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Course Name

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Code No.**I. COURSE DESCRIPTION:**

This course focuses on the multifaceted nature of the relationship of women and men. Students will engage in dialogue about sex and gender, subjects that affect all aspects of a person's life. Important and sensitive issues will be introduced to expose students to perspectives that may challenge their beliefs and assumptions and that will shape their consciousness of themselves as thinkers and as agents for change.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Define and use the basic terminology common to gender issues.

Potential Elements of the Performance:

- Define sex and gender and the distinction between male and female based on sex and gender.
- Define what is the biological perspective of gender
- Define what is the sociological perspective of gender
- Define what is the psychological perspective of gender
- Define the feminist perspective of gender relationships
- Define what are gender stereotypes
- Define the complementary nature of gender relationships

2. Explain how social behavior (gender) is patterned and created by a social context.

Potential Elements of the Performance:

- Describe gender patterns exhibited in communication
- Describe rites of passage from childhood into the more complex world of adult sexuality
- Describe the uses and abuses of the male and female body in relationship fitting into the societal ideal image
- Explain how domestic violence occurs

3. Describe how the individual, gender, socialization, culture, social structure and society are interrelated.

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Potential Elements of the Performance:

- Describe political action as a way of challenging gender stereotypes
- Describe how the women's movement, men's movement and gay rights movement have emerged to challenge prevailing cultural beliefs
- Describe the scope and consequences of sexual harassment
- Describe differing perspectives on pornography
- Explore homophobia
- Discuss the changing nature of relationships
- Evaluate the future of the family

**III. TOPICS:**

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. A definition of gender
2. The relationship of gender, culture, and communication
3. Theoretical approaches to study of gender
4. Political and social forces that shape gender
5. Gender in communication
6. Gender and family and close relationships
7. Gender and formal organization: education and work
8. Gender and violence
9. Gender and the future

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Gendered Lives: Communication, Gender, and Culture (4<sup>th</sup> ed.)  
Wood, Julia T. (2001) Wadsworth Thomson Learning
2. Lectures, class discussion, group activities, video tape presentations, and assigned readings are designed to provide opportunities to gain an understanding of gender issues in a review of personal and social perspectives. The text which is required reading will provide the themes of study. All tests are based on this text and class lectures. Supplementary reading is encouraged for individual topic assignments.

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## V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

## MAJOR ASSIGNMENTS AND TESTING:

### TIME FRAME:

Gender Issues SSC 109 meets three periods per week during the semester. Students are expected to attend classes and to participate in collaborative group activities.

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**GRADING**

<b>Assignments/Tests</b>	<b>Percentage</b>
Tests are a combination of short answer, essay and objective	2 x 10 = 20%
Final test	20%
Presentation of researched gender issue to the rest of class and handed in as a research essay	10 + 15 = 25%
Group presentation of gender issues exhibited in current news or entertainment media and summary of conclusions of class discussion	15 + 5 = 20%
Reflective analysis papers	3 x 5 = 15%
<b>Total</b>	<b>100%</b>

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- transcript and course descriptions/outlines from another institution

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.