

Monterey Peninsula College Linguistics Department

LING 25 - "Introduction to Language and Gender"

INSTRUCTOR: Richard Abend (*Please call me Richard*)

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OFFICE: Online by appointment

COURSE DESCRIPTION:

"Introduction to Language and Gender" is about language and its relationship to our ideas about men and women. Our class reviews four different approaches to this analysis: deficit, dominance, difference, and dynamic. I find the course content to be extremely interesting and enlightening, and I hope your reaction will be the same.

GE AREAS MPC - C, D, E1, F CSU - C2, D1 IGETC – 3B, 4A

REQUIRED TEXT: No text is required. All materials are available or linked from this course. [MPC Library](#) Electronic Databases are available for research assignments.

ONLINE COURSE STRUCTURE:

This is a fully-online course. All course activities and resources can be found through our course website on Canvas (through Lobo Apps). At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Canvas such as discussion forums, quizzes, and email. All of the learning activities will be completed in your own time so long as they are completed by the dates and times shown in the course schedule.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check our course Canvas site for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements.

COURSE REQUIREMENTS

Internet connection and access to Lobo Apps and Canvas.

CANVAS ACCESS & TECHNICAL ASSISTANCE:

To reach our Canvas class website click Lobo Apps from the [main MPC Website](#) (www.mpc.edu). You will need access to the Internet and a [supported Web browser](#). For 24/7 technical support click the Help link in the left column in Canvas.

[Canvas Login](#)

[Contact the MPC Online Help Desk](#)

[Online Student Orientation and Support](#)

STUDENT LEARNING OUTCOMES

1. Demonstrate knowledge of gender related sociolinguistic research.
2. Analyze differences between masculine and feminine gendered language.

GENERAL EDUCATION OUTCOMES

MPC Area C, Humanities:

Upon successful completion of this area, students will have demonstrated an ability to analyze and interpret human thought, achievement, and expression relevant to such branches of knowledge as philosophy, literature, and/or the fine and performing arts, and to communicate the results.

MPC Area D, Social Sciences:

Upon successful completion of this area, students will have demonstrated an ability to critically examine and comprehend human nature and behavior, social traditions, and institutions.

MPC Area E1, Life-Long Learning and Self Development--Wellness:

Upon successful completion of this area, students will have demonstrated an ability to analyze how physical, social, emotional, and/or intellectual factors contribute to wellness and healthful living.

MPC Area F, Intercultural Studies:

Upon successful completion of this area, students will have demonstrated an ability to examine interactions and interconnections across cultures.

COURSE OBJECTIVES - Upon successful completion of the course, you will be able to:

- classify behavior as gender performance or the result of biological sex
- analyze our own gendered language behavior along the criteria of historical theories and feminist movements
- apply sociological theories to explain our own behavior as a human construct
- evaluate our own language behavior in terms of gendered conversational features
- analyze the use of gendered language in the media and advertising
- describe the gendered nonverbal behavior we observe
- describe Lavender linguistics, Polari, and LGBT language in the US
- evaluate nature (biology) versus nurture (social constructs) as causes of gendered behavior
- interpret the role race plays in gendered language
- assess the role "class" plays in gendered language
- examine the role of ethnicity as a variable in gendered language
- identify gendered, inclusive, and neutral language
- reflect on ourselves and the class in the context of language and gender

You will meet the outcomes listed above through a combination of the following activities in this course:

- readings
- viewing videos
- research
- discussions
- quizzes

TOPIC OUTLINE/CLASS SCHEDULE

WEEK ONE – Familiarizing ourselves with CANVAS

Our OBJECTIVE this first week of the semester is to feel comfortable and confident with the quiz, discussion, and email tools in Canvas.

ACTIVITIES: Week One Presentation, Extra Credit Introduction Discussion, and Extra Credit Syllabus Quiz

WEEK TWO – Sex versus Gender

Our OBJECTIVE in week two is to classify behavior as gender performance or the result of biological sex.

ACTIVITIES: Week Two Presentation, View videos and read web pages, Discussion Week Two, Quizzes A & B

WEEK THREE – Historical Language and Gender Studies

Our OBJECTIVE in week three is to analyze our own gendered language behavior along the criteria of historical theories and feminist movements.

ACTIVITIES: Week Three Presentation, View videos and read web pages, Discussion Week Three, Quizzes A & B

WEEK FOUR – “doing” gender

Our OBJECTIVE is to apply sociological theories to explain our own behavior as a human construct.

