



TEXAS A & M UNIVERSITY-COMMERCE

COMMERCE CAMPUS

Communication Studies Program

Department of Liberal Studies

COMS 489 Section 01

Gender Communication

COURSE SYLLABUS: Spring, 2024

Course Instructor: Stephen A. Furlich, Ph.D.

Class Time: Meet once a week JOUR 127

Office: JOUR 127

Office Hours: Tues. & Thurs. 10:00AM-3:00PM.

E-Mail: Stephen.furlich@tamuc.edu

"Having knowledge but lacking the power to clearly express it is no better than never having any ideas at all." Pericles

Communication Studies B.A./B.S.

The Communication Studies program is designed as an area of study to apply scholarly communication research for a variety of careers and personal goals in an interconnected world.

Two general goals of the program for graduates are:

1. Each graduate will be a communicatively informed person in every communication situation they find themselves in, such as understanding others verbally and nonverbally in professional and personal situations.

2. Each graduate will be an effective communicator verbally and nonverbally in each communication situation they find themselves in, such as professional and personal contexts. Furthermore, an essential part of effective communication is the ability to communicate strategically verbally and nonverbally to accomplish one's goals.

“Life is 10% what happens to you and 90% how you respond to it.”

Lou Holtz, Notre Dame Football Coach (Retired)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required: Furlich, S. (2021). *Sex Talk: How Biological Sex Influences Gender Communication Differences Throughout Life's Stages*. Bowker.

Course Description: Sex differences and similarities in relation to communication will be explored. Different theoretical perspectives will be covered from which to study social behavior influenced by biological sex. Both verbal communication and nonverbal communication will be addressed across contexts. Statistical conclusions will be discussed. Social communication behaviors will be discussed as related to brain structure and chemical differences between males and females. Overall, the course will provide students a more complete understanding of gender communication differences and similarities. The course is aimed at applying this information to communicate more effectively in personal and professional interactions.

Student Learning Outcomes

By the end of the course, students should be able to:

1. To understand current theories, principles, and research findings examining the role of gender communication in the total communication process.
2. Understand themes emerging from decades of gender communication research.
3. Understand physiological brain structures of male and female brains and relations with social communication behaviors.
4. Understand the role of sex with similarities and differences in communication.
5. Understand the role of sex with communication in relationships.
6. Understand the role of sex with verbal and nonverbal communication.
7. Raise self-awareness concerning communication behaviors within professional and personal contexts.

Course Requirements

Minimal Technical Skills Needed

Using MyLeao DL2 Bright Space, Microsoft Word, Power Point

Student Responsibilities

Checking TAMUC email account three times a week. Checking student grades in MyLeo DL2 Bright Space, Submitting Assignments through MyLeo DL2 Bright Space in Content, Assignments, Appropriate envelopes

Discussion Papers (60%)

All discussion papers are finished by the Friday of the week they are assigned at 5:00 PM Central Time. Students are required to write at least 1 page (at least 4 paragraphs) for each chapter covered in class for that week. Hence, if we cover 3 chapters in class then at least 3 separate papers are required to be written.

Students should write about at least 1 topic that they learned from each chapter that they **did not know** before taking this class. Students should address what they learned and **how they can use** this information to communicate better or understand others better. The first half of the paper should be a summary of the chapter. The second half of the paper should be application in your life personally and/ or professionally. Students will then discuss each paper each week.

Submit each week's discussion

Course Shell, Activities, Assignments, in the appropriate envelop for this class labeled specifically for each discussion **only in Microsoft WORD**.

Students cannot submit discussion papers for any late section. Hence, you need to stay on top of your participation for each section.

Course Assignments/Assessments: The department of Liberal Studies supports university policies of academic excellence as noted in the student handbook. Interpretation of grades should be considered within the university framework: A=excellent, B=good; C=average; D=inferior; and F=failure. Final grades in this course will be based on:

*** MAJOR Papers - (40%)**

(Basically, **Presentation 1** is **how you can use class material** in your anticipated future career.) **Paper 2** is what **you have learned** during the semester. *Use of specific class terms is essential!

20% Paper 1: Professional Application

20% Paper 2: New Information - Emphasis on New Information, Content, and Structure.

Assignment Descriptions:

Paper 1: Applying in the Workplace

The main purpose of this presentation is to specifically describe **using class concepts** how you can **use this information in your future career**. Be as **specific** as possible with examples of how you can understand and communicate more effectively **regarding gender communication** in your **future workplace** using at least **5 concepts from class**. **Bold each specific class term you use in your paper**. For example, careers in real estate sales, training and development, human resources, law, and teaching will all have different specific examples and applications. For example, when working with clients in real estate it is important to empathize with them for a better understanding of their specific needs. Biological contributors to empathy are ... Something I can do communicatively to better empathize with a client is... This is just one example, feel free to be creative with your specific approach.

