Welcome to COM 128!

*It is with great excitement I welcome you to Gender in the Humanities. I look forward to getting to know you! This class is a team effort. I vow to show up and give you everything I have. I ask the same of you.* ***The more you put into this class, the more you will get out of it.*** *I will match the level of commitment and investment you put into your education. I cannot stress enough to you that if you need assistance or*

*have concerns, you need to ADVOCATE for yourself and COMMUNICATE with me. I am here to help you.*

*We will work hard. We will have fun. Fall 2019 – we got this.*

Gender

in the Humanities

COM 128-003 (2052) MWF: 12-12:50

Schroeder Hall 0103

COM 128-004 (2053) MWF: 1:-1:50

Williams Hall 0105

Lee Anne Hale

Why is this class important?

This course examines gender as a social construct dictating how we live, love, work, think, act, and treat anyone else. We will critically examine local and global language and gender to determine how one affects the other in representing (accurately or not) us in history and culture. This course will challenge us. We will think, rethink, question, wonder, and create together. This process may be uncomfortable as we uncover sensitive material – that’s normal . . . and healthy. Growth – personally, academically, emotionally, professionally – happens outside of our comfort zone. Awareness will expand. Compassion will expand for those around us AND ourselves. Most importantly, we will respect each other, learn, and grow together.

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Transformational Goal: LA Hale’s COM 128 students will

identify, critique, and reflect

on the reciprocal construction of

language, society, and gender.

How to contact Lee Anne:

1. **EMAIL:** [**lrhale@ilstu.edu**](mailto:lrhale@ilstu.edu) – \*\*The best way to contact me. Please give me 24 hours before you ask if I have received your email. My response time will be slower on the weekends.
2. **PHONE: 309-438-3674** – Please include your name, phone, and class in your message. I would reach out via email before using this phone as I am able to access email much quicker and more often.
3. **OFFICE: Fell Hall 407** – Office Hours: M: 2:30 – 4:00

(Exception: No hours on the third Monday of every month)

Virtual Office Hours – TR: 1:00 – 1:45 email in real time. I will be solely on email during this time. Please contact me and email can serve as a little slower version of a chat!

If you are unable to meet during these times, please contact me and we will set up a time that works best.

In inclement weather, I may choose to have virtual office hours via Skype/phone as to safely avoid the highway commute. If so, I will post an announcement on Reggie and/or by email.

What supplies do

1. Textbook: We will use this textbook every week, so you will definitely need to get a copy of the book.

**Gendered Lives – 11th edition**

**Authors: Julia T. Wood & Natalie Fixmer-Oraiz**

**ISBN-13: 978-1285075938**

1. Frequent access to a computer for reading, communicating, saving, typing, and submitting work.
2. A working ISU email account – often, personal email accounts end up in my SPAM mail. So, all communication needs to be with your ISU email.
3. Frequent access to a printer AND ability (paper, ink or money on card) to print to assignments.

I need for class:

**How does this class fit into a Gen Ed Degree?**

Following are objectives the University wants students to learn in our Gen Ed classes. Not every course will reach each objective. Read further to see how this class will work to reach some of these goals.

***Courses in the Humanities category of General Education address the following program objectives:***

1. **knowledge of diverse human cultures and the physical and natural world, allowing students to** 
   1. explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities
   2. experience and reflect on global issues
2. **intellectual and practical skills, allowing students to** 
   1. make informed judgments
   2. report information effectively and responsibly
   3. *write in a variety of genres, contexts, and disciplines*
   4. *deliver purposeful presentations that inform attitudes or behaviors*
3. **personal and social responsibility, allowing students to** 
   1. interact competently in a variety of cultural contexts
   2. demonstrate ethical decision making
   3. demonstrate the ability to think reflectively
4. **integrative and applied learning, allowing students to** 
   1. identify and solve problems
   2. transfer learning to novel situations
   3. *work effectively in teams*

**What are our class goals?**

By the end of the semester, LA Hale’s COM 128 students will

1. Understand the difference between gender & sex.
2. Recognize their personal gender, sex, . . . .
3. Identify why they gender the way they do.
4. Value gender differences.
5. Identify how society creates gender.
6. Understand historical implications on gender.
7. Identify how gender creates society.
8. Recognize global differences of gender.
9. Articulate personal opinion of whether “out-of-the-norm” gender characteristics are normal or if society’s imposition is “normal.”
10. Identify how society marginalizes certain populations based on gender.
11. Create & articulate ways for marginalized populations to be included, respected, and honored in society.

