

# Communication, Language, & Gender

Spring 2024  
COMM 281  
Class # 2964

**Instructor:** Joanna Chromik

**Course Meetings:** T/TH 11:30AM - 12:45PM

**Course Location:** School of Communication Room 014

**Mailbox Location:** SOC front desk at 51 E Pearson

**Email:** jchromik@luc.edu

**Office Hours:** by appointment only via Zoom

## Course Overview

This course explores the role of communication practices in the production, reinforcement, and transformation of gendered identities. Students will learn how gender expectations within cultural contexts are created. They will also learn some of the ways that deeply rooted assumptions limit social change and guide communication. This class also satisfies the Engaged Learning requirement in the **Service-Learning category**. This means that you will also consider the ways that gender intersects with social institutions, and critically reflect on the relationships between students, universities, and community partners. How does one's own positionality impact how we serve others? What does it mean to perform gender, and how does that performance impact *both* how we see ourselves and how others see us? How do issues related to communication and gender intersect with community work? These are just some of the questions we'll be considering this semester...

## Course Objectives

Over the course of the semester, you will :

- Learn about the ways in which gender expectations within cultural contexts are created.
- Understand the ways that deeply rooted assumptions limit social change and guide communication.
- Apply theories of communication and gender to service-learning experience.
- Critically reflect on service-learning, community relationships, and university partnerships.
- Craft public-facing writing and explicate nuances of writing for different audiences.
- Complete the Loyola University Engaged Learning requirement by Service-Learning.

## Course Elements

Points	Percentage Weight	Point Split	% Split	Assignment Group	Assignments
300 pts	30 %			<b>Group Project: Wikipedia Page</b>	
		7	2.33 %		Wikipedia Training Modules (7) (P/F)
		30	10 %		Wikipedia Exercises (2) (P/F)
		40	13.33 %		Draft 1 (P/F)
		40	13.33 %		Peer Review + Resp. (P/F)
		90	30 %		Final Article Submission (G)
		3	1 %		Group Peer Assessment (P/F)
		90	30 %		<b>Final Classroom Presentation (G)</b>
210 pts	21 %	30 each		<b>Service-Learning Reflections (7) (P/F)</b>	
140 pts	14%			<b>Service-Learning Professionalization Activities (P/F)</b>	
		5	3.57 %		Successful Submission of ORG Partner + Group
		10	7.14 %		Successful Submission of LUC SL Documentation
		20	14.28 %		Submission of Weekly Check-in JRNL – Documenting Visits
		25	17.85 %		First Contact w/ORG, Email Draft Memo, When2Meet
		20	14.28 %		Documentation of Professional Contact
		60	42.85 %		Thank You Card + E-Memo
120 pts	12 %			<b>Reading Discussions &amp; Responses (12) (P/F)</b>	
30 pts	3 %			<b>Syllabus Quiz (P/F)</b>	
150 pts	15 %			<b>End of Semester Reflection (G)</b>	
50 pts	5 %			<b>† Digital Ethics Symposium (G)</b>	

The course is split across *four major assignment* groups. The assignments listed in each group are split into percentage values, but the class itself is worth 1000 points.

† This is the **one and only** assignment that is eligible for the 10% late policy. **All other assignments** are time-sensitive and/or depend on collaboration between you and your peers and the service-learning community partners! Therefore, if these assignments are late, they can't be included in collaborative activities. Those assignments marked with a (G) receive a letter grade. Those marked with (P/F) are considered pass/fail (also known as, complete/incomplete). This means you will receive either full credit or 0 points, pending meeting all assignment requirements. **Please be aware that you must earn a minimum of a C- to have a course count toward your major.**

## Course Materials

- Palczewski, C.H., McGeough, D.D, DeFrancisco, V. P. (2023). *Gender in Communication: A Critical Introduction*. SAGE Publications.
- Additional .PDF readings found on Sakai.

You may be required to view films or videos outside of class time, please refer to the assignment sheet and/or discussion board for more details. Please be aware that you can access films and other media resources using either the Loyola library (Canopy streaming service) or a Chicago Public Library.

