills. These are strategies that make you a more confident, assertive and effective communicator.

Course Objectives

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Course Objectives

1. To identify concepts, patterns, and issues that affect the organization of American society, shape individual thought, or shape social mores with respect to gender.
2. To develop an understanding about the theoretical foundations of gender studies.
3. To recognize how we communicate and maintain attitudes about gender in our daily lives.
4. To understand the relationship between gender and self-identity and to recognize the influence of societal or cultural context and self and others as individuals.
5. To critique how gender operates in society.
6. To understand the role media play in the construction of gendered identities.
7. To gain fluency/develop skills in speaking mindfully and knowledgeably about gender communication.

Welcome
Faculty
Syllabus
Schedule
Calendar
Modules
Sitemap

Control Panel
Edit Section
Options
Asset Manager
Module Feedback

Options:
Report Issue
Print Page

Alert
If you experience slow response on pages with video, please use the Firefox browser.

Syllabus

- ▶ Getting Started
- ▶ Course Information
- ▼ Teaching and Learning Methods

Delivery Method: Web-Based

Instructional Approach

Any changes to the syllabus, schedule, assignments, or due dates will be made available to students via announcements in class, announcements on Blackboard, and e-mails from the Instructor. Technical difficulties are not an acceptable excuse for why you did not "know" about an assignment or an announcement made in class. I recommend trading phone numbers and e-mail information with at least one other student in the class. The student is advised to always keep a copy of assignments that are turned in via Blackboard. Emailing writing assignments to the Instructor Assistant is a last resort, but sometimes necessary to be diligent in your attempts to turn in writing assignments via Blackboard. The application of your class lecture notes & textbook will be required for successful completion of any written assignment.

Course Interaction

- Discussion Board (Blackboard)

The syllabus, assignments, announcements, course documents, student-generated notes* and grades will be posted on the university's Blackboard system. You will also turn in several assignments through this system. To access Blackboard, students must log in using their email and password (Blackboard can be accessed at www.blackboard.odu.edu). You are expected to check blackboard regularly and specifically before class each day.

- Email

All students are required to have and use an ODU email account for this course. The Instructor WILL NOT read nor respond to any emails that are not from the University system. Every effort will be made to respond to emails in a timely fashion.

Module Feedback

Your opinion matters! Students should evaluate each module. Your feedback will greatly help the curriculum development team improve the course. Providing reflective and in-depth feedback through the module feedback form is also a great way to raise learners' awareness about their own learning. A link to the feedback form is found on the assignments page of each module.

- ▶ How the Course Works
- ▶ Grading Criteria
- ▶ Student Responsibilities
- ▶ Course Policies
- ▶ University Policies

Welcome

Faculty

Syllabus

Schedule

Calendar

Modules

Sitemap

Control Panel:

Edit Section

Options

Asset Manager

Module Feedback

Options:

Report Issue

Print Page

Alert

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Syllabus

- ▶ Getting Started
 - ▶ Course Information
 - ▶ Teaching and Learning Methods
 - ▶ How the Course Works
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- Students enrolled in this class are expected to
1. Actively and Thoughtfully Participate: Doing well in this class requires that students participate actively in class discussion.
 2. Interact Respectfully: During class interactions, you are expected to behave in a respectful manner toward both the instructor and fellow students. This means that full attention is to be paid to anyone who is speaking or presenting. In this course, you are likely to be confronted with issues about which you hold strong views or with opinions from some of your classmates that are very different from your own. In order to maintain a positive learning environment, participation in discussion must be responsible and respectful toward all involved. Learning does not happen without the open challenge and confrontation of assumption; therefore, participants must be willing to openly disagree with and question each other. However, actions that insult, demean, or attack another person ARE NOT appropriate or acceptable in a place of learning—regardless of how strongly you disagree with what a fellow classmate has said. This type of behavior will not be tolerated. Also, please note that it is expected that you will actively participate in these discussions.
 3. Manage your workload.
 4. Turn in work on time.
- ▶ Course Policies
 - ▶ University Policies

Welcome

Faculty

Syllabus

Schedule

Calendar

Modules

Sitemap

Control Panel

Edit Section

Options

Issue Manager

Module Feedback

Options:

Report Issue

Print Page

Alert

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- ▶ Getting Started
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Returning Graded Work: I have a one-week turnaround grading policy. This means, unless you are otherwise notified, I will have work graded and ready to return a week after it is submitted. Grades are also posted on Blackboard.

