Course Outline of Record Report

SPCH115 : Gender and Communication

General Information

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Course Code (CB01) :	SPCH115
Course Title (CB02) :	Gender and Communication
Department:	SPCH
Proposal Start:	Spring 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:	SPCH 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 (LBGTQ). An emphasis is placed on improving communication skills by exploring the significance of gender in everyday communication interactions.
Justification:	Mandatory Revision
Academic Career:	• Credit
Mode of Delivery:	
Author:	
Course Family:	

Academic Senate Discipline

Primary Discipline:	• Speech Communication
Alternate Discipline:	No value
Alternate Discipline:	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	Area	Status	Approval Date	Comparable Course
4G-Interdisciplinary, Social & Behavioral Sciences	Interdisciplinary, Social & Behavioral Sciences	Approved	08/29/2016	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D7-Interdisciplinary Social or Behavioral Science	Interdisciplinary Social or Behavioral Science	Approved	08/29/2016	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

Course Duration (Weeks)	18
Hours per unit divisor	0

Course In-Class (Contact) Hours

Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	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

Pre-requisites, Co-requisites, Anti-requisites and Advisories

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

ENGL101 - Introduction to College Reading and Composition

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

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction	Lecture

Methods of Instruction	Discussion

Methods of Instruction	Collaborative Learning

Out of Class Assignments

- Essay that responds, explains, analyzes, argues, and/or evaluates gender communication principles
- Reading assignments from textbooks and/or journal articles
- Journaling entries
- Field experiences
- Film analysis

Methods of Evaluation	Rationale
Writing Assignment	Self and peer evaluation papers
Presentation (group or individual)	Group and individual oral presentations

Writing Assignment	Written assignments
Exam/Quiz/Test	Comprehensive final exam and quizzes

Textbook Rationale

These texts are recommended as the best references in this subject currently

Textbooks

Author	Title	Publisher	Date	ISBN
Baca Zinn, Maxine	Gender Through the Prism of Difference	Oxford	2019	978-0190948559
Wood, Julia	Gendered lives: Communication, Gender, and Culture	Wadsworth	2018	978-1337555883

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

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 (LBGTQ).

SLOs

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

Expected Outcome Performance: 70.0

SPCH	Demonstrate increased appreciation of the speech communication process
Speech/Communication - A.A. Degree Major	

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.
Core ILOs	

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

Expected Outcome Performance: 70.0

SPCH	Apply critical thinking skills in the areas of speaking and listening
Speech/Communication - A.A. Degree Major	
	Demonstrate increased appreciation of the speech communication process

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.
Core ILOs	

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

Expected Outcome Performance: 70.0

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.
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.

SPCH	Apply critical thinking skills in the areas of speaking and listening
Speech/Communication - A.A. Degree Major	
	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

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Social Sciences

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liason?

Jennie Quinonez-Skinner (Language Arts, Student Services)

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

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