## Grading Scale

Grade	Percentage	What it Means
A	100-94	<b>Superlative work.</b> Addresses all the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Demonstrates intentional choices in style, grammar, spelling, and punctuation that contribute to the clear communication of information and ideas.
A-	93-90	
B+	89-88	<b>Excellent work.</b> Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Demonstrates intentional choices in style, grammar, spelling, and punctuation. Rare issues in the clear communication of information and ideas suggests that the writer has control over their rhetorical purpose and editing choices.
B	87-83	
B-	82-80	
C+	79-78	<b>Adequately</b> meets all the requirements of the assignment. Clearly addresses the main issues and ideas the assignment articulates. Writing is readable overall with occasional lapses in correctness and style. Punctuation, spelling, source citation, and other mechanical matters largely contribute to the clear communication of information and ideas.
C	77-73	
C-	72-70	
D+	69-68	Barely meets the requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight. Frequent inconsistencies in style, grammar, and mechanics impact readability and indicate a lack of careful proofreading and/or rhetorical purpose.
D	67-63	
D-	62-60	
F	59-0	Fails to meet the requirements of the assignments. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate rhetorical purpose and careful choice-making in relation to language use.

## Major Assignment Categories

### Group Project — Wikipedia Page

You will be working in a small group to craft a Wikipedia page for your community partner, partnering with WikiEdu.org to complete this task. You will be accountable for several tasks on the WikiEdu platform, and the class will be working with Dr. Helaine Blumenthal from Wiki Education to support this process. This Wikipedia Page assignment is scaffolded through several different smaller activities, outlined in the Course Elements table. At the end of the semester, you will need to complete a group presentation that a) applies communication and gender theories to your service-learning experience b) provides a critical reflection on the service-learning experience and the nuances of slow relationship building c) explicates your experience in crafting public-facing writing. See more details on assignment sheet.

## Service-Learning Reflections (7)

On the Course Schedule you will find 10 opportunities to submit a Reflection on your Service-Learning experience. Some of these will have a specific prompt, others will be opportunities for you to independently connect the material that we are covering in class with your experiences. **Please note that those Reflections that are marked with two asterisks \*\* are going to be required and have a specific prompt, there are 5 of these.** You are responsible for writing an additional two Reflections on your own. These are marked REFL in the Course Schedule. The expectation is that your Reflection is going to be at minimum 1 single-spaced page of a Word document, this amounts to a 500-word minimum. See more details on assignment sheet and template for submission.

## Service-Learning Professionalization Activities

Throughout the semester you will be expected to keep abreast of not only completing and documenting your Service-Learning requirement but maintaining a positive working relationship with your community partner (CP). There are several assignments throughout the semester that will prepare you to craft engaging and professional communication in the form of emails and Memos. We will be engaging in a reflective process about how to engage in slow relationship building practices. Therefore, one important element of this class will be your ability to stay organized and submit assignments and CP communications in a timely and respectful manner. Remember, while we all may be living in Chicago, all of our CP have been doing the work of serving the community much longer than a semester-long SL project—a CP has its own organizational rhythm and structure, as students and new volunteers you will have a lot to learn!

## Reading Discussions & Responses (12)

Each week you will need to complete a ~40 page set of readings and participate in an online discussion to prepare for the forthcoming week of class. (For example, if we are actively in the Week 4 meetings of class, you are going to be independently reading and preparing ~40 pages of Week 5 reading materials.)

Beyond completing the readings, this process involves **two steps**: posting an initial Discussion post and additional peer response. Beginning with Week 1, the initial Discussion post will be due on Friday 11:55 p.m. and the peer response is due next Monday at 11:55 p.m. All Discussion posts have specific requirements that include a word count, quotation integration, and expectations for thoughtful engagement and critical analysis. These details can be found in the Sakai discussion board page. Each of the posts, initial and the peer response is worth 5 points (10 point total per week). This assignment is based on a completion grading scale.

At times you will be asked to respond to a specific prompt, and in other instances you will be asked to reflect on the reading and connect it to your personal experience. These prompts will vary from week to week, so make sure that you are carefully reading the instructions. Please note this may also mean that your assigned readings and/or viewing content may change from week to week, so make sure that you are paying close attention to the Sakai Discussion board instructions—they will always be the most up-to-date source for your upcoming assignment!

## End of Semester Reflection

The purpose of the Reflection Essay (1,200 – 1,500 words) is to give you an opportunity to engage in a meta-reflection on your understanding of theories of communication and gender and how they intersect with the relationship-building practices of the service-learning experience. This will also be the space in which you will reflect on the experience of building a Wikipedia page and what it means to participate in crafting public-facing writing. See more details on assignment sheet.