**What types of assignments/events will help us reach our class goals & Gen Ed learning outcomes?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Detailed Assignment Info Sheets & due dates can be found on Reggie.  Following are brief descriptions. | Gen Ed LO | Course Goals- |
| 1. Reflections   (informal writing) | Each week, you will complete a reflection on the course content originating from the book, additional readings & videos, class discussions, etc.  These reflections will be tied closely to the Learning Outcomes.  It may be helpful for you to begin writing these throughout the week versus waiting until the end of the week to complete them. | Ic  IIId, IVb | 2, 3, 4, 5, 6, 8, 9 |
| 2.  Quizzes | We will have quizzes each week 1-2 chapters.  This is just one way I assess your understanding of course concepts.  Much of our higher learning comes from a foundational knowledge of vocab.  Quizzes help us both figure out what you need to know and what I need to spend more time in class. | IIa | 1, 2, 5, 6, 7 |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.  Discussions | Much of what we learn in this class will come from each other.  Each person in our class has a voice and will be encouraged to share it with us.  We will respectfully listen to, share with, and support each other as we grow in learning.  Discussions will happen every couple days each week. | Ic  IIa | 1-10 |
| 4.  Instructional Discussion  Analysis/Application/Activity | This is the opportunity to make this class interactive.  You will collaborate with a group to cover a randomly assigned chapter to which you will pair an artifact (news story, music lyrics, video, etc.).  From that connection, you will create and moderate an entire-class lecture & discussion. | Ib  Ic | 1, 2, 3, 5, 6, 7, 9 |
| 5.  Additional readings & videos | Additional readings & Videos may be included in the WEEK# tabs or may pop up throughout the semester as they surface in research, the media, or as applicable by our class discussions.  You will be notified of these by a Reggie announcement.  They will be posted in the respective WEEK#. | Ib  Ic | 1, 2, 3, 5, 6, 7, 9 |

**How many points are in the class?**

Grades are not weighted in this class. Once a grade is returned to you, log the points in this table. Want to figure out your score so far? Add all of your points earned and divide it by the total of points possible on just those assignments completed. That will be your percentage.

|  |  |  |
| --- | --- | --- |
| Assignment | Points Possible | Points you earned |
| Chapter Quizzes 11 @ 20 points each | 220 |  |
| Reflections 15 @ 10 – Graded as a 0 (late, didn’t submit, tech issues without email submission; 5 (halfway there, Put info down but was not thorough) or as a 10 (highly detailed, shows individual thought, OR 7 points regardless of quality of work if not present in class during Wednesday discussion days.) | 150 |  |
| Instructional Discussion | 150 |  |
| Investment (Extra) Credit In-Class  Peer Evals 12 @ 10 – You’re responsible for printing these evals forms off of Reggie and bringing them to class. Forms will not be provided in class. | Up to 2 points each. |  |
| Reflection Synthesis – in class | 25 |  |
| Final Exam | 100 |  |
| **Total Points** | **645** |  |

**What is the grading scale?**

|  |  |  |
| --- | --- | --- |
| 90-100 | A | This grade represents consistently outstanding performance that demonstrates superior understanding and skillful use of important course concepts. “A” grades mean that students have mastered and excelled equally across all applicable learning objectives. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the subject. *Impressive* |
| 80-89 | B | This grade represents performance significantly beyond achievement of the course objectives. Work is of high quality, even mastery at times, but is not consistently at such an outstanding level from time to time and/or for all applicable learning objectives. Performance at this level signifies that the student is well prepared to continue with more advanced study of the subject. *Nice job* |
| 70-79 | C | This grade represents an acceptable achievement of all of the applicable course learning objectives, and often includes occasional outstanding accomplishments. Performance at this level signifies that the student is reasonably well prepared to continue with more advanced study of the subject and to be successful. *Good but could also be considered average.* |
| 60-69 | D | This grade represents acceptable achievement of some of the applicable course learning objectives and less than adequate performance on others. It signifies questionable readiness to proceed with more advanced study of the subject. *Needs work and attention to class content and assignment details.* |
| 59 and below | F | This grade reflects unacceptable performance on most or all of the course learning objectives. The student is not yet ready to proceed with more advanced study of the subject, and must repeat the course successfully to receive credit. *Lack of effort.* |

**How often does Lee Anne update grades?**

While I will add grades to ReggieNet, it may not be immediate. So, keeping track of your points on your own will answer that pressing question – “How am I doing in this class?” – ANYtime. My goal is to get them updated by the end of the week, it may not always be possible. Keep in my, you will not see the majority of your points until the end of the semester as the training manuals, presentations, and reflection logs are graded at that point. The majority of the semester grades early on will be quiz grades.

