

Course Dept/Number: CMAT 304
Instructor: Dr. Chrys Egan
Total Credits: 4

Course Name: Communication, Gender, and Culture
Gen Ed Cr: Yes or X No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
X Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
X Technology	Supervised instruction and documented learning through appropriate technology mediums.
X Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
X Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
X International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

CMAT 304 will add five new enhancements:

a. Increased course content and/or collateral readings – Students now are required to visit and read weekly websites assigned based on that week’s content.

b. Higher Level Critical Thinking Exercises – Students will be challenged to additional critical thinking by analyzing the assigned web readings, participating in weekly online discussions, and spending more time researching and preparing their course paper and presentation.

c. Technology- MyClasses will be used to facilitate the increased content and critical thinking enhancements just described. As the syllabus details, these first three enhancements require an additional one hour per week for a total of 15 hours during the semester.

d. Service Learning/Civic Engagement- The students’ other 25 required hours come from the two remaining enhancements. The first 20 of these hours are for volunteering at either (or both) the Joseph House for homeless men or the Life Crisis Center for abused women and children.

e. Cultural Enrichment- The final five hours are earned by attending at least one Women's History Month event and writing a two-page connection paper relating the event to topics covered in class.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity. As a whole, these five enhancements constitute an additional 25% increase in the course grade and workload.

a. Increased course content and/or collateral readings – On MyClasses, I will post one required weblink per week, monitor students use of the sites, and respond to all weekly online discussion postings. I also will grade students on the quality of their weblink postings as part of their course paper and presentation.

b. Higher Level Critical Thinking Exercises – To help students critically analyze the weekly weblinks, I will post several sample analyses as models. I will use the MyClasses grading rubric to assess weekly online discussions. I will meet with each student individually outside of class to monitor progress toward the addition hours researching and preparing for their course paper and presentation.

c. Technology- As stated above, I will use MyClasses as a tool to facilitate increased content and critical thinking by documenting, monitoring, and grading student progress.

d. Service Learning/Civic Engagement- I will prepare for students an information packet detailing both the Joseph House for homeless men and the Life Crisis Center for abused women and children. On their first visit to these centers, I will escort students, introduce them to the staff, and provide an orientation. I also will volunteer weekly along with the students. I will grade student Activity Logs and consult with the staff to determine student contributions.

e. Cultural Enrichment- I will provide students with a complete listing of all Women's History Month events and will attend every event that I am able. I will provide a signature form so that students can verify attendance at events. Finally, I will give students a sample connection paper on how to synthesize the event with relevant course content.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

15 hours = Increased course content and/or collateral readings, Higher Level Critical Thinking Exercises, and Technology (MyClasses readings, weblinks, and discussions)

5 hours = Additional Higher Level Critical Thinking Exercises (More rigorous "Critical Thinking Paper and Presentation" and required conference with me)

5 hours = Cultural Enrichment (attendance at a Women's History Month event and writing a two-page connection paper)

20 hours = Service Learning/Civic Engagement (volunteering at the Joseph House for homeless men or the Life Crisis Center)

4. Discuss how the enhancement will be assessed.

Assessment will be conducted through class participation and MyClasses monitoring, papers and presentations (including in-person teacher-student conferences), Coursepack, exams, service learning and cultural events participation (including monitoring, in-person teacher-student conferences, and grading of Activity Logs).

Class Participation = 15 Points: Participation makes the difference between a great class and a feeble one. A "Communication" course requires just that: a good deal of communication with other people in the classroom. You will engage in a number of activities, exercises, and in-class work designed to put the theory and concepts into practice. You must attend class and participate to earn these points. In addition to in-class participation, each week you will participate online through MyClasses in two ways: (1) viewing the assigned weblinks and posting your own links, and (2) participating in online content discussions. Plan to spend one additional hour per week online for a total of 15 hours during the semester.

Critical Thinking Paper and Presentation = 15 Points: Everyone will sign-up for a day (typically Thursdays) to help lead the class discussion on Ophelia Speaks, Our Boys Speak, or video (see "Leader" column on the schedule below). Presentations and discussions will typically last about 30-40 minutes per topic. You must be highly prepared, organized, and engaging. Plan to spend five additional hours outside of class preparing for your paper and presentation. You also must meet with me outside of class for a conference prior to your presentation.

