

TITLE Communicating Gender

Sponsor(s) Lorin Basden Arnold e-mail: arnold@rowan.edu
e-mail:
e-mail:

DEPARTMENT Communication Studies
College Communication

If **LAS** -check: History/Humanities Social/Behavioral Sciences

Math/Science

XX UNDERGRADUATE GRADUATE

XX New non gen-ed Major

Short-Term non gen-ed

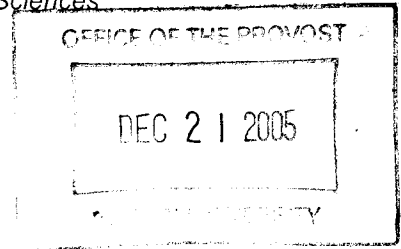
Minor curricular changes (fewer than three) to:

Existing non gen-ed course

Non gen-ed degree requirements

Major

Minor, specialization, concentration, track, certificate program



Signatures Required: representing approval before submission to Office of the Senate

Department Chair: [Signature] Date: 9/22/05
Department CURRICULUM Chair: [Signature] Date: 9/21/05
Academic DEAN: [Signature] Date: 9/22/05

COLLEGE CURRICULUM COMMITTEE: Open Hearing Date: 11/10/05
Approved: [Signature]
Not Approved: _____

Signature: College Curriculum Chair [Signature]

Signature: SENATE CURRICULUM CHAIR [Signature]
Date: 1/2/06

Comments: _____

Signature: Executive Vice President/Provost: [Signature]
Date: 2/3/06
Approved:
Not Approved: _____

Signature: REGISTRAR [Signature]
Date: 2/7/06
Course Description Received & Approved
Hegis Taxonomy & Course # CMS 01318

- Notification Forward:
- | | |
|---|--|
| <input checked="" type="checkbox"/> SCC CHAIR | <input checked="" type="checkbox"/> Academic Dean |
| <input checked="" type="checkbox"/> IR | <input checked="" type="checkbox"/> Department Chair |
| <input checked="" type="checkbox"/> CAP | <input checked="" type="checkbox"/> VP/Student Affairs |
| <input checked="" type="checkbox"/> Registrar | <input checked="" type="checkbox"/> Other- |

Trans: 2-14-06

This form **MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.**

The purpose of this form is to provide a channel of communication between the Campbell Librarians and faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

Note: Sponsor(s) complete parts A & B
If assistance is required to complete, please notify the librarian liaison.
Forward this form to the librarian who will complete parts C, D & E

When form is completed, attach to the original curriculum proposal before submitting to the Senate office.

A. College: Communication

Department: Communication Studies

Proposed by: Lorin Basden Arnold

Date: September 12, 2005

COURSE TITLE: Communicating Gender

Anticipated Date for Course/Program Offering: Fall 2006

B. List specific resources that should be acquired to support this course.

With current library holdings and online databases, we do not anticipate the need for significant new acquisitions. We would request that a copy of the most recent edition of Julia Wood's Gendered Lives: Communication, Gender and Culture be purchased for student use.

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

A search of the Campbell Library catalogue for "gender and communication" yields 79 titles in the collection, a reasonable amount of books to support a new course. Wood's book Gendered Lives has been ordered.

D. List key periodicals available in the library to support this course/program.

Multiple communication journals appearing in paper format and electronically in the databases Communication Full Text and Communication and Mass Media Complete should yield hundreds of recent articles that address the topics likely to arise in this course. In addition, psychology and sociology databases and journals should supply more resources. The Gender Newswatch database should be of use as well.

E. Librarian comments & recommendations:

The course can be supported by the current holdings in Campbell Library.

LIBRARIAN LIAISON: Benjamin F. Fisher

Signature: Benjamin F. Fisher

Details

- a. Course Title: Communicating Gender
- b. Sponsor(s): Lorin Basden Arnold, Communication Studies
- c. Credit Hours: 3 credit hours
- d. Course Level: Undergraduate Junior level (300 level)
- e. Prerequisites: College Composition II (1501.112)
- f. Suggested time and scale of implementation. Course will be offered beginning in Fall 2006 and offered a minimum of once every other academic year thereafter.