## Spring 2024 Community Partners

Below is a list of community partners we will be working with this semester. With a small group of your classmates, you will be working closely with one of these organizations. Please take time to carefully review their websites to learn about the work that they are doing in the city of Chicago.

- Family Matters - <https://www.familymatterschicago.org>
- Housing Opportunities for Women (HOW) - <https://www.how-inc.org>
- Nourishing Hope - <https://www.nourishinghopechi.org>
- Refugee FORA - <https://www.refugeefora.org>
- Young Chicago Authors - <https://youngchicagoauthors.org>

## Loyola University Chicago Engaged Learning Program & Service-Learning

This course is designated as a “Service-Learning” experience. In short, this means that you will be completing **at minimum 20+ hours of service work in the Chicago community**. We will then be applying communication and gender theories as a lens through which to reflect on your experiences. Important to remember, is that part of the SL experience is not only learning about your own positionality, but relationship building and gaining professional experience. This means that you’ll not only be held accountable to cultivating a healthy classroom atmosphere, but to building and maintaining working relationships with your community partner and classmates. We’ll be reflecting on the SL experience together throughout the semester! To read more about the LUC standards for the Engaged Learning requirement, please visit the following link: <https://www.luc.edu/celts/programs/engagedlearning/approvedclasses/service-learning/>

# Course Policies

## Student Needs & Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

## Discussion & Writing Environment

In this course we will at times be discussing topics that are controversial and very personal for some people, so please think carefully before you contribute to discussion and make sure you are responding to your classmates respectfully. Any rude or demeaning behavior runs the risk of hurting your class participation grade. This doesn't mean you can't disagree with me or your classmates, just be considerate and polite when you are stating your opinion. It is important to build a classroom climate that is welcoming and safe for everyone. Basically, please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or negative language that may exclude members of our campus and classroom community.

Keep in mind as this is a course about argumentation and advocacy, the goal of the class is not only to discuss theories of argumentation and put them into practice, but to cultivate civility in argumentation/deliberation. The course does not promote any perspective but aims to give you the tools to analyze controversial topics. It is understood that the students' work may not necessarily express their own beliefs.

## Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

## Student Diversity, Equity, and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University—a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

## Time Zones and Deadlines

Assignments due dates are listed in **Central Standard Time (CST)**. This is regardless of what time zone you occupy, should you find yourself crossing time zones when completing your assignments (e.g., Thanksgiving break). For more information about time zones in Sakai, see "Time Zone" under [What is the Preferences tool?](https://sakai.screenstepslive.com/s/sakai_help/m/13982/1/604815-what-is-the-preferences-tool) page. See the full website address here: [https://sakai.screenstepslive.com/s/sakai\\_help/m/13982/1/604815-what-is-the-preferences-tool](https://sakai.screenstepslive.com/s/sakai_help/m/13982/1/604815-what-is-the-preferences-tool).

## Time Management

For every one credit hour in which you enroll, you can expect to spend between 2-3 hours outside of class studying. COMM-230 is a 3-credit course. You can expect to spend between 6-9 hours outside of class studying per week.

## Attendance

Because so much gets covered in our meetings (valuable discussions! consciousness raising! collaborative group work!) it's imperative you don't miss or be late to classes. Your learning is in direct proportion to how much you give to these experiences. Also, your peers are harmed when you do not support the activities and community-building that goes on from day-to-day.

You may miss a total of **two (2) class meetings without point losses**. This amounts to a whole week of class. You should save these for serious sickness or emergencies (basically, try not to use them if you don't need to). **For every absence beyond these 2, you will lose 15 points from your final course grade.** (Remember, the class is designed to be 1000 total points.) For example, let's say that you've been absent 5 times, which means that 3 of these absences will count against your grade. Your point loss would be 15 points 3 times, so 45 points subtracted from your course total. Meaning, your overall final grade would be lowered by 4.5%.

If you are missing class because you are participating in intercollegiate athletics, debate, model government organizations, etc. please provide me with an official scheduling letter, highlighting the events that will require you to miss class.

## Late Work Policy

You must submit all assignments to the course website by the scheduled due date to receive full credit. If you submit an assignment from the † category during the 24 hours following the deadline, your total available points on the assignment will be reduced by 10%, with a reduction of an additional 10% for each 24-hour period after that. This policy applies to all final assignments asterisked with a † in the Course Elements description.