**What is Lee Anne’s policy on rounding up grades?**

I do not round up grades below .50. Ex: If you are at an 89.4 or below, I will not round up your score to a 90. If you are at an 89.50 or higher and your effort and attitude warrant the raise, I will honor your work and your score will be a 90. If you are at a .50 or higher, you do not need to talk to me or email me, I will round it up based on your performance. That final grade will reflect itself in final grades posted by the University but not in Reggie.

**Is extra credit offered?**

Extra credit is not guaranteed as part of this course. If offered, you will be notified via Reggie. Extra credit points are always added last to the gradebook, so please do not inquire about them before the end of the semester. Focus on getting strong grades on your official assignments, so you do not have to worry about making up extra points. Extra credit points (even those attached to a particular assignment) will be put into a separate extra credit column.

**COURSE POLICIES**

**How should I act in this class?**

**Professional Courtesy.** Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Presentation Etiquette.** On presentation days, you have dual responsibilities as a speaker and an audience member. When you are presenting, you will dress appropriately. When you are an audience member, you will be attentive and ask challenging but constructive questions when the presentation is finished. Because most people are nervous when they present, you will be supportive both verbally and nonverbally. You will never enter or leave the room while a presentation is in progress unless it is an emergency.

It is essential that you demonstrate the most respectful behaviors during each class period but especially as your peers are performing. No eating, using cell phones, working on your speech or other work, sleeping, arriving late or making fun of a peer. Such behaviors will result in a point deduction from your presentation grade. Do not enter or leave the room during another person’s presentation. If an emergency, you can leave the classroom. If you arriving late, listen outside the door before your enter. Wait for applause and then enter the room. If you choose to walk in during someone’s speech, you will lose 10 points off your presentation grade. **If your cell phone goes off during anyone’s speech, yours included, you will have 1 letter grade deducted from your speech.**

**Behavioral Expectation Policy.** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at-risk for failing the course.

**What happens if I cheat or plagiarize in this class?**

**Cheating/Plagiarism.** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on speech topics and/or the presentation of someone else’s work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

**What if I am absent?**

You are expected to come to class prepared to discuss and participate in activities associated with the readings. Remember, this is your job with the exception that you cannot call in a sub to fill in for you. Regular attendance is expected and I will take attendance every day. Financial Assistance, ISU athletics, and other similar departments often ask for your record of attendance. I will supply them with such if it is appropriate and fits into the FERPA guidelines. Being absent will deprive you of valuable class discussions and will also prevent you from fulfilling certain graded in-class activities which cannot be made up later.

If you have a legitimate reason for not being in class, you must inform me as soon as possible by email. If you are involved in university activities, such as athletics or forensics, that will cause you to miss class, please provide me with the dates you will miss and a signed note from your coach or sponsor confirming your absence.

Vacationing? If you are extending Thanksgiving or Spring Break beyond the days recognized by the University, you are responsible for any material/points covered/earned those days. No exceptions. Vacations outside of University-designated dates do not automatically make you eligible for exceptions/accommodations, etc.

\*\*\* IF YOU ARE ABSENT FOR WHATEVER REASON, IT IS YOUR RESPONSIBILITY TO LEARN/COMPILE WHAT YOU MISSED. BEING ABSENT ONE DAY DOES NOT MAKE YOU EXEMPT FROM BEING PREPARED THE NEXT DAY.

**What if I miss a presentation day during which I am a listener or speaker?**

If you do not perform your speech on your assigned day for whatever reason, there is a 20 point deduction off that speech. \*\*The only exception to this 20-point deduction is if your absence is filed through the University.