Again, the focus of the paper is how **knowing these concepts** can be **applied** to better understand and communicate regarding gender communication differences in your **future career**. **Submit Paper 1: Course Shell, Activities, Assignments, appropriate envelop** labeled for the paper. At least 3 double spaced pages, **5 academic sources cited, 5 course concepts identified**.

Paper 2: What You Learned

At least 3 double spaced pages, **5 academic sources cited, 5 course concepts identified**.

The top priority of this assignment is to not state the obvious that most people already know. Each student will **address at least 5 areas** consisting of concepts or themes they learned from this class. It is important to use and emphasize terms or concepts that most other people do not know about gender communication differences and **explain the biological reasons**. Emphasize how these concepts help to better **understand gender communication differences**. For example, size and activation differences with the hippocampus influence these areas... Additionally, the hippocampus helps with understanding how this type of communication is more likely to occur... The hippocampus is also related to better understanding how these other areas are related to a general theme of... This is just one example, feel free to be creative with your specific approach.

One way you can approach this assignment is to cover 5 different areas. For each area define the concept, provide an example of gender communication it impacts, and describe how you can use

this information for better understanding gender communication differences. **Bold each specific class term you use in your outline each time.** Again, the focus of the paper is how these concepts contribute to gender communication differences.

Submit Paper 2: Course Shell, Activities, Assignments, appropriate envelop labeled for the Paper 2. At least 3 double spaced pages, **5 academic sources cited, 5 course concepts identified for each paper.**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not

Device	Operating System	Browser	Supported Browser Version(s)
			iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

[Brightspace Support](#)

Need Help?

[Student Support](#)

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

Interaction with Instructor Statement

The instructor will email back attachments with feedback for the two papers and exams and discussions will have grades posted for feedback.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Assignments will be submitted electronically through

Course Shell, Activities, Assignments, and then the appropriate file

University Specific Procedures

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Tenets of Common Behavior statement: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

Punctual attendance is expected on weekly assignments and tests. Excessive absences are defined by the instructor missing a weekly assignment, excused or unexcused. Attendance is measured by submitting appropriate assignments for the week such as exams or papers or posting in discussions for the week. If you participate in University sponsored activities (e.g., intercollegiate sports) you must check with the instructor with appropriate documentation before you are absent. Students are responsible for all missed work.

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Course Procedures

Assignments - Assignments must be completed on time. Late work will result in loss of points. Academic integrity is expected on all course assignments and activities. Violations of academic integrity (e.g., plagiarism, cheating, etc.) are serious offenses and will be dealt with according to university policy.

Make-Up Assignments and Examinations - If you miss an exam or paper submission deadline it must be for one of the following types of documentable reasons: death in the family, severe personal illness, university sponsored activities, etc. If you have an unexcused absence on a day

you are scheduled to make a presentation or take a test, you cannot make up that presentation or test. Additionally, because of time constraints, the instructor may elect not to grant make-up speeches for any reason. In order to take a make-up examination you must submit verifiable and official documentation to your instructor (e.g., a doctor's note for the specific day missed). If your request is approved, you may take a make-up test on the appointed day. All make-up exams must be given for qualified persons within 2 weeks of the missed test.

Observance of a Religious Holy Day – Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex,

national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Students with complaints should first address those concerns with their instructor.

Pandemic Response Statements

Please note this is a tentative schedule for topics that will be explored this semester.

Slight changes may be made as the semester progresses.

An important reminder:

Both **Papers** are in bold.

Therefore, it is imperative for you to plan ahead and prepare in advance so you don't fall behind in the course.

Keeping up with the readings and staying active in class are the best ways to stay afloat in this class.

Course Schedule Gender Communication– Spring, 2024

Jan. 11: Intro. Papers: Ch. 1., Ch. 2, Pre-Test Due Friday	
Jan 16: Papers: Ch. 3, 4,	
Jan. 23: Papers: Ch. 5, 6	
Jan. 30: Papers: Ch. 7, 8	
Feb. 6: Papers: Ch. 9, 10	
Feb. 13	Papers: Ch. 11, 12
Feb. 20	Papers: Ch. 13, 14

Feb. 27	Papers: Ch. 15, 16
March 5	Paper 1 Due Friday at 5:00 PM
March 12	Spring Break
March 19	Papers: Ch. 17, 18
March 26	Papers: Ch. 19, 20
April 2	Papers: Ch. 21, 22
April 9	Papers: Ch. 23, 24
April 16	Paper: Ch. 25
April 23	Paper 2 Due Friday at 5:00
April 30	Post-Test Submit