As described in the Course Elements, most assignments are collaborative and depend on group interaction and participation. Because this is a fast-paced course, you'll need to make sure that you are keeping up with your in-person and online interactions with peers. To clarify, if you submit a pass/fail assignment on time but the contents of this assignment do not meet the assignment rubric criteria (for example a minimum word count, or necessary integration of quotations from readings) then the assignment will not receive partial credit (it will be counted as "failed" at 0 points).

## Right of Revision

As course instructor, I reserve the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

## Instructor Feedback

I am happy to provide you with both formative and summative feedback. Formative feedback takes place before a major essay is due and is meant to assist you in meeting the criteria for a successful, final submission. Summative feedback takes place after a major essay has been formally submitted through Sakai. Summative feedback helps to explain the final grade you receive on your writing.

Throughout each unit, I will provide you with formative feedback in the form of brief comments on activities and smaller assignments that are meant to scaffold your writing process, notifying you about complete/incomplete grades, and by monitoring your participation in group activities such as peer review. You can expect to receive graded feedback on major essays within two to three weeks of submission. You can expect faster turnaround times for shorter assignments.

## Email Policy

Per FERPA (Family Educational Rights and Privacy Act), which basically deals with your right to privacy, I cannot discuss grades via email (because it is not very secure). However, I will happily direct you to the course website to check out a grade. We can discuss grades in a video meeting.

Please use professional and appropriate written communication when emailing back and forth with me, and I'll do the same. Please keep in mind that emails to your instructors and professors should not take the same form as text messages. I do my best to respond to email inquiries within **24 hours during the work week** (meaning Monday through Friday, 9 a.m. to 5 p.m.) and by Monday morning if you email me over the weekend. Please note that if there are time zone differences, I may not be able to respond to your questions immediately. Please allow for a full 24 hours before sending me a follow up.

Before emailing me, please check the syllabus and course website to make sure the answer to your question is not there. If the answer to your emailed question is in the syllabus or course website, I will simply respond by telling you to check there.

## Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

## Course Contract

As the course instructor, I reserve the right to use the work you submit in this class for educational purposes not limited to instruction and training, grade norming sessions, program assessment and development. As course instructor, I may use samples of your writing in class workshops or as models of student writing in presentations for pedagogical purposes. Your name and other identifying information will always be removed from essays used for these purposes. All student writers will remain anonymous. By staying in the class, you agree to the all the course policies contained herein.



## Fair Use Policy

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of the instructor, Joanna Chromik, is prohibited. All copies and recordings remain the property of Joanna Chromik. Joanna Chromik reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or Loyola University Chicago policies.

## Course Materials Policy

As the instructor teaching this course, I hold the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. Some of the course content may be downloadable for students who may only have intermittent access to the internet, but you should not distribute, post, or alter this intellectual property. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor.

## Note selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the course notes/study guides or uploading course assignments to these sites in exchange for access to materials for other courses is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides or assignments are being uploaded, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using Loyola University Chicago (LUC) email or via Sakai may also constitute a violation of LUC information technology and LUC intellectual property policies; additional consequences may result.

## Plagiarism

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

## Academic Integrity

As a student at Loyola University Chicago, you are expected to adhere to the standards detailed in the "Community Standards" of the [Office of Student Conduct and Conflict Resolution](#). Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution.

Violations include cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. In addition, posting or downloading answers to quizzes/exams or assignments from online sources is considered academic misconduct. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification in advance.

## School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <https://catalog.luc.edu/undergraduate-academic-standards-regulations/>.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

## Using AI on Assignments

To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.

## Sexual Misconduct, Campus Safety, and Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner ("RCP") under Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at [www.luc.edu/equity](http://www.luc.edu/equity)). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University's [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need

to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at [equity@luc.edu](mailto:equity@luc.edu) or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at [luc.edu/coalition](http://luc.edu/coalition) or [luc.edu/wellness](http://luc.edu/wellness).