If you are absent on a presentation day during which you are not scheduled to perform, 20 points will be automatically deducted from your presentation grade. Peer evals cannot be completed if you miss those assigned to you. If you will be absent, it is your responsibility to notify Lee Anne and to arrange to swap peer evals with another classmate.

**Is late work accepted?**

**No, I do not accept late work**. All presentations, assignments, and quizzes must be completed on the date assigned. Speech times and dates are non-negotiable – so if you miss your date, you miss it. I understand semesters can be very hectic and that life happens. If you have a legitimate excuse such as an extreme illness, family emergency, university sponsored events, I will accept ONE late assignment for partial credit (50% minus any points deducted for incorrect answers, etc.) within 24 hours of its assigned date. Such an assignment should be emailed to me. In regards to university-sponsored events, I expect assignments to be completed ahead of time.

**What happens if my printer runs out of ink or I have technical issues?**

If your printer has run out of ink or you have technical issues, email the assignment to me

BEFORE class; otherwise, it is considered late. If you come to class and tell me about the

problems without already emailing me, the assignment is considered late and will not be

accepted.

**Do assignments *really* have to be stapled AND typed to be accepted?**

Yes, I only accept assignments that are stapled and typed. If your assignments are not stapled and typed, they will not be accepted. End of story. It is about professionalism and preparedness.

The ONLY exception to the typed rule is your reflections may be turned in handwritten.

**Can I make up a quiz (or test, if applicable)?**

Quiz makeups: Quizzes cannot be made up for any reason other than one excused by the Dean of Student Services. Without an approved excuse, quizzes will be open for a minimum of at least 2 days, which will give you more than one opportunity to complete it. If you miss it, you miss it. If you have technical difficulties, you must contact the IT Help Desk. If they are unable to assist you, you must forward your IT email ticket to me as documentation of the technical difficulty so I can reopen the quiz.

**What if I am late to class?**

We will respect each other’s time in this course. We will stay true to the start and end times assigned for this course. If you choose repeatedly to arrive late to our class, I will not catch you up on what you missed. If you have a legitimate reason that will prevent you from being on time, please talk with me.

**UNIVERSITY SERVICES**

**Do you have an accommodation for learning, taking quizzes/tests, etc?**

The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.

**Special Needs.** Any student needing to arrange a reasonable accommodation for a

documented disability should contact Student Access & Accommodation Services.

Email: ableisu.edu Phone: 309-438-5853

The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.The new URL is [www.studentaccess.ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=x4IQlTxX2mJ-szgYPFb0Pog6kkBlFhhzR0nGzbKiZdVIQUtAvcbTCAFodHRwOi8vd3d3LnN0dWRlbnRhY2Nlc3MuaWxzdHUuZWR1) (it still takes you to Disability Concerns right now), and the email contact is [ableisu@ilstu.edu](https://outlook.office365.com/owa/redir.aspx?REF=xTFtXMvddJGuZ0-1busMTd6EhHIIRbIdUF0sDgqG3wFIQUtAvcbTCAFtYWlsdG86YWJsZWlzdUBpbHN0dS5lZHU.). The phone number is 309-438-5853.

**Are you feeling overwhelmed? Stressed? Hopeless? Anxious? Lost?**

**Mental Health Resources.** Life at college can get very complicated. Students sometimes feel

overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or

diminished self-esteem. However, many of these issues can be effectively addressed with a

little help. Student Counseling Services (SCS) helps students cope with difficult emotions and

life stressors. Student Counseling Services is staffed by experienced, professional

psychologists and counselors, who are attuned to the needs of college students. The services

are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by

calling (309) 438-3655.

**What if someone close passes away during the semester?**

**Illinois State University Bereavement Policy.** In the event that a student experiences a death of an immediate family member or relative as defined below, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations.  The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.  Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: http://policy.illinoisstate.edu/students/2-1-27.shtml

**What if I have other concerns and questions about this class?**

Talk to Lee Anne! Whatever is bothering you, come talk to me. If you have questions you do not want to bring up in class or need extra help, come talk to me. ☺

**LA Hale’s COM 128 Fall 2019 Calendar**

**REVISIONS:** This document is simply a guide and changes can be made as they best serve the pace of your specific class. That being said, due dates of assignments rarely change. Revisions usually only occur in terms of which chapters will be covered on which days. I reserve the right to alter this schedule to fit the needs of the class and time constraints. In the event I make changes, I will notify you in class and by email/ReggieNet.

