

# PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

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| <b>COLLEGE:</b>    | Berkeley City College | <b>STATE APPROVAL DATE:</b>                | 07/29/2016       |
| <b>ORIGINATOR:</b> | Cora Leighton         | <b>STATE CONTROL NUMBER:</b>               | CCC000575<br>282 |
|                    |                       | <b>BOARD OF TRUSTEES APPROVAL DATE:</b>    | 06/14/2016       |
|                    |                       | <b>CURRICULUM COMMITTEE APPROVAL DATE:</b> | 04/21/2016       |
|                    |                       | <b>CURRENT EFFECTIVE DATE:</b>             | 01/01/2017       |

**DIVISION/DEPARTMENT:** Berkeley City College

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**1. REQUESTED CREDIT CLASSIFICATION:**

Credit - Degree Applicable  
Course is not a basic skills course.  
Program Applicable

**2. DEPT/COURSE NO:**

COMM 010

**3. COURSE TITLE:**

Gender and Communication

**4. COURSE:** BCC Course - New

**TOP NO.** 1506.00

**5. UNITS:** 3.00

**HRS/WK LEC:** 3.00 Total: 52.50

**HRS/WK LAB:**

**HRS/WK TBA:**

**6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:**

**7. JUSTIFICATION FOR COURSE:**

Elective for AA-T in Communication and inclusion in a Women and Gender Studies AA; course is proposed to meet General Education requirements: AA/AS area 2, 4d; CSU area D; and IGETC area 4. Transferable to CSU and will be proposed for UC TCA.

**8. COURSE/CATALOG DESCRIPTION**

Exploration of the relationship between gender and communication: Interpersonal, mediated, social, organizational, and cultural contexts; gender in public and private settings, media images, and personal identities.

**9. OTHER CATALOG INFORMATION**

- a. Modular: No If yes, how many modules:
- b. Open entry/open exit: No
- c. Grading Policy: Both Letter Grade or Pass/No Pass
- d. Eligible for credit by Exam: No
- e. Repeatable according to state guidelines: No
- f. Required for degree/certificate (specify):
- g. Meets GE/Transfer requirements (specify):  
Existing - AA/AS area 2, 4d; CSU area D; and IGETC area 4
- h. C-ID Number: Expiration Date:

- i. Are there prerequisites/corequisites/recommended preparation for this course? No
- j. Acceptable for Credit: CSU/UC

**10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS):** (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Explain and discuss the basic terminology, concepts and theories of communication and gender.
2. Explain and discuss the ways in which gender, sexual orientation, and/or ethnicity affect communication.
3. Identify and discuss the ways in which gender affects communication within diverse contexts such as family, professional, social, cultural, etc.
4. Compare and contrast media images of gender and discuss the implications of gender, sexual orientation, and cultural diversity.
5. Analyze barriers and breakdowns in the interpersonal communication process, focusing on gender issues.
6. Identify and apply theories of gender development, identity, power, and language to their personal and/or professional lives.
7. Describe the ethical dimensions of communication, as related to gender, culture, ethnicity, and sexual orientation.
8. Explain and discuss the role of gender and culture in interpersonal communication.
9. Write a critical analysis of a case study, highlighting gender issues.

**11A. COURSE CONTENT:** List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

**LECTURE CONTENT:**

1. Survey of basic concepts and theories, and significance of communication and social cognition 15%
2. Foundational concepts of gender studies, feminism, women's studies and men's studies 5%
3. Gender in public and private contexts: 25%
  - a. Theories of gender role development
  - b. Traditional gender roles
  - c. Stereotypical gender roles
  - d. Gender diversity and complexity, including gay, lesbian, transsexual, transgender, and androgynous definitions and examples
  - e. Sexual orientation
  - f. Power and status
  - g. Violence Issues
4. Gender and the interaction with interpersonal communication: 30%
  - a. Listening skills
  - b. Perception (schema, scripts, stereotypes)
  - c. Language use (issues of appropriateness and inappropriateness)
  - d. Verbal and nonverbal communication
  - e. Conflict resolution
  - f. Competence and goals
5. Gender, culture, and media: 25%
  - a. Masculinity, femininity, androgyny, etc.
  - b. The role of media in influencing ideas about gender (and ethnicity), power, violence, sexuality and/or sexual orientation
  - c. Visual effects theories, ideas of seeing, looking, "the gaze"

**11B. LAB CONTENT:**

n/a

**12. METHODS OF INSTRUCTION** (List methods used to present course content.)

1. Lecture
2. Discussion
3. Projects
4. Visiting Lecturers
5. Mediated Learning

- 6. Multimedia Content
- 7. Threaded Discussions

Other Methods:

Lecture, including case studies Small-group and whole-class discussions Films and videos Guest lecturers Role play and in-class group exercises Visual media, including periodicals, web pages and various advertisements

- 13. ASSIGNMENTS:** 6.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

1. Textbook and supplemental readings. 2. Critical-thought essays and reaction papers. 3. Essays, journal or term paper: Analysis and evaluation of a lived or observed experience, detailing issues of communication and gender. 4. Response papers to articles, text, viewing, and/or class discussion. 5. Library research. 6. Interview(s) and complete written report(s).

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

- 14. STUDENT ASSESSMENT:** (Grades are based on):

MULTIPLE CHOICE

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

OTHER (Describe):

Essays and written reaction papers, journal or term paper, written interview report(s).

- 15. TEXTS, READINGS, AND MATERIALS**

A. Textbooks:

Diana Ivy and Phil Backlund. 2016. *Genderspeak: Personal Effectiveness in Gender Communication* 6th. Pearson

Julia T Wood. 2014. *Gendered Lives* 11th. Wadsworth

Victoria Pruin DeFrancisco, Catherine Helen Palczewski, Danielle McGeough. 2013. *Gender in Communication: A Critical Introduction* 2nd. Sage

\*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? No

Are electronic/online resources available? Yes

Are services adequate? No

Specific materials and/or services needed have been identified and discussed. Librarian comments:

J. Yap approves. 04/14/2016

- C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

**16. DESIGNATE OCCUPATIONAL CODE:**

E - Non-Occupational

**17. LEVEL BELOW TRANSFER:**

Y = Not Applicable

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**SUPPLEMENTAL PAGE**

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Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."  
Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the  
outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they  
are to be numbered as 2b, 2c, etc.)

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**STUDENT LEARNING OUTCOMES**

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1. **Outcome:** Describe the theories of gender development and communication (Communication, Self Awareness and Interpersonal Skills, Global Awareness and Valuing Diversity)

**Assessment:** Exam, Essay, Projects, Speeches

2. **Outcome:** Identify the ways race, class, ethnicity, sexuality, and gender intersect in individuals and groups (Communication, Self Awareness and Interpersonal Skills, Global Awareness and Valuing Diversity)

**Assessment:** Exam, essay, projects, and speeches

3. **Outcome:** Explain how institutions intersect with gender globally (Communication, Self Awareness and Interpersonal Skills, Global Awareness and Valuing Diversity)

**Assessment:** Exam, Essay, projects and speeches

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