On your assigned day, you need:

- (1) Introduction of about 1 minute explaining the overall theme of the O or B readings.
- (2) Presentation of 15-20 minutes where you discuss each piece in the assigned O or B reader. You choose whether to cover the pieces in the same order as the book, or in order from your most favorite to least favorite. Be sure to clearly emphasize all relevant connections between the reader and the GL textbook topic from that week, using key terms. You may include related personal or media examples.
- (3) Discussion of 15-20 minutes where you prepare at least 5 useful discussion questions for the class to answer on your topic. Be sure to include elements of most of your assigned readings. You choose whether to do the 15-20 minute presentation followed by the 15-20 minute discussion, or to combine them into one 30-40 minute presentation/discussion where you present one piece and ask a discussion question, followed by another piece and discussion, etc.
- (4) Graded paper, which is your guide to a well-prepared presentation. It is typed, about 5 pages, and includes introduction, reading presentation, discussion questions, and bibliography.
- (5) Be sure to post your required, relevant weblink to MyClasses for the online discussion (See Participation section above).

Coursepack = 10 Points: You are required to complete your coursepack, which consists of three parts: GL homework, GL notes, plus O and B personal response journals. Bring your coursepack to class everyday. Before we cover a GL chapter in class (typically Tuesdays), you must read the chapter and complete your assigned GL homework by writing between a paragraph to a page; in class, we'll complete the GL notes. Before we discuss the O and B readings (typically Thursdays), write about a paragraph to a page response on your personal experience or thoughts on that subject. These activities will help you apply the course concepts to your own life.

Exams = 50 Points: There are 3 multiple choice exams (not cumulative) with 25 questions worth one point each. Your scores will be averaged and multiplied by two. If you need to miss an exam, you must arrange with me to take the exam early; late exams drop one letter grade per missed day.

Cultural Enrichment, Service Learning, and Civic Engagement = 10 Points: Your remaining 25 hours of enhancement will consist of two sections: (1) Cultural Enrichment, and (2) Service Learning and Civic Engagement. (1) Plan to spend five additional hours earning your Cultural Enrichment credit by attending at least one Women's History Month event and writing a two-page connection paper relating the event to topics covered in class. (2) Plan to spend 20 additional hours earning your Service Learning and Civic Engagement by volunteering at either (or both) the Joseph House for homeless men or the Life Crisis Center for abused women and children. You will document your hours on your Activity Log. We will hold a class discussion about what we learned from engaging in these activities.

CMAT 304: Communication, Gender and Culture
Fall 2007

Instructor: Dr. Chrys Egan
Office Telephone: 410-677-5436

E-mail: cnegan@salisbury.edu
Office: 265 Fulton

<http://faculty.salisbury.edu/~cnegan/home.htm>

CMAT 490-001 Free Speech & Censorship	MWF 9-9:50	FH 136
CMAT 490-002 Free Speech & Censorship	MWF 10-10:50	FH 136
CMAT 304-001 Gender & Culture	TR 11:00-12:15	FH 134
CMAT 304-002 Gender & Culture	TR 2:00-3:15	FH 134
SU Yoga	M 12:00-1:00	GUC 206
Office Hours: M 11:00-11:45; WF 11:00-1:00; TR 9:00-11:00; or by appointment		

Textbooks:

1. Gendered Lives: Communication, Gender, and Culture 5th Ed. by Julia Wood (abbreviated on syllabus as GL)
2. Our Boys Speak by John Nikkah (abbreviated on syllabus as B)
3. Ophelia Speaks by Sara Shandler (abbreviated on syllabus as O)

Course Description: This course addresses the relationships between communication, gender and culture, including discussion of diverse classes, ethnicities, races, and sexual orientations, based on historic and contemporary research. We will explore what gender similarities and differences exist, plus how and when these differences and similarities matter. Learning about the relationships among communication, gender, and culture serves two important goals: (1) It will enhance your understanding and appreciation of the complex ways in which communication, gender, and culture interact, and (2) It may expand your options and enhance your effectiveness as a communicator. This class supports Writing Across the Curriculum. Prerequisite CMAT 200 and 205.

Expectations: As a student, you are required to actively participate and complete all work as specified. As your instructor: I will lecture, lead class discussions, consult with you, and evaluate your work.

Honor Code: You are expected to abide by the SU Honor Code. All work bearing your name implies that you have neither given nor received unauthorized assistance. I take the Honor Code very seriously. You will receive an F for the exam if you cheat: NO course notes, book, study guides, other people, etc. You will receive an F for the assignment if you plagiarize by taking multiple statements from a source without proper attribution. For more information about plagiarism go to <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>. All academic dishonesty will be reported to Student Affairs. If you have any questions about these expectations, consult the SU handbook on Academic Integrity on pages 51-53 at: www.salisbury.edu/Students/handbook/welcome.html.

Late Policy: All work must be turned in on the scheduled day at the start of class. No late work will be accepted, unless you provide documentation of an emergency.