## **Managing Life Crises and Finding Support**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral ([LUC.edu/csaa](http://LUC.edu/csaa)) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: [LUC.edu/dos](http://LUC.edu/dos) or [LUC.edu/csaa](http://LUC.edu/csaa); phone number 773-508-8840, email [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu)

## **Loyola COVID-19 Policies**

Loyola University Chicago's Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff. Please see more on the latest policy updates on the following page: <https://www.luc.edu/healthsafetyandwellbeing/>

# Course Schedule

WK	Date	Weekly Topic	Readings & Class Materials	Assignment Due Dates <i>all end of day 11:55 p.m.</i>
1	01/16/24	Syllabus & Class Introduction	<ul style="list-style-type: none"> <li>Lois Gould. "The Story of X."</li> <li>Palczewski, Ch.1: Developing a Critical Gender/Sex Lens</li> </ul>	<b>WED:</b> DISC for THURS  <b>FRI:</b> DISC for WK 2
	01/18/24			
2	01/23/24	Theories of Gender/Sex & Why Service-Learning?	<ul style="list-style-type: none"> <li>Palczewski, Ch.2: Theories of Gender/Sex</li> <li>James Dubinsky. "Service-Learning as a Path to Virtue: The Ideal Orator in Professional Communication"</li> <li>(Excerpt) Maxine Hairston: <i>What Happens When People Write?</i></li> </ul>	<b>MON:</b> DISC-R for WK 2  <b>WED:</b> SL: Submit Organization Choice and Group Members  <b>FRI:</b> Syllabus Quiz Due <b>FRI:</b> DISC for WK 3 <b>FRI:</b> REFL1** <b>FRI:</b> SL: Submit (1) Checklist of Mutual Needs (2) Draft Memo
	01/25/24			
3	01/30/24	Gendered/ Sexed Voices	<ul style="list-style-type: none"> <li>Palczewski, Ch.3: Gendered/Sexed Voices</li> <li>Amy Tan, "Mother Tongue"</li> <li>Susan G. Madrea, "One Voice"</li> <li>Hart Micke et al., "Epidictic Listening: From a Reflective Case Study to a Theory of Community Ethos"</li> </ul>	<b>MON:</b> DISC-R for WK 3  <b>TUES:</b> SL: Send Email to Organization  <b>WED:</b> SL: Submit Checklist and When2Meet Calendar  <b>FRI:</b> DISC for WK 4 <b>FRI:</b> WIKI: 2 trainings <b>FRI:</b> REFL2**
	02/01/24			
4	02/06/24	Gendered/ Sexed Bodies & What is an Agent of Social Change?	<ul style="list-style-type: none"> <li>Palczewski Ch.4: Gendered/Sexed Bodies</li> <li>Crenshaw – Interview</li> <li>Ellen Cushman, "The Rhetorician as an Agent of Social Change"</li> </ul>	<b>MON:</b> DISC-R for WK 4  <b>WED:</b> WIKI: 2 trainings, 1 exercise  <b>FRI:</b> DISC for WK 5 <b>FRI:</b> REFL3**
	02/08/24			

5	02/13/24	Gendered/ Sexed Language & <i>Defining the Self</i>	<ul style="list-style-type: none"> <li>• Palczewski, Ch.5: Gendered/Sexed Language</li> <li>• The Combahee River Collective Statement</li> <li>• Patricia Hill Collins “The Power of Self-Definition”</li> <li>• Patricia Hill Collins video</li> </ul>	<b>MON:</b> DISC-R for WK 5  <b>TUES:</b> WIKI: Choose Your Article  <b>THURS:</b> WIKI: 1 training, 1 exercise  <b>FRI:</b> DISC for WK 6
	02/15/24			
6	02/20/24	Social Institutions, University Partnerships, and Community: Or, what does <i>place</i> have to do with it?	<ul style="list-style-type: none"> <li>• Palczewski, Ch.6: An Introduction to Gender in Social Institutions</li> <li>• (Excerpt) Alexis de Tocqueville, Democracy in America</li> <li>• Candice Rai, “Power, Publics, and the Rhetorical Uses of Democracy”</li> <li>• Cella et al., “The Powerful Potential of Relationships and Community Writing”</li> </ul>	<b>MON:</b> DISC-R for WK 6  <b>TUES:</b> WIKI: 2 trainings  <b>FRI:</b> REFL4** <b>FRI:</b> DISC for WK 7
	02/22/24			
7	02/27/24	Our First Social Institution: Family	<ul style="list-style-type: none"> <li>• Palczewski, Ch.7: Families</li> <li>• Zillah Eisenstein, "Individualism and the Patriarchal Family"</li> <li>• (Excerpt) Emma, <i>The Mental Load: A Feminist Comic</i></li> <li>• 2023 PEW Report</li> </ul>	<b>MON:</b> DISC-R for WK 7  <b>FRI:</b> WIKI: Page Draft 1 is Due <b>FRI:</b> REFL5 <b>FRI:</b> DISC for WK 9
	02/29/24			
8	<b>SPRING BREAK</b>	<b>NO CLASS</b>	<b>NO CLASS</b>	<b>NO CLASS</b>

