



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	COMS
Course Number:	275
Descriptive Title:	Gender Communication
Course Disciplines:	Communication Studies (Speech Communications)
Division:	Fine Arts
Department:	Communication Studies (Speech Communications)
Catalog Description:	This course is an examination of communication patterns existing between males and females. The course is designed to integrate theory and practice, and to heighten students' awareness of the importance of gender as a communication variable. Emphasis is placed on perception, verbal and nonverbal communication in interpersonal, small group and public settings. Communication problems relating to gender are addressed along with listening, assertiveness, negotiation and other conflict management strategies.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Enrollment Limitation:	
Course Length:	Full Term
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	7/18/2016
Transfer UC:	Yes
Effective Date:	Proposed
General Education ECC:	Area 2C - Social and Behavioral Science
Term:	Fall 2021
Other:	
CSU GE:	Area D - Social Sciences
Term:	
Other:	Proposed
IGETC:	Area 4 - Social and Behavioral Sciences

Term:	
Other:	Proposed
Student Learning Outcomes:	<p>SLO #1 Knowledge of Course Content Identify/describe theories related to gender and communication.</p> <p>SLO #2 Gender Comparison Compare and contrast gender communication styles.</p> <p>SLO #3 Gender Construct Analyze gender as a social construct in popular culture.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Identify and describe patterns of verbal and nonverbal communication typically displayed by men and women. 2. Identify biological and social scientific principles for acquiring gendered styles of interaction. 3. Illustrate patterns of male and female communication with examples from his/her personal experience or observation 4. Compare and contrast the conversational rituals of men and women. 5. Assess the effects of other cultural, social, and situational variables on the communication patterns of men and women. 6. Evaluate the effects of gender differences on leadership and conflict styles.
Major Topics:	<p>I. Presentation of rationale for studying gender differences (2 hours, lecture)</p> <p>II. Understanding the purposes for communicating in women and men (2 hours, lecture)</p> <p>III. Social scientific principles and theories for gender acquisition (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Gender socialization B. Social construction C. Behaviorism D. Cognitive development E. Psychodynamic theory F. Social learning theory G. Bem's androgyny H. Standpoint theory <p>IV. Biological determinants for socialized gender patterns (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Hormones B. Chromosomes C. SRY Gene (Sex-determining Region Y gene) D. Turner's Syndrome E. Klinefelter's syndrome <p>V. Differences and similarities in nonverbal communication (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Somatotypes B. Scale of Androgyny C. The power of dress D. Artifacts E. Olfactory

- F. Haptics
- G. Kinesics
- H. Proxemics
- I. Enviormenics

- J. Para-Language

VI. Differences and similarities in verbal communication (3 hours, lecture)

- A. Abstracting
- B. Euphemisms
- C. Awareness Wheel
- D. Structural Differential
- E. Sexist and Racist Language
- F. Genderlects

VII. Differences and similarities in leadership (3 hours, lecture)

- A. Theories of Leadership
- B. Situational
- C. Contingency
- D. Participatory Trait
- E. Great Man
- F. Behavioral
- G. Servant

VIII. Differences in responses to conflict (3 hours, lecture)

- A. Thomas - Killiman Conflict Resolution Model
- B. Assertiveness

IX. Issues in male and female aggression (3 hours, lecture)

- A. The Dark side of Gender Communication
- B. The Dark side of Leadership

X. Differences and similarities in pursuing and maintaining significant relationships (3 hours, lecture)

- A. Ways of categorizing relationships: - by context (role) such as job, family, social, academic, religious. - by degree of intimacy (intellectual, physical, emotional)
- B. Theories about the reasons we form relationships
- C. The stages of a relationship
- D. Social realities regarding relationships

XI. Cultural and situational influences in gender differences (3 hours, lecture)

- A. Self
- B. Family
- C. Society
- D. Human nature
- E. Nature

F. The Supernatural

XII. Perpetuation of social and cultural expectations for gender roles (2 hours, lecture)

- A. Factors affecting interpretation of a situation
- B. Influences of perception on values attitudes and beliefs
- C. Accuracy and inaccuracy of Perception

XIII. Strategies for managing the challenges of gender differences (3 hours, lecture)

XIV. Ages and Stages, how gender roles change with age (3 hours, lecture)

XV. Male Gendered Roles (3 hours, lecture)

- A. Playboy of this world
- B. Mr. C. Pig
- C. Helpless Harry
- D. Feminist Male
- E. "Jock" Ewing
- F. Dandy Dad

XVI. Female Gendered Roles (3 hours, lecture)

- A. Good Old Mom
- B. Mrs. Anybody
- C. Ms. Somebody
- D. Sensuous Woman
- E. Little Girl
- F. Professional Person

XVII. Stereotypical gendered roles influenced by mass media (3 hours, lecture)

- A. Books
- B. Movies
- C. Television
- D. Internet

XVIII. Sexual misconduct (3 hours, lecture)

- A. Sexual assault
- B. Domestic violence
- C. Dating violence
- D. Stalking

XIX. Gender politics, Communication & Legislation (3 hours, lecture)

- A. The Campus Sexual Violence Elimination (SaVE) Act /Clery Act
- B. Title IX
- C. Equal Rights Amendment
- D. Equal Pay Act
- E. Marriage Equality

Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Students will research relevant primary source materials in order to write an oral presentation outline that reflects a particular point of view about gender and communication. Students may also be required to write experientially based reflection papers on personal communication skills either practiced or emphasized in class.
Critical Thinking Assignment 1:	In a 7 to 10 minute oral presentation students will analyze communication behavior in various dyadic contexts and then differentiate between effective and ineffective approaches. In a 5 page written paper they will also critically evaluate their current communication choices in developing a goal-oriented personal communication plan for future effective interaction.
Critical Thinking Assignment 2:	Students will write a comprehensive analysis paper (5 to 7 pages) in which they compare and contrast the communication patterns of one same-gender dyad and one cross-gender dyad.
Other Evaluation Methods:	Class Performance, Completion, Essay Exams, Fieldwork, Journal kept throughout course, Multiple Choice, Oral Exams, Presentation, Written Homework
If Other:	
Instructional Methods:	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations
If other:	Internet Presentation/Resources
Work Outside of Class	Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study
If Other:	
Up-To-Date Representative Textbooks:	Wood, Julia T. <u>Gendered Lives - Communication Gender and Culture</u> . 12th ed. Wadsworth, 2017. Palczewski, C. & DeFrancisco V. <u>Gender in Communication</u> . 2 ed. Sage, 2013. Victoria Pruin DeFrancisco, Catherine H. (Helen) Palczewski, Danielle Dick McGeough. <u>Gender in Communication</u> . 2 ed. SAGE Publications, 2013. Gamble & Gamble. <u>The Gender Communication Connection (Discipline Standard)</u> . 2nd ed. Houghton Mifflin Co., 2014. Tannen, Deborah. <u>You Just Don't Understand, Women and Men in Conversation (Discipline Standard)</u> . Ballantine, 2007.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite	
Category	

Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite course:	English 1
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 -Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Requisite:	Eligibility for English 1A or qualification by appropriate assessment
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Rex Chris Wells
Date:	09/07/2011
Board Approval Date:	07/18/2016
Last Board Approval Date:	07/18/2016
Last Reviewed and/or Revised by:	Rex Wells
Date:	03/28/2016