Attendance Policy: You need to be both active and interactive in this class. If you do not attend class, are not prepared, or do not fully participate, you will not be given credit for the class meeting. After two absences, your grade drops 1 point per absence.

Students with Disabilities: Any student needing accommodation must provide me with documentation and discuss modifications needed.

Note: Please carefully consider whether you can make the time commitment required to pass this class. Also understand that it is difficult to make an "A" since you must demonstrate mastery of the entire subject area.

Grading

Class Participation = 20 Points: Participation makes the difference between a great class and a feeble one. A "Communication" course requires just that: a good deal of communication with other people in the classroom. You will engage in a number of activities, exercises, and in-class work designed to put the theory and concepts into practice. You must attend class and participate to earn these points.

Leading Class = 15 Points: Everyone will sign-up for a day (typically Thursdays) to help lead the class discussion on Ophelia Speaks, Our Boys Speak, or video (see "Leader" column on the schedule below). Presentations and discussions will typically last about 30-40 minutes per topic. You must be highly prepared, organized, and engaging. On your assigned day, you need:

- (1) Introduction of about 1 minute explaining the overall theme of the O or B readings.
- (2) Presentation of 15-20 minutes where you discuss each piece in the assigned O or B reader. You choose whether to cover the pieces in the same order as the book, or in order from your most favorite to least favorite. Be sure to clearly emphasize all relevant connections between the reader and the GL textbook topic from that week, using key terms. You may include related personal or media examples.
- (3) Discussion of 15-20 minutes where you prepare at least 5 useful discussion questions for the class to answer on your topic. Be sure to include elements of most of your assigned readings. You choose whether to do the 15-20 minute presentation followed by the 15-20 minute discussion, or to combine them into one 30-40 minute presentation/discussion where you present one piece and ask a discussion question, followed by another piece and discussion, etc.
- (4) Graded paper, which is your guide to a well-prepared presentation. It is typed, about 2-4 pages, and includes introduction, reading presentation, discussion questions, and bibliography (if using additional sources). See WebCT for sample papers.

Coursepack = 15 Points: You are required to complete your coursepack, which consists of three parts: GL homework, GL notes, plus O and B personal response journals. Bring your coursepack to class everyday. Before we cover a GL chapter in class (typically Tuesdays), you must read the chapter and complete your assigned GL homework by writing between a paragraph to a page; in class, we'll complete the GL notes. Before we discuss the O and B readings (typically Thursdays), write about a paragraph to a page response on your personal experience or thoughts on that subject. These activities will help you apply the course concepts to your own life.

Exams = 50 Points: There are 3 multiple choice exams (not cumulative) with 25 questions worth one point each. Your scores will be averaged and multiplied by two. If you need to miss an exam, you must arrange with me to take the exam early; late exams drop one letter grade per missed day.

Extra Credit: You can earn 1 extra credit point for bringing additional examples or other opportunities as they arise.

Grading Scale: A=100-90 B=89-80 C=79-70 D=69-60 F=59-below

Schedule

Unit 1: Influences on Gender

Week 1

T 8-27 Syllabus & GL, O & B Intro, "Raising Cain" Video
R 8-29 "Raising Cain" & Discussion

Leader

Chrys Egan

Week 2

T 9-4 GL Ch 1 "Study of Com, Gender & Culture"
R 9-6 O Ch 5e "Feminist" & B Ch 1 "In You We Trust" _____ & _____

Week 3

T 9-11 GL Ch 2 "Theory"
R 9-13 O Ch 5c "Race," 4c "Diverse Sexualities" & _____ & _____
 B Ch 9 "Outside," Ch 13 "Between Worlds"

Week 4

T 9-18 GL Ch 3 "Women's Movements" & Ch 4 "Men's Movements"
R 9-20 O Ch 4d "Manipulated," 4e "Broken-Hearted" & _____ & _____
 B Ch 7 "Free to Be"

Week 5

T 9-25 GL Ch 11 "Media"
R 9-27 PCAS Conference
 "Sex & the City" Video & Discussion (Bring Exam Review Sheet)

Week 6

T 10-2 O Ch 1a "Media," 1b "Eating Disorders," _____ & _____
 5 b "Depression" & B Ch 12 "Song of Sorrow"; (Bring Exam Review Sheet)
R 10-4 Video Discussion & Exam 1 (Covers video & all readings in Unit 1) _____
 Coursepack Due

Unit 2: Gendered Communication & Relationships

Week 7

T 10-9 GL Ch 5 "Verbal"
R 10-11 O Ch 3 a,b,c "Friends" & B Ch 3 "Friendship" _____ & _____