ACTIVITIES: Week Four Presentation, View videos and read web pages, Discussion Week Four, Quiz

WEEK FIVE - Conversation

Our OBJECTIVE is to evaluate our own language behavior in terms of gendered conversational features.

ACTIVITIES: Week Five Presentation, View videos and read webpages, Discussion Week Five, Quizzes A & B

WEEK SIX – the Media

Our OBJECTIVE is to analyze the use of gendered language in the media and advertising.

ACTIVITIES: Week Six Presentation, View videos and read web pages, Discussion Week Six, Quizzes A & B

WEEK SEVEN – Nonverbal Behavior

Our OBJECTIVE is to describe the gendered nonverbal behavior we observe.

ACTIVITIES: Week Seven Presentation, View videos and read web pages, Week Seven Discussion, Quizzes A & B

WEEK EIGHT – Reflections on Self and Class

Our OBJECTIVE this week is to share our thoughts on the content and methodology of our class.

ACTIVITIES: Week Eight Presentation, Week Eight Discussion

WEEK NINE – Lavender Linguistics

Our OBJECTIVE is to describe Lavender linguistics, Polari, and LGBT language in the US.

ACTIVITIES: Week Nine Presentation, View videos and read web pages, Week Nine Discussion, Quizzes A & B

WEEK TEN – Nature or Nurture?

Our OBJECTIVE is to evaluate nature (biology) versus nurture (social constructs) as causes of gendered behavior.

ACTIVITIES: Week Ten Presentation, View videos and read web pages, Week Ten Discussion, Quiz

WEEK ELEVEN – Race

Our OBJECTIVE is to interpret the role race plays in gendered language.

ACTIVITIES: Week Eleven Presentation, View videos and read web pages, Week Eleven Discussion, Quizzes A & B

WEEK TWELVE – Class

Our OBJECTIVE is to assess the role "class" plays in gendered language.

ACTIVITIES: Week Twelve Presentation, View videos and read web pages, Week Twelve Discussion, Quizzes A & B

WEEK THIRTEEN – Ethnicity

Our OBJECTIVE is to examine the role of ethnicity as a variable in gendered language.

ACTIVITIES: Week Thirteen Presentation, View videos and read web pages, Week Thirteen Discussion, Quizzes A & B

WEEK FOURTEEN – Inclusive Language

Our OBJECTIVE is to identify gendered, inclusive, and neutral language.

ACTIVITIES: Week Fourteen Presentation, View videos and read web pages, Week Fourteen Discussion, Quizzes A & B

WEEK FIFTEEN – MakeUp Discussion

Our OBJECTIVE is to make up one missed response and/or one missed reply from weeks two through fourteen.

ACTIVITIES: Week Fifteen Presentation, Week Fifteen Discussion

WEEK SIXTEEN – Self-Assessment/Class Assessment

Our OBJECTIVE is to reflect on ourselves and the class in the context of language and gender.

ACTIVITY: Week Sixteen Final Discussion

GRADING

This course awards letter grades (LG) unless you opt to receive a Pass/No Pass (P/NP) grade. Discuss this option with [a counselor](#) if you are considering it. A special “Pass/No Pass Grade Request Form” must be submitted during the first four weeks of the semester to be eligible for this option. [Tutoring and Support Services](#) are available to every MPC student.

Grading Scale:

A or P = 100 – 90%
B or P = 89.9 – 80%
C or P = 79.9 – 70%
D or NP = 69.9 – 60%
F or NP = 59.9% or lower

Grade Calculations:

DISCUSSIONS* **70% of total grade**

Required Discussions (Weeks 2-7, 9-14 and week 16)

During the course of the semester, each person posts three responses worth up to 30 points each (90 points total) and nine replies worth up to 5 points each (45 points total). The week 16 discussion is worth 15 points. The total number of points possible on these discussions is **150** points. The optional week 8 discussion is worth 10 points that are added to your discussion totals for the semester. **A perfect score in the discussions is 150 points.**

*Each discussion contains a rubric that explains the scoring for that discussion.

QUIZZES **30% of total grade**

We have 21 quizzes during the semester which total 540 possible points.

EXTRA CREDIT

There are two extra credit opportunities available only during the first week of the semester. You can earn up to 4% points added directly to your final grade in the class.

