

COMM 315W Revised Semester outline:

Thank you to the Office of Faculty Diversity and Retention for the encouragement and opportunity to participate in the Culturally Competent Content Development Program. My goal is to continue to evolve my course beyond these initial changes. This iteration focused mostly on the intersections of race and gender. In the future, I hope to integrate even more research and activities to more comprehensively incorporate LGBTQIA+ scholarship.

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Listed below are the changes that have been made in the context of existing course content (changes are highlighted).

1. The first change to have taken place is the course was renamed [REDACTED] (from Communication between the Sexes) to better reflect contemporary language and research and issues related to such naming.
2. The next changes pertain to the [syllabus](#). My goal was to develop more collaborative syllabus language that recognizes the varied standpoints ODU students come from. I believe I have achieved that goal. The attached syllabus **highlights** major changes.
3. Another change, noted within the syllabus, is a new text: [REDACTED] by Anderson and Hill Collins.
4. Each unit will include low stakes writing reflection prompts (noted as In-class Writings on the syllabus). These writings will be used to either prime the students for the material to be discussed that day or reflect on material that was already discussed.
5. There will be 2 high stakes writing assignments during the semester: Media Analysis and Article Analysis.
The [Media Analysis](#) has been tweaked to direct the work with an eye toward intersectionality framework in the media artifact.

The [Article Analysis](#) will take the place of the Research Paper. This culminating assignment requires research, but it asks the students to demonstrate media literacy by comparing and contrasting a popular press article to two peer-reviewed sources.
6. As before, there will be two tests: a midterm and a final.
7. A new addition will include reading quizzes. The text and articles will require more [REDACTED] we will have short reading quizzes that will not only check for understanding but be used for dialogue starters for the lectures.

8. Course Outline

I. Introduction to Gender and Communication

- a. ‡ new content to focus on the problematic nature of white feminism more in depth and how/examples of its existence today
- b. Cognitive Dissonance
- c. Paradigm Shift
- d. The homogenized nature of the field of study

- ii. Normalization
- iii. Stereotypes and Gatekeeping
- iv. Portrayal of Violence
- v. Bechdel test
- vi. Male Gaze
- vii. Pathologizing the human body
- viii. Representation
- ix. # _____ 'h
- x. Musical themes
- xi. Adult Programming
- xii. Colorism across races
- xiii. Body imaging

Resources: text and articles

<http://www.crunkfeministcollective.com/2010/03/14/they-arent-talking-about-me/>

- IV. Nonverbal and Verbal Communication
 - a. Expectancy Violation Theory
 - b. Gendered Prescribed use of
 - i. Artifacts
 - ii. Proximity
 - iii. Haptics
 - iv. Kinesics
 - v. Oculesics
 - vi. Paralanguage
 - c. Linguistic theories
 - d. Sapir-Whorf Hypothesis
 - e. Speech Communities
 - i. Feminine Speech Practices
 - ii. Masculine Speech Pratices
 - iii. Androgyny
 - f. Gendered tendencies
 - g. Sexist Language origin and impact
 - i. Animal references
 - ii. Food references
 - iii. Sex acts
 - iv. Spotlighting
 - v. Pronouns
 - vi. Suffixes
 - vii. Naming
 - g. Man-linked terminology
 - h. Heteronormative practices
 - i. Racist practices
 - j. = \ 'u

o Code Switching choice vs. obligation

Resources: text and excerpt from (Melissa Harris Perry)

<http://blog.yalebooks.com/2011/11/28/free-crooked-room-excerpt-from-melissa-harris-perrys-sister-citizen/>