Week 8

T 10-16 GL Ch 6 "Nonverbal"
R 10-18 O Ch 1c "Self-inflicted," 1d "Intoxication" & _____ & _____
 B Ch 8 "Oblivion"

Week 9

T 10-23 GL Ch 7 "Family" & "Moms Rising" Video

R 10-25 O Ch 2 a-d, g "Family" & B Ch 2 "Sharing a Room" _____ & _____

Week 10

T 10-30 GL Ch 8 "Close Relationships"
R 11-1 O Ch 2 f "Pregnancy," 4 a "Attraction," 4b "Sex" & _____ & _____
B Ch 4 "First Love"

Unit 3: Gendered Institutions & Dangers

Week 11

T 11-6 GL Ch 9 "Education" & GL Ch 10 "Organizational Com"
R 11-8 O Ch 5a "Academic" & B Ch 5 "School" _____ & _____

Week 12

T 11-13 "Will & Grace" Video & Discussion (Bring Exam Review Sheet) _____
Coursepack Due
R 11-15 NCA Conference
Exam 2 (Covers video & all readings in Unit 2)

Week 13

T 11-20 O Ch 5d "Faith" & B Ch 10 "Play to Win" _____ & _____
R 11-22 Thanksgiving Break-No class

Week 14

T 11-27 GL Ch 12 "Power & Violence"
R 11-29 O Ch 1e "Rape," 2e "No Safe Place" & _____ & _____
B Ch 6 "Toy Soldiers"; Coursepack Due

Week 15

T 12-4 "Sopranos" Video & Discussion (Bring Exam Review Sheet)
R 12-6 Video Discussion, GL "Epilogue," O "Final Words," & B "Epilogue" _____

Final Exam

Exam 3 (Covers video & all readings in Unit 3)
11:00 section: Monday, December 10, 10:45am to 1:15pm
2:00 section: Monday, December 10, 1:30pm to 4:00pm

ENHANCED CMAT 304: Communication, Gender and Culture
Spring 2008

(This course needs to be moved in the rotation to Spring to accommodate
Women's History Month Service learning and Civic Engagement)

Instructor: Dr. Chrys Egan
Office Telephone: 410-677-5436

E-mail: cnegan@salisbury.edu
Office: 265 Fulton

<http://faculty.salisbury.edu/~cnegan/home.htm>

Textbooks:

1. Gendered Lives: Communication, Gender, and Culture 5th Ed. by Julia Wood (abbreviated on syllabus as GL)
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3. Ophelia Speaks by Sara Shandler (abbreviated on syllabus as O)

Required Websites: (sample list)

1. SU's Gender Studies Major: <http://www.salisbury.edu/checklists/Checklist/gend.pdf>
2. SU's Gender Studies Minor:
http://www.salisbury.edu/checklists/Checklist/GEND_mnr.pdf
3. Collection of Gender Related Websites: <http://www.hyperion.ie/gender.htm>
4. Moms Rising: <http://www.momsrising.org>
5. Top 10 Sites for Men: <http://www.toptensites.com/category.asp?catid=81&cattitle=Men>
6. Barbie Liberation Organization: <http://sniggle.net/barbie.php>
7. Additional Weblinks that you'll add to MyClasses

Course Description: This course addresses the relationships between communication, gender and culture, including discussion of diverse classes, ethnicities, races, and sexual orientations, based on historic and contemporary research. We will explore what gender similarities and differences exist, plus how and when these differences and similarities matter. Learning about the relationships among communication, gender, and culture serves two important goals: (1) It will enhance your understanding and appreciation of the complex ways in which communication, gender, and culture interact, and (2) It may expand your options and enhance your effectiveness as a communicator. **This class supports Writing Across the Curriculum. Prerequisite CMAT 101.**

CMAT 304 is an "enhanced" course; that is, a course that might traditionally be offered for 3 credit hours, but which, within the context of both the newly reformed CMAT program and the Fulton School's overall curriculum reform initiative, is being offered here in a 4-credit context. The main purpose of the Fulton reform and the courses in it is to engage students more in the individual courses they take and, as a result, provide students with a deeper—and often more active—learning experience and encounter with the subject at hand. All "enhanced," 4-credit courses in the Fulton School will require significantly more—and sometimes different—work than they might (or used to) require as 3-credit courses. For more information on the Fulton reform and "enhanced" courses, and what both mean to you, as a student, please visit the Fulton reform student website at <http://www.salisbury.edu/fulton/curref-students.html>.

