

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number COMM 450 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add COMM 450 to the social and behavioral science menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	COMM450 Gender Communication
Terms offered:	Spring
Catalog description:	Explores the role of gender in communication processes including both physical and psychological dimensions. Topics include sex roles; perceived/actual differences in verbal/nonverbal communication behaviors; influence of gender in contexts such as family, school, and work organizations; and a discussion of media influence in creating/maintaining gender stereotypes.
Course prerequisites:	Sophomore standing
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	COMM550

Other general education menus on which the course appears or you are applying for:	N/A
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Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

This course explores the ways in which gender is socially constructed and negotiated through communication processes found in complex social systems, including interpersonal, familial, educational, and organizational contexts. Topics include: sex roles; perceived and actual differences in verbal and nonverbal communication behaviors; the influence of gender in contexts such as the family, school, and work organizations; and a discussion of the influence of media in creating and maintaining gender stereotypes.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

All objectives and assignments are consistent with this menu description. The course objectives (see below) address these goals. In particular, course objectives 1 through 6 align with the stated Social and Behavioral Science menu outcomes A2 and C1, while the 7th aligns with C2:

1. To be able to recognize the role of gender in professional, educational, personal, and familial communication contexts.
2. To be able to identify gender specific language/communication in professional/personal contexts.
3. To be able to compare communication of women and men in various contexts and describe differences.
4. To be able to identify communication in media messages that promotes gender stereotypes and reformulate the messages.
5. To be able to examine communication between genders and apply rhetorical strategies regarding gender to predict effectiveness and resolve ineffective rhetorical strategies.
6. To be able to evaluate your own communication skills with respect to gender and recreate messages in various contexts to resolve communication problems/errors/deficiencies.
7. To attain greater understanding and comprehension of a specific area of gender communication selected by the student and approved by the instructor. This will entail reviewing and evaluating academic research (quantitative and/or qualitative) over the chosen topic.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

Sophomore standing prerequisite is due to the maturity students need to excel in this course.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Unit Exams
Outcome A2	Case Studies
Outcome C1	Review of Literature and Oral Report
Outcome C2	Review of Literature and Oral Report

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" or above on the exam.	84% of students will earn a "C" or above on the exam.	90% of students will earn a "C" or above on the exam.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students will earn a "C" or above on the exam.	84% of students will earn a "C" or above on the exam.	90% of students will earn a "C" or above on the exam.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic			
Synthesize information from multiple sources	Fewer than 84% of students integrate information from several sources.	84% of students integrate information from several sources to draw a reasoned conclusion.	90% of students integrate information from several sources to draw a reasoned and insightful conclusion.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students report key findings from the literature reviewed.	84% of students report key findings from the literature reviewed.	90% of students report key findings from the literature reviewed.

Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

Gender Communication
COMS450/550 - Spring 2023

Dr. Cynthia Roper
Sherrod 209, 674-2137, E-mail: roperc@acu.edu

“It is the mark of an educated mind to be able to entertain a thought without accepting it.”

Aristotle

Office Hours:

Mission of Abilene Christian University

“To educate students for Christian service and leadership throughout the world.”

Mission of Department of Communication

“To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.”

Course Goal

The goal of this course is to explore the role of gender in communication processes including both physical and psychological dimensions. Topics will include: sex roles; perceived and actual differences in verbal and nonverbal communication behaviors; the influence of gender in contexts such as the family, school, and work organizations; and a discussion of the influence of media in creating and maintaining gender stereotypes.

Course Objectives

1. To be able to recognize the role of gender in professional, educational, personal, and familial communication contexts.
2. To be able to identify gender specific language/communication in professional/personal contexts.
3. To be able to compare communication of women and men in various contexts and describe differences.
4. To be able to identify communication in media messages that promotes gender stereotypes and reformulate the messages.
5. To be able to examine communication between genders and apply rhetorical strategies regarding gender to predict effectiveness and resolve ineffective rhetorical strategies.
6. To be able to evaluate your own communication skills with respect to gender and recreate messages in various contexts to resolve communication problems/errors/deficiencies.
7. To attain greater understanding and comprehension of a specific area of gender communication selected by the student and approved by the instructor. This will entail reviewing and evaluating academic research (quantitative and/or qualitative) over the chosen topic.

Textbook

Ivy, D. K. (2017). *GenderSpeak: Communicating in a Gendered World*, 6th ed. New York: McGraw Hill.

