

## COMM115 : Gender and Communication

### General Information

Author:	<ul style="list-style-type: none"><li>Nancy Traynor</li></ul>
Course Code (CB01) :	COMM115
Course Title (CB02) :	Gender and Communication
Department:	COMM
Proposal Start:	Fall 2025
TOP Code (CB03) :	(1506.00) Speech Communication
CIP Code:	(09.0101) Speech Communication and Rhetoric.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000574487
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	<p>COMM 115 is an introductory course designed to analyze issues of gender and communication. Using a communication approach, the course examines theoretical and perspectives issues in gender construction by explaining the differences between gender, sex, and sexual orientation, and how gender, race, and class intersect with one another. Students explore the relationship between gender and communication as it relates to verbal and nonverbal communication. Students also learn to identify the perception of gendered communication from various standpoints, including those of heterosexual men and women as well as lesbian, gay, bisexual, transgender, and queer (and/or questioning) individuals/identities (LGBTQ). An emphasis is placed on improving communication skills by exploring the significance of gender in everyday communication interactions.</p>
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Speech Communication</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## File Upload

### File Upload

No Value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

### IGETC Area

4G-Interdisciplinary, Social & Behavioral Sciences

### Area

Interdisciplinary, Social & Behavioral Sciences

### Status

Approved

### Approval Date

08/29/2016

### Comparable Course

No Comparable Course defined.

### CSU GE-Breadth Area

D7-Interdisciplinary Social or Behavioral Science

### Area

Interdisciplinary Social or Behavioral Science

### Status

Approved

### Approval Date

08/29/2016

### Comparable Course

No Comparable Course defined.

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact Hours)** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

#### Advisory

## ESL151 - Reading And Composition V

### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

OR

### **Advisory**

#### ENGLC1000 - Academic Reading and Writing (in-development)

### Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

### **Entry Standards**

Entry Standards

Description

No value

No value

### **Course Limitations**

Cross Listed or Equivalent Course

Description

No value

No value

### **Requisite Validation**

**Upload Statistical Validation and/or other documents (if necessary)**

No Value



## Learning Outcomes

### Course Objectives

Determine and assess gendered patterns of communication.

Analyze the construction of gender and the way it affects communication styles in multiple contexts.

Demonstrate an understanding of the way language and symbols construct gender in the context of our larger sexual, racial, ethnic, and class identities and how gender, in turn, affects communication styles and practices.

Analyze gender role socialization and the role of popular culture in influencing gender communication.

Identify the perception of gendered communication from various standpoints including those of heterosexual men and women as well as lesbian, gay, bisexual, transgender, and queer (and/or questioning) individuals/identities (LGBTQ).

### SLOs

**Describe the essential role that gender plays on people's perceptions, beliefs, communication patterns and behaviors.**

Expected Outcome Performance: 70.0

*COMM*  
Speech/Communication - A.A.  
Degree Major

Demonstrate increased appreciation of the speech communication process

*ILOs*  
Core ILOs

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

**Identify and model effective gender communication practices at work, home, school, and social and professional forums.**

Expected Outcome Performance: 70.0

*COMM*  
Speech/Communication - A.A.  
Degree Major

Apply critical thinking skills in the areas of speaking and listening

Demonstrate increased appreciation of the speech communication process

*ILOs*  
Core ILOs

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

**Distinguish between biological, psychological, social and cultural theories of gender and identity and how these differences affect communication.**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

COMM

Speech/Communication - A.A.

Degree Major

Apply critical thinking skills in the areas of speaking and listening

Demonstrate increased appreciation of the speech communication process

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Foundations of Gender Communication (12 hours)

- Introduction to gender communication
- Exploring the relevance of studying gendered communication
- Introducing the basic theories and principles
- Building blocks and barriers of gender communication
- Definition and interpretation of the term "gender" and "gender identity"
- Definition and interpretation of the term "sexist language"
- World views
- Core values and beliefs
- Norms and roles
- Assimilation and enculturation
- Communication
- Context
- Power
- Ethics and morals
- Barriers to communication
- Ethnocentrism
- Stereotyping
- Prejudice
- Discrimination
- Culture shock
- Sex and gender differences and similarities between men and women
- Understanding gender identity
- Identity, language, and gender communication

#### Gender Communication Differences (9 hours)

- Verbal issues in intercultural communication
- The study of language
- Gender variations in language
- Communication patterns
- Language and power

- Moving between languages
- Nonverbal communication issues
- Defining nonverbal communication
- Nonverbal codes
- Gender variations in nonverbal behavior
- Perception and competencies
- Defining space

#### **Gender Communication in Everyday Life (9 hours)**

- Popular culture and gender communication
- Definition of the term "popular culture"
- Consuming and resisting popular culture
- Gendered themes in entertainment programs
- Gender bias in news coverage
- Media portrayals of violence towards women
- Culture, communication, and conflict
- Characteristics of gender conflict
- Types of conflict and the importance of context
- Gender influences on conflict management
- Gendered power and violence
- Gender relationships in everyday life
- Benefits and challenges of gender relationships
- Foundations of gender relationships
- Relationships across differences
- Social change and gender relationships

#### **Gendered Communication in Applied Settings (4 hours)**

- Gender and family community
- Explain family function in creating and defining gender
- Socioeconomic status of family impact on gender
- Cultural context in U.S. (including religion)
- Gender expectations in the family
- How diversity may impact family function and gender roles

#### **Gender and Workplace Communication (4 hours)**

- Domestic and global issues
- Power issues in gender business encounters
- Definition of "sexual harassment"
- Distinguish between quid pro quo sexual harassment and hostile environment harassment
- Compare and contrast management style of women and men
- Communication challenges in business contexts
- Work-related values
- Communication styles
- Diversity, prejudice and discrimination
- Social and political contexts of business
- Strategies to eliminate bias, "glass ceiling," and "sex segregation work"

#### **Gender and Education Communication (4 hours)**

- Gender-specific education
- Gender communication in educational settings
- Roles for teachers and students
- Grading and power
- Admissions, affirmative action, and standardized tests
- Communication, education and cultural identity
- Social issues and education
- Strategies for eliminating educational sexism and gender bias

#### **Gender and Healthcare Communication (4 hours)**

- History of gender communication in health care
- Importance of gender communication in healthcare
- Barriers to effective health care for transgender communities
- Power in communication about healthcare

#### **Gender and Friendship Communication (4 hours)**

- The nature of friendship (e.g. use Taylor and Altman's Social Penetration Model and/or Rawlin's six-stage model)
- Communication differences between same-gender and cross-gender friendships
- Barriers to effective friendships

**Gender and Romance (4 hours)**

- Gender impact on romance
- "Battered woman syndrome"
- The implications of Violence Against Women Act
- Communication differences between same-gender and/or LGBTQ romances

**Total hours: 54**

**Additional Information**

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Is it possible this course will have a material fee?**

No Value

**I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):**

No Value

**What term(s) will this course be offered?**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

No Value

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value