9	03/12/23	Ethics and Transcending Religious Differences?	<ul style="list-style-type: none"> <li>• Palczewski, Ch. 10: Religion</li> <li>• Read 2 Qahera webcomics from Deena Mohamed</li> </ul>	<p><b>MON:</b> DISC-R for WK 9</p> <p><b>TUES:</b> WIKI: Peer Review Two Articles</p> <p><b>FRI:</b> REFL6</p> <p><b>FRI:</b> DISC for WK 10</p>
	03/14/24 — Attend <b>Digital Ethics Symp.</b>			
10	03/19/24	<p><i>“If you love what you do, you’ll never work a day in your life...”</i></p>	<ul style="list-style-type: none"> <li>• Palczewski, Ch. 9: Work</li> <li>• (Excerpt): Barbara Ehrenreich, <i>Nickel-and-Dimed</i></li> <li>• Watch: “Paid Family Leave: Last Week Tonight with John Oliver,” HBO, May 10, 2015</li> <li>• Read Website: National Partnership for Women &amp; Families</li> </ul>	<p><b>MON:</b> DISC-R for WK 10</p> <p><b>MON:</b> Digital Ethics Symposium Assignment Due</p> <p><b>TUES:</b> WIKI: Respond to Peer Review</p> <p><b>FRI:</b> REFL7</p> <p><b>FRI:</b> DISC for WK 11</p>
	03/21/24			
11	03/26/24	Education: Who Gets to Learn What and How?	<ul style="list-style-type: none"> <li>• Palczewski, Ch. 8: Education</li> <li>• (Excerpt): Paulo Freire, <i>Pedagogy of the Oppressed</i></li> </ul>	<p><b>MON:</b> DISC-R for WK 11</p> <p><b>FRI:</b> REFL8</p> <p><b>FRI:</b> DISC for WK 12</p>
	03/28/24			
12	04/02/24	Sexual Violence: Who is Seen as a Victim?	<ul style="list-style-type: none"> <li>• Eliana Suarez and Tahany M. Gadalla. “Stop Blaming the Victim: A Meta-Analysis on Rape Myths.”</li> <li>• Lisa Cuklanz and Soojata Moorti. “Television’s “New” Feminism: Prime-Time Representations of Women and Victimization.”</li> </ul>	<p><b>MON:</b> DISC-R for WK 12</p>
	04/04/24			

			<ul style="list-style-type: none"> <li>• Watch: “Consent,” Law and Order Special Victims Unit, Season 2, Ep. 10 (2001).</li> <li>• Watch: “Law&amp;Order” John Oliver Episode</li> <li>• Alison Phipps, “White Tears, White Rage: Victimhood and (as) Violence in Mainstream Feminism.”</li> </ul>	<b>FRI: REFL9</b> <b>FRI: DISC for WK 13</b> <b>FRI: SL: Documentation of Professional Contact</b>
13	04/09/24	Service-Learning Blind Spots... What About Reciprocity?	<ul style="list-style-type: none"> <li>• (Excerpt) Paula Mathieu – “Students in the Streets” from <i>Tactics of Hope</i></li> <li>• (Excerpt) Joseph Epstein "Reciprocity, or Is It Obligation?" from <i>Friendship: An Expose</i></li> </ul>	<b>MON: DISC-R for WK 13</b>  <b>FRI: REFL10**</b> <b>FRI: DISC for WK 14</b>
	04/11/24			
14	04/16/24	Media, Gender& Showing Up for Community	<ul style="list-style-type: none"> <li>• Palczewski, Ch. 11: Media</li> <li>• Palczewski, Ch. 12: One Last Look Through a Critical Gendered Lens</li> </ul>	<b>MON: DISC-R for WK 14</b>  <b>WED: WIKI: Final Article Submission</b>  <b>FRI: SL: Compilation Submission of Weekly Check-in JRNL</b>
	04/18/24			
15	04/23/24	Final Showcase	<b>PRESENTATION WEEK</b>	<b>MON: SL: Send to Community Partner (1) Thank You Note (2) Memo with Accomplishments, Wikipage Explanation</b>
	04/25/24			