



EAST TEXAS A&M
UNIVERSITY
Commerce Campus

Communication Studies Program

Department of History & Liberal Studies

COMS 316 Section 01E

Gender Communication (Prerequisites: None)

COURSE SYLLABUS: Fall, 2026

Course Instructor: Stephen A. Furlich, Ph.D

Office: Ferguson Social Sciences First Floor: Room 131

Office Hours: (Tues./ Thurs. 8:00-9:30AM, 12:15PM-2:00PM)

Class Time: Tues, Thurs. 9:30-10:45 Ed. South 103

E-Mail: Stephen.furlich@etamu.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 communicatively informed 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

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 body 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.

Textbook Required:

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

3 Tests in D2L Course Shell for 50 QUESTIONS

E-Mails: Label your Name, Class, and Section number, Examples: Smith, 316-01, in e-mails such as in subject lines.

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 females 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

Instructional Methods and Assessment

Student Responsibilities

Checking ETAMU 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.

E-Mails: Label your Name, Class, and Section number, Examples: Smith, 1311-01W, in e-mails such as in subject lines.

Course Assignments/Assessments: The History and 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:

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Tests = 50%

Discussion Papers = 10%

Paper 1 = 10%

Paper 2 = 10%

Paper 3 = 10%

Paper 4 = 10%

TOTAL = 100%

*** Tests - (50%)**

15% Test 1

15% Test 2

20% Test 3

Students preparing for tests should study how concepts are related to each other, how they differ, and come up with personal examples of the concepts. The test questions are usually not straight forward definitions but often give an example and ask the student which concept the example best represents.

Discussion Papers (10%)

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 paragraph (at least 3 sentences) for each chapter covered in class for that week. Hence, if we cover 3 chapters in class then at least 3 separate paragraphs 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. No sources are required for discussions. 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.

(ALL COMS MAJORS NEED TO SAVE THEIR ASSIGNMENT FOR GRADUATING PORTFOLIO)

*** Papers - (40%)**

(Basically, **Paper 1** is observing popular culture (TV, Instagram, Youtube, Twitter (X), Movies, etc. and provide specific examples with class terms identified. **Paper 2** is **how you can improve**

your relationships (romantic, family, friend, group, etc.) with class new knowledge **Paper 3** is **how you can use class material** in your anticipated future career.) **Paper 4** is the future of gender Communibiology research.

10% Paper 1: Popular Culture Applications

10% Paper 2: Improving Relationships

10% Paper 3: Professional Application

10% Paper 4: Future of Gender Communibiology research

Assignment Descriptions:

Paper 1: Popular Culture Applications (1-2 Pages double space)

The main purpose of this assignment is to identify class concepts in popular culture. Clearly distinguish between more authentic (real) popular culture examples: live unscripted, news stories, etc. and Less Authentic: recorded & edited, scripted, etc. For live unscripted describe specific examples of gender communication, behavior, and/or understanding differences. Use class concepts (biological terms) to explain some of the reasons for those communication examples you observed. For less authentic (recorded, scripted, edited) provide specific examples of messages intended toward their audience and explain why they were likely chosen by producers providing class terms (biological terms) that help to understand likely effectiveness. For example, this program included a female communicating ... with a majority audience of viewers female. This communication and topics discussed make sense for a majority female audience for these biological reasons.

Paper: Course Shell, Activities, Assignments, appropriate envelop labeled for the presentation.

5 course concepts identified.

Paper 2: Improving Your Relationships (1-2 Pages double space)

The main purpose of this paper is to specifically describe using class concepts how you can use this information to improve your relationships (romantic, family, friend, group, etc.). Be as specific as possible with examples of how you can understand and communicate more effectively regarding gender communication in your relationships using **at least 5 concepts** from class. Bold each specific class term you use in your paper each time. For example, romantic, family, friend, and group relationships will all have different specific examples and applications. For example, romantic and friends will have different specific needs. Biological contributors to difference 'A' are ... Something I can do communicatively to better empathize with this person 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 relationships.

Submit Paper: Course Shell, Activities, Assignments, appropriate envelop.

5 course concepts identified.

Paper 3: Applying in the Workplace (1-2 Pages double space)

The main purpose of this paper 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 each time**. 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 who are a married couple, it is important to empathize with them for a better understanding of their specific needs. Biological contributors to empathy with the female are ... with the male are... Something I can do communicatively to better empathize with them is... This is just one example, feel free to be creative with your specific approach. If a career in P.R., a male target audience versus a female target audience messaging differences stemming from biological reasons.