Expectations: As a student, you are required to actively participate and complete all work as specified. As your instructor: I will lecture, lead class discussions, consult with you, and evaluate your work.

Honor Code: You are expected to abide by the SU Honor Code. All work bearing your name implies that you have neither given nor received unauthorized assistance. I take the Honor Code very seriously. You will receive an F for the exam if you cheat: NO course notes, book, study guides, other people, etc. You will receive an F for the assignment if you plagiarize by taking multiple statements from a source without proper attribution. For more information about plagiarism go to <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>. All academic dishonesty will be reported to Student Affairs. If you have any questions about these expectations, consult the SU handbook on Academic Integrity on pages 51-53 at: www.salisbury.edu/Students/handbook/welcome.html.

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(5) Be sure to post your required, relevant weblink to MyClasses for the online discussion (See Participation section above).

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Cultural Enrichment, Service Learning, and Civic Engagement = 10 Points: Your remaining 25 hours of enhancement will consist of two sections: (1) Cultural Enrichment, and (2) Service Learning and Civic Engagement. (1) Plan to spend five additional hours earning your Cultural Enrichment credit by attending at least one Women's History Month event and writing a two-page connection paper relating the event to topics covered in class. (2) Plan to spend 20 additional hours earning your Service Learning and Civic Engagement by volunteering at either (or both) the Joseph House for homeless men or the Life Crisis Center for abused women and children. You will document your hours on your Activity Log. We will hold a class discussion about what we learned from engaging in these activities.

Extra Credit: You can earn 1 extra credit point for bringing additional examples or other opportunities as they arise.

Grading Scale: A=100-90 B=89-80 C=79-70 D=69-60 F=59-below

Schedule

Unit 1: Influences on Gender

Week 1

T Syllabus & GL, O & B Intro, "Raising Cain" Video
R "Raising Cain" & Discussion

Leader

Chrys Egan

Week 2

T GL Ch 1 "Study of Com, Gender & Culture"
R O Ch 5c "Feminist" & B Ch 1 "In You We Trust" _____ & _____

Week 3

T GL Ch 2 "Theory"
R O Ch 5c "Race," 4c "Diverse Sexualities" & _____ & _____
B Ch 9 "Outside," Ch 13 "Between Worlds"

Week 4

T GL Ch 3 "Women's Movements" & Ch 4 "Men's Movements"
R O Ch 4d "Manipulated," 4e "Broken-Hearted" & _____ & _____
B Ch 7 "Free to Be"

Week 5

T GL Ch 11 "Media"
R "Sex & the City" Video & Discussion (Bring Exam Review Sheet)

Week 6

T O Ch 1a "Media," 1b "Eating Disorders," _____ & _____
5 b "Depression" & B Ch 12 "Song of Sorrow"; (Bring Exam Review Sheet)
R Video Discussion & Exam 1 (Covers video & all readings in Unit 1) _____
Coursepack Due

Unit 2: Gendered Communication & Relationships

Week 7

T GL Ch 5 "Verbal"
R O Ch 3 a,b,c "Friends" & B Ch 3 "Friendship" _____ & _____

Week 8

T GL Ch 6 "Nonverbal"
R O Ch 1c "Self-inflicted," 1d "Intoxication" & _____ & _____
B Ch 8 "Oblivion"

Week 9

T GL Ch 7 "Family" & "Moms Rising" Video
R O Ch 2 a-d, g "Family" & B Ch 2 "Sharing a Room" _____ & _____

Week 10

T GL Ch 8 "Close Relationships"
R O Ch 2 f "Pregnancy," 4 a "Attraction," 4b "Sex" & _____ & _____
B Ch 4 "First Love"

Unit 3: Gendered Institutions & Dangers

Week 11

T GL Ch 9 "Education" & GL Ch 10 "Organizational Com"
R O Ch 5a "Academic" & B Ch 5 "School" _____ & _____

Week 12

T "Will & Grace" Video & Discussion (Bring Exam Review Sheet) _____
Coursepack Due
R Exam 2 (Covers video & all readings in Unit 2)

Week 13

T O Ch 5d "Faith" & B Ch 10 "Play to Win" _____ & _____
R **Class Discussion on Service Learning and Civic Engagement activities**

Week 14

T GL Ch 12 "Power & Violence"
R O Ch 1e "Rape," 2e "No Safe Place" & _____ & _____
B Ch 6 "Toy Soldiers"; Coursepack Due

Week 15

T "Sopranos" Video & Discussion (Bring Exam Review Sheet)
R Video Discussion, GL "Epilogue," O "Final Words," & B "Epilogue" _____

Final Exam Exam 3 (Covers video & all readings in Unit 3)