Late Work: Late papers will receive a 10 point deduction for each day that it is late, up to three days. After three days, you will not be allowed to turn in the paper. PLEASE NOTE: Day means calendar day - weekends count. Assignments are due on the date assigned. Suggestion: provide 'lead time' for yourself so that you are not pressed for time at the last minute. Excuses such as, 'My computer broke,' 'My alarm didn't go off and I overslept,' 'I didn't get back from our road trip on time,' 'I was called in to work at the last minute,' 'I had another presentation due that day,' etc. do not warrant a valid reason why work is not turned in on time. The circumstances leading to these choices indicate a lack of responsibility and/or poor judgment on the part of the student.

Special Needs: Please inform the instructor as soon as possible if you have any special needs or considerations for testing (ex. being registered with Disability Services or having a religious holiday celebration in conflict with a test day); every effort will be made in this class to respect our diversity.

Students requiring Disability Services exams are asked to contact the instructor no later than the third week of class so that appropriate preparations can be made.

Incompletes: Documented illnesses, deaths in family, car accidents, or other traumatic occurrences call for flexibility and good judgment on the part of the student and instructor. These situations are rare and are handled individually. Should such a situation occur, students MUST contact Student Ombudsperson Services (email Scholars@odu.edu or by phone 757-683-3442, website <http://studentaffairs.odu.edu/sos/>) to acquire the necessary documentation. An incomplete grade will only be given if 1) the student has completed 1/2 or more of the course requirements with a C or better, 2) there is legitimate deficiency due to the illness or emergencies deemed acceptable to the instructor, and 3) there is not neglect on the student's part.

- ▶ University Policies

COMM 315W Media Analysis Assignment

We will discuss the topic of images of women and men in the media. This assignment extends that discussion by asking you to find and analyze examples of gender and sex depiction in media and then develop your findings into a paper.

1. Select a mediated source that exemplifies what we've read and discussed in class—one that depicts men, women or both. You may select a film clip, viral video, and a clip from a TV show, news clip, commercial, magazine or newspaper advertisement, music video, segment of a song, segment of a radio broadcast or podcast. An article out of a magazine or newspaper will not work for this assignment because that's information, not a depiction or representation. You will have to provide the image or link to this source.

2. Write a 5-7 page* paper focusing on images of men and women as communicated via media, following current APA guidelines. (*The paper should be 5-7 pages of content; therefore, the cover page and works cited pages are not included in this 5-7 page count.*)

3. Incorporate at least 2 peer-reviewed published sources (within the last 10 years) into your paper. You may only use electronic sources if they also appear in print. Do not use sources from the Internet unless publication information is documented on the source. You may use electronic resources to supplement your 2 main sources. Consult the references at the end of each chapter in your textbook as a starting point. **Your text does not count as a required source, so it should not be used.**

4. Structure your paper into 6 sections: (Be sure to number your pages, starting with the first page of CONTENT.)

- **Cover Page:** your name and a creative title of the paper
- **Introduction:** introduce the topic of media depiction of the sexes; provide a clear “purpose of paper” statement (thesis) with a preview of main points and emphasis of the so-what value or significance of your paper.
- **Content:** discuss the topic, working in your outside sources. You're building an argument in this paper – an argument that media depict women, men or both in a certain way and that depiction highlights a gendered issue in society. Use sources to support your arguments or claims. Don't refer to the specific examples (the actual clip) until 3 or 4 pages into the paper. In other words, don't let your specific media example drive the paper. A well-crafted argument should drive the paper; the specific example should back it up or solidify your claims.
- **Example:** explain the example of media depiction that you chose for this assignment; tie it into your content section, as an example supporting the argument of the preceding pages.
- **Conclusion:** review the purpose of the paper and the main points, summarizing the key aspects of your argument; review key elements within the analysis of your mediated example; then tie the paper together broadly. Do not introduce new concepts or information into the conclusion. A good conclusion is as lengthy and in-depth as a good introduction.

- **References:** list only those sources cited in the paper, in current APA style.

5. Check **Resources** -> **Media Analysis Rubric** to find out how you will be graded.

6. You may want to follow a “V” shape in constructing this paper. Start at a broad point, such as gender communication in general. Then work more narrowly by discussing gender as communicated via media. Then get even more specific to the medium you have chosen for this assignment. Once you have made an argument about depiction of the sexes in a particular medium and you are about 4 pages into the paper, transition into an explanation and analysis of your particular media example, tying it to the previous argument. Just before you reveal your media example, the paper/argument should be at its most narrow point.

7. A good introduction will take a “V” shape as well, working from general to specific. A good conclusion will take an “inverted V” shape, working from specific to general. They should be roughly equal in length. If your introduction is almost 1 page, make your conclusion a page or three-quarters of a page. Don’t run out of steam when you get to the conclusion.