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**.

Paper: Course Shell, Activities, Assignments, appropriate envelop labeled for the presentation.

5 course concepts identified.

Paper 4 Future of Gender Communibiology research. (1-2 Pages double space)

The goal of this paper is to predict the future of gender communibiological research. One possible starting place is to look up references from our class book *Sex Talk*. Then enter that research article citation into google scholar or our university library search. After you find it, click on cited by. This brings up more recent articles that cited that one. Cite at least 3 research articles and have them 2022 or more recent. The purpose is to find communibiological research articles addressing gender communication topics that were not adequately or at all addressed in *Sex Talk*. The purpose is to identify topics or themes that have not been adequately addressed yet but future research should explore this area. For example you might find an article about biological sex differences to explain how males and females will use AI to communicate and understand differently. **At least 3 communibiological gender communication research articles from 2022 or newer cited. Paper: Course Shell, Activities, Assignments, appropriate envelop** labeled for the presentation.

*** Course Behaviors**

Students may lose 10% of their final grade or be dropped from the class for acting disrespectful the first time. This includes but is not limited to offensive comments to another student, cellphone in class, leaving early, etc. Students can receive an 'F' in the class for academic

dishonesty. This includes but is not limited to cheating on tests, using previous work from another class for assignments, copying another's work from anywhere, etc.

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.

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:

All **Papers** and **Exams** are in bold. Notice how these are close to each other.

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.

*+2% final grade no more than 1 absence.

R Aug. 20: Syll., Intro. Power Point	
T Aug. 25: Ch. 1, 2 Discussion 1: (Ch. 1, Ch. 2) (Email Test 1 Review Sheet)	
R Aug 27: Ch. 3	
T Sept. 1: Ch. 4 Discussion 2: (Ch. 3, 4)	
R Sept. 3: Ch. 5, 6 Discussion 3: (Ch. 5, 6) (Email Test 2 Review Sheet)	
T Sept. 8	Ch. 7, Psy Today Article Sexual Arousal diff.
R Sept. 10	Ch. 8 Discussion 4: (Ch. 7, 8)
T Sept. 15	Ch. 9, 10

R Sept. 17	Test 1 (Ch. 1, 2, 3, 4, 5, 6, 7, 8).
T Sept. 21	Ch. 11, 12 Discussion 5 (Ch. 9, 10, 11, 12): (Email Test 3 Review Sheet)
R Sept. 23	Paper 1
T Sept. 29	Ch. 13, 14 Discussion 6: (Ch. 13, 14)
R Oct. 1	Ch. 15, Psy Today Communibiology Sexual Arousal
T Oct. 6	Ch. 16 Discussion 7: (Ch. 15, 16)
R Oct. 8	NO CLASS FALL BREAK
T Oct. 13	Ch. 17
R Oct 15	Test 2 (Ch. 9, 10, 11, 12, 13, 14, 15,16)
Oct. 20	Ch. 18 Discussion 8: (Ch. 17, 18)
Oct. 22	Paper 2
T Oct 27	Ch. 19, 20
R Oct 29	Paper 3
T Nov 3	Ch. 21

	Discussion 9 (Ch. 19, 20, 21)
R Nov 5	Ch. 22
T Nov 10	Ch. 23
R Nov 12	Paper 4
T Nov 17	Ch. 24
R Nov 19	Ch. 25
T Nov 24	Discussion 10 part 1: (Ch. 22, 23)
R Nov 26	No class Thanksgiving
Dec. 1	Discussion 10 part 2: (Ch. 24, 25)
Dec. 8	Test 3 (Ch. 17, 18, 19, 20, 21, 22, 23, 24, 25)

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.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 ETAMU campus open computer lab, etc.

COMMUNICATION AND 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. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

[instructor should insert any specific course policies]

Interaction with Instructor Statement

[To be determined by the faculty member teaching the course]

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.

Statement on Student Grievances

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History and Liberal Studies Department, Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

University Specific Procedures

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.etamu.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>

ETAMU Attendance

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

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

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

Academic Integrity

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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

AI Use Policy

East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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

Velma K. Waters Library Rm 162

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

Email: studentdisabilityservices@etamu.edu

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

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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