Curricular Effect

a) Offerings - Communicating Gender will not be a duplication of other courses offered in the College of Communication. While we have a course related to media message and gender, we do not have a course that investigates the role of gender in interpersonal and organizational settings (and vice versa). No other courses will be dropped due to implementation of this course.

b) Staffing/Resources/Space - With expected new hires in the upcoming years, and some expected reduction in General Education sections with the new Gen Ed plan, this course should not adversely affect staffing, resource, or space issues.

c) Library Resources - With the availability of online journals as well as texts available at Rowan, we believe that library holdings are also sufficient for the course.

d) Short Term Evaluations - While this class has not been taught at the proposed level, the course was piloted (with a more advanced focus) as one of the topics for our capstone course, Senior Seminar in Communication Studies. Students responded well to that course both semesters it was offered and that experience allowed for refinement of the course content and plan.

Rationale

The Department of Communication Studies curriculum consists of two “tracks” or areas of emphasis that students may pursue. One of these tracks is a focus on interpersonal and organizational communication. In addition to basic courses in interpersonal and organizational communication, this track also needs courses that deal more specifically with particular interpersonal/organizational settings and issues. Communicating Gender is such a class.

The intersection of gender and communication is a vital and “popular” part of the communication studies field. While individual classes in communication studies include a focus on gender, this dedicated course is needed for our students to have the opportunity to more deeply delve into the intertwining nature of culture and gender, and the complexities thereof. The title of the course, in its dual meanings, is meant to suggest that complexity. Gender (in terms of our understandings, expectations, and enactments) is created through communication, yet communication occurs in gendered environments and is accomplished by gendered

interactants. In addition to having a strong academic and scholarly position in the field, the study of gender communication offers pragmatic value to students. Communication in any relationship or setting is interwoven with our experience as gendered individuals. And our relational and cultural interactions create and reinforce our gender/gendered expectations. A deeper understanding of the complex interaction between gendered expectations and communication is vitally important to students of communication. The study of research and theory regarding communication and gender will allow students to assess the field, select information that has pragmatic utility for them in regard to understanding or improving their communication with others, and utilize that material in their own lives and understandings.

Thus, for reasons both scholarly and pragmatic, a gender and communication course is a good addition to the offerings in the Communication Studies department and the College of Communication. Due to our focus on interpersonal, organizational, and relational communication research and theory, the Department of Communication Studies, within the College of Communication, offers the best resources for this course and this track. The department possesses the faculty needed to teach this course and anticipates further strengthening of this aspect of the faculty. Although this course is best served by positioning within the Department of Communication Studies, we are excited about the potential of discussion and exchange of ideas with other programs (such as Sociology and Women's Studies) as we teach this course.

Essence of the Course

a) Objectives

The proposed course has three primary objectives

- (i) To facilitate an in-depth discussion of the various approaches to research and theory in the field of gender and communication.
- (ii) To engage students in the process of reading, understanding, synthesizing, and applying gender and communication theory and research.
- (iii) To help students develop critical thinking skills as they assess and evaluate gender and communication theory and research.

b) Topical Outline

This course offers the following components:

- (i) Course Introduction: Students will be introduced to the field of gender and communication and the study will be positioned within the scholarly and pragmatic realms.
- (ii) An Introduction to Sex and Gender: Students will consider a variety of philosophical stances about sex and gender and the differences between the two. Attention will be given to the debates regarding this issue that occur in both academic and non-academic settings.

(iii) The Communication of Gender: Consideration will be given to the way that our understandings and expectations of gender, for self and other, are created through communicative events that occur in interpersonal, organizational, and mediated settings. The class will investigate the ways that our understandings of gender are shaped by the communication that we have with others. Attention will be given to the impact of culture on our understandings of gender.