Grading

50% **Unit Exams:** There will be three unit exams. These exams will consist of both objective and short answer/discussion questions. ***No one may leave the classroom during an exam.***

15% **Group Case Studies:** During the semester we will watch movies in class as case studies. Then, each group will discuss and apply concepts we have been studying to the movie. Finally, each group will answer specific questions in essay form as a Word document. This document will be submitted electronically at the end of class. You will be graded as a group, so each member of the group will be responsible for the content of all questions. Therefore, you should each strive for depth and clarity in collaboratively formulating your responses to the questions. Your answers should include good reasons for your choices and specific examples from the case study (movie). These case studies will become a part of the Department of Communication student work collection.

05% **Small Group Discussions:** Several times during the semester, you will participate in small group discussions in class over concepts/questions from two particular chapters. As a group, you will submit your answers in essay form as a Word document. This document will be submitted electronically at the end of class in Canvas. You will be graded as a group, so each member of the group will be responsible for the content of all questions. Therefore, you should each strive together for depth and clarity in collaboratively formulating your responses to the questions.

NOTE: If you are absent on the day a Small Group Discussion or a Group Case Study is being written in class, you should do one of the following:

1. **Write and share your responses to the questions with the other members of your group before class.**
2. **Or write and submit your own Small Group Discussion or Group Case Study, and then submit your answers directly to the instructor via email at roperc@acu.edu .**

30% **Review of Literature & Oral Report:** A review of literature **is not** a book review. Rather it surveys scholarly journal articles, books and other sources (e.g., theses/dissertations, conference papers) relevant to a particular issue, area of research, or theory, synthesizing the sources used to provide a description, summary, and critical evaluation of each work. Summarize and explain what research has been done on the topic, citing the sources as you mention them. Point out the different ways researchers have treated the topic. Point out any connections between the sources especially where one source has built upon prior research. Your literature review should present your synthesis of previous research.

Review of Literature Guidelines & Due Dates

Part 1—Selecting a Topic: In this step, you will select a topic for your review of literature. **By 11:59 pm on Friday, February 03rd, you must choose and submit your topic in Canvas to be approved by your professor.**

Part 2—Reference List of Sources: In this step, you will begin to search the literature for scholarly, peer-reviewed sources for your paper. Appropriate sources include journal articles, chapters in edited academic books, monographs, convention papers, theses or dissertations. Your reference list must include 10 to 12 sources using correct APA formatting for References according to the 7th edition of the *Publication Manual of the American Psychological Association*. In addition, each source citation should include a short summary of the article, book chapter, etc. **This must be submitted in Canvas by 11:59 pm on Friday, February 17th.**

Part 3—Detailed Outline: In this step, you will produce a detailed, full-sentence outline for your review of literature indicating the layout of your paper from Introduction through Conclusion. The more complete your outline at this juncture of the process, the more smoothly will flow your writing in the final step. **This must be submitted in Canvas by 11:59 pm on Friday, March 10th.**

Part 4—Review of Literature: In this step, you will finish writing your review of literature.

- **Undergraduates:** The completed paper should cite a minimum of 10 sources and should be 8 – 10 pages in length (not counting the title page or references pages). **This must be submitted in Canvas by 11:59 pm on Friday, April 28th.**
- **Graduates:** The completed paper should cite a minimum of 15 sources and should be 12 - 15 pages in length (not counting the title page or references pages). **This must be submitted in Canvas by 11:59 pm on Friday, April 28th.**

Part 5—Oral Presentation: You will do a conference-style, professional presentation of your completed paper on the day you are assigned to present. Your presentation must be accompanied by a PowerPoint or similar kind of slideshow. This must be submitted in Canvas before class on the day of your presentation. Your presentation should be between 5 and 7 minutes and should be a summary of your paper. **The oral reports will be presented during the Final Exam on ???day, May ??th, 2:00 – 3:45pm. See additional requirements below.**

Important things to note:

- You must submit your PowerPoint presentation in Canvas before class on the day you present in order to be able to present your paper.
- Cite sources in-text and in your reference page in APA style. Cite all sources you use, including your text.
- Papers should be typed with a 12-point font, double spaced, and use 1-inch margins.
- Your paper should be free of errors in writing mechanics. Please visit the Writing Center for assistance.
- Do not read your paper as you present it. You should practice your presentation at the Speaking Center before the day you present in class.