\*\*\* This calendar is pretty tight and non-negotiable in the beginning half of the semester. However, I leave flexibility towards the end as everything gets much busier with everyone. If we need to do so, I reserve the right to alter this schedule to fit class and time needs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key: IC = In Class |  |  |  |  |
| **Week & Date** | **To be read BEFORE class** | **What we are doing in class** | **Assignments DUE in class or on Reggie** | **Upcoming Work** |
| 1-M 19 August |  | Syllabus, Introductions |  | Syllabus Contract |
| 1- W 21 August |  | Whole Class Meeting | Syllabus Contract |  |
| 1- F 23 August |  | Whole Class Meeting |  |  |
| 2- M 26 August |  | Chapter ID Work Time |  |  |
| 2- W 28 August |  | Chapter ID Work Time |  |  |
| 2-F 30 August |  | Chapter ID Work Time and/or Project Time | **Chapter IDs & Discussion Questions are in BlackBoard FORUMS by 11:59 p.m. M, Sept 2** |  |
| 3-M 2 September |  | **LABOR DAY!** |  |  |
| 3- W 4 September | Ch. 1 The Study of COM, Gender & Culture | **ID:**  **Discussion** | **No quiz over chapter 1** |  |
| 3- F 6 September |  | **Project Workshop Hybrid Day** | **Reflection due via Reggie before the start of class (Remaining reflections will be due on Wednesdays before class.** |  |
| 4-M 9 September | Ch. 2 Theoretical Approaches to Gen Development | **ID:** | **Quiz 2** |  |
| 4-W 11 September |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 4-F 13 September |  | **Project Workshop Hybrid Day** |  |  |
| 5-M 16 September | Ch. 3 Rhet. Shaping of Gen: Competing Images of Men | **ID:** | **Quiz 3** |  |
| 5-W 18 September |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 5-F 20 September |  | **Project Workshop Hybrid Day** |  |  |
| 6-M 23 September | Ch. 4 Rhet. Shaping of Gen: Competing Images of Women | **ID:** | **Quiz 4** |  |
| 6-W 25 September |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 6-F 27 September |  | **Project Workshop Hybrid Day** |  |  |
| 7-M 30 September | Ch. 5 Gendered Verbal COM | **ID:** | **Quiz 5** |  |
| 7-W 2 October |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 7-F 4 October |  | **Project Workshop Hybrid Day** |  |  |
| 8-M 7 October | Ch. 6 Gendered Nonverbal COM | **ID:** | **Quiz 6** |  |
| 8-W 9 October |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 8-F 11 October |  | **Project Workshop Hybrid Day** |  |  |
| 9-M 14 October | Ch. 7 Becoming Gendered | **ID:** | **Quiz 7** |  |
| 9-W 16 October |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 9-F 18 October |  | **Project Workshop Hybrid Day** | **Reflection 3 of 4 Due** |  |
| 10-M 21 October | Ch. 8 Gendered Educ: COM in Schools | **ID:** | **Quiz 8** |  |
| 10-W 23 October |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 10-F 25 October |  | **Project Workshop Hybrid Day** |  |  |
| 11-M 28 October | Ch. 9 Gendered Close Relationships | **ID:** | **Quiz 9** |  |
| 11-W 30 October |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 11-F 1 November |  | **Project Workshop Hybrid Day** |  |  |
| 12-M 4 November | Ch. 10 Gendered Org. COM | **ID:** | **Quiz 10** |  |
| 12-W 6 November |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 12-F 8 November |  | **Project Workshop Hybrid Day** |  |  |
| 13-M 11 November | Ch. 11 Gendered Media | **ID:** | **Quiz 11** |  |
| 13-W 13 November |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 13-F 15 November |  | **Project Workshop Hybrid Day** |  |  |
| 14- M 18 November | Ch. 12 Gendered Power & Violence | **ID:** | **Quiz 12** |  |
| 14- W 20 November |  | Day 2 of Ch. | **Reflection due via Reggie before the start of class** |  |
| 14- F 22 November |  | Select Order of Presentations – LAST WORK DAY! |  | All Presentation documents are due on performance day. |
| M 25 – F 29 November | NO CLASS!!! | Thanksgiving is prime gender observation time!! | **INCLUDE a Reflection of your interactions with whom you spend this break.** | Project Presentations |
| 15- M 2 December |  | **Project Presentations** |  |  |
| 15- W 4 December |  | **Project Presentations** |  |  |
| 15- F 6 December |  | **Project Presentations** |  |  |
| 16 – Final Period |  | Day & Time TBD by University – Check MY around mid-semester for specifics | **Reflection Synthesis in Class** |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*\*THESE LAST TWO PAGES NEED TO BE PRINTED, COMPLETED AND TURNED IN TO LEE ANNE BY THE END OF THE FIRST WEEK.\*\*\*\***