- **The Extra Credit Introduction Discussion (1-3 points possible; see discussion rubric for details)**
- **Extra Credit Syllabus Quiz (1 point)**

***CAUTION!** *While the semester is in progress, CANVAS “Grades” indicates your class percentage according to the activities you have completed. When the semester ends, zeroes are added to your grade calculation for any missed quizzes or missed Discussions. This may lower your total percentage for the class.*

LATE WORK

All our discussions and quizzes close on Sunday at midnight of each week. There is one MakeUp opportunity in Week Fifteen. You may submit one discussion response and one discussion reply during this week. Discussions close at midnight each Sunday evening and no postings are accepted after that time.

VIEWING GRADES AND FEEDBACK

The points you receive for graded activities will be posted to the Canvas GradeBook. Click Grades from the Course Navigation menu at the left of the Canvas course home page to see your grades. Quiz scores are displayed immediately upon submission of your quiz. Discussion feedback is available within 12 hours of your posting. Discussion scores are available within the first two days of the following week.

COURSE COMMUNICATION

My first choice of communication with you is through email rabend@mpc.edu. I respond to emails seven days a week, usually within 12 hours. My second choice of communication is through my on-campus office phone (831) 646-4112. Leave a message and I will respond within a day, seven days a week. If you don't hear back from me within a day, please email or call me again. You can also share any concerns, comments or questions you have anonymously on the **Anonymous Survey** linked from our course Home Page and can communicate with other class participants in the **Student Hang-Out** also linked from our course Home Page.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Richard know as early as possible. You will find that building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing me when difficulties arise during the semester so that we can work together to find a solution.

COMPLETE ASSIGNMENTS

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.

DROP POLICY

The number of times a student may attempt a class is limited to three times per class by the California Community College system. To prevent any future problems, if you have not completed at least one discussion or quiz during the first two weeks of class, you can be dropped without any record of you having registered for the class. Beginning in the third week of the semester, a drop from the class is noted by a **W** on your official college transcript. The last day to drop a class is the 12th week of the semester. It is your responsibility to drop the class after the second week of the semester.

INCOMPLETE POLICY

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will be assigned if the only assignment missing is the Final Project or final exam. All incomplete course assignments must be completed within one year.

INFORM YOUR INSTRUCTOR OF ANY ACCOMMODATION NEEDED

If you have a [disability](#) and would like to request accommodations, please contact the instructor during the first week of the semester so that your [accommodations](#) may be provided in a timely manner. [Access Resources Center](#) (SS&I) provides assistance in determining and facilitating appropriate accommodations for students with verified disabilities. The SS&I office is located on the first floor of the Student Services building (STS 115) and can be reached by phone at 831 646-4070.

MPC's Academic Honesty Policy & Procedures

From the [MPC Academic Catalog](#): Academic honesty is a cornerstone of the educational community; therefore, students are expected to understand the standards of academic honesty as they pertain to students' behavior in the classroom.

Plagiarism

It is important for students to acknowledge sources that are used for completing classroom assignments. Plagiarism is a form of academic dishonesty.

Plagiarism may be any one of the following:

1. Verbatim copying without proper documentation of the source(s).
2. Paraphrasing without proper documentation of the source(s).
3. Unacknowledged appropriation of information or ideas from someone else.

If students have any questions about these forms of plagiarism or about an assignment they are preparing, they should ask their instructor for clarification rather than risk unintentional plagiarism.

Cheating

It is important for students to act in an honest and trustworthy manner. Work performed on examinations or other forms of evaluation must represent an individual's own work, knowledge and experience of the subject matter. Students are expected to follow the classroom rules established by the instructor.

Cheating may be any one of the following:

1. Unauthorized looking at or procuring information from any unauthorized sources or from another student's work during an examination or from any work that will be graded or given points.
2. Unauthorized acquiring, reading or learning of test questions prior to the testing date and time.
3. Changing any portion of a returned graded test or report and resubmitting it as an original work to be re-graded.
4. Presenting the work of another as one's own for a grade or points.
5. Knowingly assisting another student in cheating.

This list is not all-inclusive and the list itself is not meant to limit the definition of cheating to just these items mentioned.

Consequences of Academic Dishonesty

The disciplinary action for cheating or plagiarism is up to the discretion of the instructor. The instructor may select one or more of the following options:

Issue an oral or written notification and warn the student that further acts of this sort will result in additional disciplinary action.

1. Issue an "NP" or a failing grade ("F") or "0" for the assignment in question.
2. Refer the student to the Vice President for Student Services for disciplinary action.