NOTES:

1. There are ***no extra credit assignment*** in this class.
2. **For your own protection, please keep a backup of all your written or other assignments until after you receive a final grade for the course.**

20% Review of Literature: The goal of this assignment is for you to deepen your knowledge

of a specific issue/topic relevant to gender communication. A review of literature is not a book review. Rather it surveys scholarly journal articles, books and other sources (e.g., theses/dissertations, conference papers) relevant to a particular issue, area of research, or theory, synthesizing the sources used to provide a description, summary, and critical evaluation of each work. Summarize and explain what research has been done on the topic, citing the sources as you mention them. Point out the different ways researchers have treated the topic. Point out any connections between the sources especially where one source has built upon prior research. Your literature review should present your synthesis of previous research. The completed paper should cite a minimum of 15 sources and should be 12 - 15 pages in length (not counting the title page or references pages). The final paper should be submitted in Canvas by 3:45pm on Thursday, May 6th.

Important things to note:

- Cite sources in-text and in your reference page in APA style. Cite all sources you use, including your text.
- Papers should be typed in 12-point font, double spaced, and use 1-inch margins.
- Your paper should be free of errors in writing mechanics. Please visit the Writing Center for assistance.

NOTES:

1. **There are *NO extra credit assignments* in this class. The time to work toward the final grade you want in this class is now.**
2. **For your own protection, please keep a backup of all your written or other assignments until after you receive a final grade for the course.**

Attendance

This course is packed with information and activity. Attendance is critical to success in the course. Some exceptions are considered for University sponsored activities where prior notice of absence is provided. Serious medical emergencies are also given consideration with a doctor's excuse at the next class period.

According to university policy, any student missing 10 classes in an MWF class will receive a WF in the course, which counts as an F when computing GPAs. Tardiness is not an acceptable practice. If you are more than 10 minutes late, you are officially absent, even if you stay the rest

of the class period. Three tardies in a MWF class counts as an absence. If you miss a class, YOU ARE RESPONSIBLE for the material covered and any assignments made. Ignorance of an assignment will not excuse late work. **Any student observed during class using earbuds/headphones, texting, or other uses of technology which are not part of the daily class activity will be counted absent.**

Additionally, in the event that your instructor fails to show up for a scheduled class meeting, the students in the class **MUST** inform the secretary of the Communication and Sociology Department, Sheryl Thomas. Her office is located in Sherrod 128. **DO NOT LEAVE UNTIL YOU ARE TOLD TO DO SO.** Leaving without following this procedure will result in an unexcused absence for that day.

Assignment Due Dates

Assignments are due the day assigned. For an excused absence, exams should be made up within one week. If you must miss a class for a legitimate reason (school sponsored trip, serious illness, death in family), (1) please call me (674-2137) or e-mail me (roperc@acu.edu) before class, and (2) provide a **WRITTEN** excuse/statement/document the **FIRST** class period when you return to class.

NOTE: No late work will be accepted after 5:00 p.m. on Friday, May 3, 2019.

Technology Policy

Students should bring their iPhones/iPads (or other tablets)/laptops to class for Exams and for working on group assignments, such as Case Studies. During class, however, all cell phones and other electronic devices must be set on silent and stowed away out of sight unless the instructor requests that you take them out for a class activity or specifically for taking notes. ***During exams, all technology, other than the computer or tablet being used to take the exam, must be deposited on a table at the front of the classroom.*** Students who violate this policy will be counted **absent** for the class period during which a violation, such as surfing the web, Facebook, Netflix, games, etc. occurs. Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.

Ethics/Honesty

Cheating is not permitted or tolerated. University guidelines will be followed. Plagiarism will not be tolerated under any circumstances. The *American College Dictionary* defines plagiarism as “copying or imitating the language, ideas, and thoughts of another and passing off the same as one’s original work.” This includes the use of quotations without citation and extensive paraphrasing of others’ ideas without citation. The key here is failure to cite your sources. While extensive citing of other people’s ideas and wording is unoriginal, it is not dishonest. Students are encouraged to do original work, but more fundamentally, they are required to cite their sources. **DO NOT** allow your work to be copied in whole or in part by another student. If you are ever in doubt about the legitimate use of sources for assignments, check with your instructor.

Contact With Instructor

You are encouraged to visit with me during office hours or other times can be arranged by appointment. I really would like to help you with this class, and it is helpful if you give me feedback regarding your concerns and challenges with the material (the earlier, the better).

NOTE: This syllabus may be amended at any time provided the class is informed.