COM 128 Gender in the Humanities Syllabus Contract

Illinois State University - Instructor Lee Anne Hale – Fall 2019

**Please initial by each agreement and complete the questions following.**

**\_\_\_\_\_** I understand Lee Anne wants me to succeed and she will give me all of the instructions needed to do so. If I feel I don’t have enough info in order to be successful, **I will ask her for help**.

\_\_\_\_\_ I have received and read a copy of the syllabus and calendar for this course and agree to the terms. Specifically, I understand the following are my responsibilities and my failure to comply may result in point deductions and possibly failure from the course.

\_\_\_\_\_ I understand the calendar is a guide and while chapters to be read may change according to the needs of the class, due dates will likely not change and they are my responsibility. In the event there is a change, Lee Anne will notify me and that revision is again my responsibility.

\_\_\_\_\_ I understand I need to check my ilstu and ReggieNet frequently for updates/revisions.

\_\_\_\_\_ I understand ReggieNet may not have all of my grades updated immediately. However, Lee Anne has provided a point-breakdown table in the syllabus in which I can record my grades and calculate those on my own at any time.

\_\_\_\_\_ I understand this is a college-level course meaning that Lee Anne expects me to read the syllabus and calendar, check ReggieNet and email, look for the answers in the book, class notes, and spiral book. I understand Lee Anne wants me to learn how to be independent and, as a result, she will not give me the answers to every question **because she wants me to *learn how to learn***.

\_\_\_\_\_ I am committed to being fully present each day in class and it is my responsibility to listen for directions, changes, and other announcements.

\_\_\_\_\_ I also understand taking notes in class, even if a PowerPoint is not up, will help me learn and retain information pertinent to my success as some info will only be verbally delivered.

\_\_\_\_\_ If I am having difficulty or questions/concerns, I can communicate with Lee Anne.

\_\_\_\_\_ I understand I am not allowed to have my phone on during class. I understand that I cannot answer or make calls, text, or surf with my phone/laptop during class.

\_\_\_\_\_ I understand if I do not complete all three speeches for whatever reason, I cannot pass the class.

\_\_\_\_\_ I understand Lee Anne has the right to change the schedule as needed with the agreement that she will announce such information via email, ReggieNet, or during class.

\_\_\_\_\_ I understand if I do not comply with the guidelines (behavior, presentation), I could be at risk for failing the course.

\_\_\_\_\_ I understand if I am absent, it is my responsibility to get missed information and to remain up-to-date with coursework and preparations.

\_\_\_\_\_ I understand the 20-point deductions associated with missing a presentation day on which am scheduled as a speaker and/or a listener.

\_\_\_\_\_ I understand not being a supportive audience member and engaging in negative behaviors such as sleeping, eating, texting, etc., during a classmate’s speech can have serious consequences to my total points.

\_\_\_\_\_ I understand any assignments not stapled, not typed, and/or late will not be accepted.

\_\_\_\_\_ I understand I am responsible for material on revised due dates as long as Lee Anne communicates the revised due dates with me.

\_\_\_\_\_ I understand that the hybrid schedule affords me the in-class time to work individually, with a partner, or a group on our Instructional Discussions and/or final semester project. I will be accountable to myself and/or partner(s) regarding absences, communication, and productivity. These days are not days off of class or considered cancelled.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_­­\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What year are you? \_\_\_\_\_\_\_\_\_\_ transfer student?\_\_\_\_\_\_ Do you live on campus? \_\_\_\_\_\_\_

How many classes are you taking? \_\_\_\_\_\_ Do you work? \_\_\_\_\_\_ If so, how many hours? \_\_\_\_

**Please answer the following.**

How are you feeling about this course?

Any other information that you would like to share regarding your role as a student in this class? Concerns?