V. Violence

a. Intimate partner violence

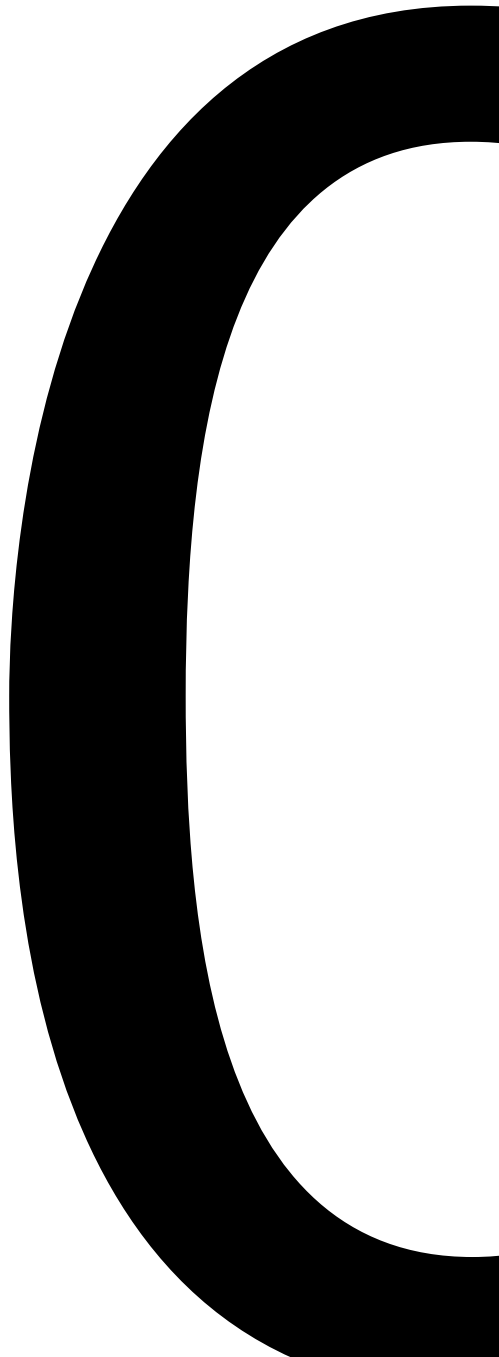
b. Cultural violence

i. Female Genital Mutilation

ii. Gender intimidation

iii. Rape culture

[REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

12. The facilitator's role is to act as a problem solver, facilitating the process of uncovering important issues and reflecting on them, in addition to sharing knowledge and skills. Because all participants are experts on their own reality and learning style, the facilitator is a learner.

13. We will become lifelong learners, continually accepting differences among diverse populations, including: race, ethnicity, disabilities, nationalities, class, sexual orientation, gender, religion, and culture.

By attending the second class of this term, I will understand that to mean you agree to put forth your best effort in this class and that you further understand the requirements of this course and expectations of the instructor.

Thanks t

CJH

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			[Redacted]
			[Redacted]
			[Redacted]
			[Redacted] <i>Crooked Room</i> [Redacted]

315W Media Analysis

80 points

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. 6HOHFW D PHGLDWHG VRXUFH PHGLD DUWLIDFW WKDW H[HPSOL
in class. 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
QRW ZRUN IRU WKLV DVVLJQPHQW EHFDXVH WKDW V LQIRUPDW
representation. You will have to provide the image or link to this source. Your subject
should be timely (in the media within the last 6 months).
 - o Stronger submissions will use a very focused media object. For example, rather
than writing on women in hip-hop, generally, a stronger assignment might focus
RQ VRFLHW\ V UHDFWLRQXSRU%WRZO KDOIWLPH VKRZ
2. Write a 1,000-word gender analysis that in some way responds to, analyzes, and/or
critiques your media artifact. Because this is a more informal style of writing, you do
not have to quote or paraphrase from our course readings. Aim for a writing style that is

POPULAR PRESS ANALYSIS GUIDELINE & REQUIREMENTS

For this analysis, you will critique and compare a discussion of gendered related topic in the popular press to academic research.

Popular Press Analysis Proposal Rubric

Formatting

Properly formatted Title Page Properly formatted header Double spaced
1 inch margins

5 points

12 point, Times New Roman font

Summary of the Popular Press Article

20

Summary of the important elements of the article, including what concepts, theories, terminology, etc. relate to course content.

Popular Press Analysis: Final Analysis

Popular Press Analysis Final Draft Rubric	
<p>Format:</p> <p>Properly formatted Title Page Properly formatted header</p> <p>4 t5 pages of content Double spaced</p> <p>1 inch margins</p> <p>12 point, Times New Roman font</p> <p>Properly formatted Reference Page & Parenthetical Citations</p>	<p>10 points</p>
<p>Writing Skills:</p> <p>Effective introduction</p> <p>Clear thesis identifies problematic nature of specific gender communication topic</p> <p>Effective conclusion which offers actionable suggestions for disrupting the identified problem(s).</p> <p>Grammar, sentence structure, wording & spelling appropriate</p>	<p>10 points</p>