(iv) Gendered Communication: Studies and theories related to how gender impacts our communication expectation and practices will be discussed. Popular and scholarly texts related to this issue will be addressed. The class will consider the ways in which our gendered being leads to differences (and similarities) in communication patterns and styles.

c) Course Assignments

Course assignments will reflect the Department of Communication Studies' focus on critical thinking, research, and writing. As such, students will be asked to complete various assignments including, but not limited to:

(i) Examinations that test students' understanding of the theories and their ability to synthesize, critically analyze, and utilize the information.

(ii) A research paper project/projects that will consist of several stages or steps that will reflect the writing/research process engaged in by communication scholars. These project/s will allow students to develop their understanding of a particular aspect of gender and communication with more depth.

(iii) Classroom exercises and participation designed to promote collaborative learning among students and strengthen critical thinking abilities.

d) Course Evaluation

The proposed course will be evaluated using the College of Communication student evaluation. Student response will provide information concerning the quality and suitability of course content, teaching effectiveness, assignments, and course texts. In addition, faculty members in the Department of Communication Studies will engage in ongoing evaluation of the course via observation in the classroom, syllabus review, and discussions during faculty meetings.

Results of Consultations

This course has the full support of the members of the Department of Communication Studies. The course does not overlap, nor reproduce any other courses in the university. However, given the possible interest of this course to students in the Sociology and Women's Studies programs, we asked for a consultation from those departments. Please see attached.

Additional Information

Texts that may be used as primary or supplemental material for the course include, but are not limited to:

Buzzanell, P. M., Sterk, H. & Turner, L. H. (2004) *Gender in Applied Communication Contexts*. Thousand Oaks, CA: Sage.

Coates, J. (199). *Language and gender: A reader*. Oxford: Blackwell.

Kramarae, C. (19 1). *Women and men speaking: Frameworks for analysis*. Rowley, MA: Newbury House.

Wood, J. T. (2004). *Gendered Lives: Communication, Gender and Culture*. California: Wadsworth.

Catalog Description

Communicating Gender

Hegis number to be assigned by the registrar at 300 level. Suggested hegis #0601318

Prerequisite: College Comp II (1501.112)

Communicating Gender will consider the theory, research, and experience of the intersection between gender and communication. Focus will be given to the ways in which gender, as a concept and set of expectations, is created through communication. Students will also consider their own individual experiences as gendered communicators while studying the varying perspectives of communication studies scholars with regard to this phenomenon. (3 s.h.)

TO: Lorin Basden Arnold
Department of Communication Studies

FROM: Ieva Zake
Women's Studies Program
Department of Sociology

RE: Proposal for the course Communicating Gender

September 14, 2005

I am writing in support of the course Communicating Gender proposed by the Department of Communication Studies.

The proposed course is well-designed and gives students balanced and rigorous insight into the field of gender and communication. One of the advantages of this course is that it explores gender and communication from both theoretical, research and application points of view. The gender aspect of communication has attracted a lot of scholarly interest recently and there is a wide array of knowledge to be gained from such a course. I can predict that this course will attract a considerable number of students due to its intriguing topic and pragmatic implications.

The study of gender aspect of communication has been of great interest to the researchers and students in the field of Women's Studies. Notably, one of the main topics in this course is a discussion of gender as a cultural and social product. In this sense, the course perfectly fits the interests of Women's Studies' students. Therefore Communicating Gender is highly valuable to our students and our program will be happy to include this course among the offerings of the Women's Studies concentration. There are no similar courses taught in the concentration of Women's Studies so there are no dangers of overlap. Also, since our program requires students to select most of their credits from Junior and Senior level courses, the addition of this new upper level course is more than welcome.

If you should have any other questions or concerns, please do not hesitate to contact me.

Dear Professor Arnold:

I have reviewed your course proposal for Gender and Communication and am most impressed. I think this class will be an important addition to Rowan's curriculum. From our point of view in Sociology, I know that many of our majors will be attracted to this course as it dovetails with a number of our offerings on the subject. The course will also make an important contribution to the Womens Studies Concentration.

Regards,
Jim Abbott
Sociology