

Course Information



Gender/Cultural Studies(HU,DV)

ENGL 2760-001

Fall 2024

Course Section Information

Meeting Days: Online asynchronous

Meeting Times: Online asynchronous

Classroom: Online asynchronous

Campus: Online asynchronous

Meeting Dates: Fall Semester 2024

Gender/Cultural Studies(HU,DV)

ENGL2760 001

Course Description

Examines multimodal texts to explore how social constructions of gender are formed through discourse. It focuses on the ways in which textuality shapes and is shaped by intersections of gender with race and class, and how humans have understood and made meaning of gender through works of the imagination. Moving from theory to practice, we explore ways to interrupt cycles oppression and bring about social change.

Semester: Fall & Spring

Instructor Information

Name:

Preferred Pronouns:

Email:

Phone:

Office Location:

Office Hours:

Textbooks, Readings, and Course Materials

Authors: N/A

Publication Date: N/A

Title: OER Resources and selected readings and viewings, integrated within Canvas

Subtitle: N/A

Edition: N/A

ISBN: N/A

Publisher: N/A

For more information on textbook accessibility, contact Accessibility & Disability Services at



Course Student Learning Outcomes

- Identify and interpret, through writing and discussion, major theoretical strands of gender theory.
- Identify and critique multiculturalism, privilege and stereotyping, in their written work and in ongoing class discussions.

- describe and evaluate the interaction between gender theories and contemporary historical contexts.
- Investigate, in writing and in class discussion, the interrelation of race, class, sexual orientation, age, and ability as those classifications influence gender identity and gender-linked behavior.
- Students will analyze a text (in writing) that includes an argument about its meaning and cites evidence from the text to support the argument.
- Students will recognize and explain the interaction in U. S. society between race, class, gender and gender-linked behavior.
- Students will identify and define how language constructs gender and gender expectations.
- Students will identify, express, and critique personal biases.
- Students will express their analyses of class readings orally in ongoing class dialogue, in small group and whole-class settings. Students will practice and apply principles of civil, principled communication through small group and whole-class discussion.

Communication Plan

I will generally respond to email within 24 hours during the week. Weekends and holidays may be longer.

I will typically offer feedback on major assignments within two weeks.

The best way to contact me is via the Canvas Inbox.

How to Succeed in the Course

This is an online asynchronous course, but it is **not** a self-paced one. You are responsible for keeping up with where we are as we move through the course.

Log into Canvas regularly. Use Modules to access all our course materials, as our readings and other materials don't have due dates attached.

Do the readings and viewings.

Participate in our discussion forums during the week.

Do the major projects.

Keep track of what you've done/haven't done. You can click on the Grades tab in Canvas to view your grades; you don't have to ask me what they are.

If you have questions, ask me! If you have extenuating circumstances, email me ASAP and we'll work out a plan. Don't wait until the end of the semester.

Grading Scale

Final Grade Distribution

<i>Grade</i> :	A	A-	B+	B	B-	C+
<i>Percentage</i> :	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%
<i>Grade</i> :	C	C-	D+	D	D-	E
<i>Percentage</i> :	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Course Feedback Survey 1 (ungraded)	Quiz	
	Course Feedback Survey 1 (ungraded)	Quiz	0
	Course Questions	Discussion	0
	DISCUSSION: Introduce Yourself	Discussion	10

	Major Project 1 Peer Review	Discussion	0
8/25	Introductions	Discussion	20
8/27	First Week Check In	Assignment	
8/27	Short Assignment 1: Personal Gender Theory Essay	Assignment	50
8/28	Week 2 Discussion (Initial Post Wednesday, Replies by Sunday)	Discussion	20
9/4	Week 3 Discussion (Initial Post Wednesday, Replies by Sunday)	Discussion	20
9/11	Week 4 Discussion (Initial Post due Wednesday, replies due by Sunday night)	Discussion	20
9/18	Week 5 Discussion	Discussion	20
9/25	Week 6 Discussion	Discussion	20
9/29	Short Assignment 2: Privilege, Oppression and Biases	Assignment	50
10/2	Week 7 Discussion	Discussion	20
10/9	Week 8 Discussion	Discussion	20
10/16	Week 9 Discussion	Discussion	20
10/16	Major Project 1: "My Gendered Life" Photograph Analysis	Assignment	100
10/23	Week 10 Discussion	Discussion	20

10/30	Week 11 Discussion	Discussion	20
11/6	Week 12 Discussion	Discussion	20
11/8	Short Assignment 3: Film Response	Assignment	20
11/13	Week 13 Discussion	Discussion	20
11/17	Short Assignment 4: News Article Analysis	Assignment	20
11/20	Week 14 Discussion	Discussion	20
11/25	Major Project 2 Peer Review	Discussion	40
12/2	Short Assignment 5: Personal Gender Theory Essay Revisited	Assignment	20
12/9	Major Project 2: Virtual Gallery and Analysis with e-portfolio submission	Assignment	200

Coursework & Assignment Descriptions

Because this is an online asynchronous course, we will have several types of assignment groups, which are weighted as a percentage of the total course grade.

All Discussions together = 30% of course grade

These will consist of our weekly discussion forums, which will always require responses to at least one peer (usually two). Initial posts are always due on Wednesday by 11:59 PM, and peer responses are always due by Sunday at 11:59 PM. The first week of our course and official SLCC holidays are exceptions.

All Short Assignments together = 20% of course grade

These include reading responses and other short assignments, like the Introduce Yourself one in the first week.

Both Major Projects together = 40% of course grade

These are the two major projects in the course; one is due around midterm, right before fall break, and the other is due during Finals Week.

Final Reflection = 10% of course grade

The final reflection is an important part of this course, as it allows us to reflect on what we've learned, how our thinking may have changed or our understanding expanded, what we've learned about scholarly inquiry and research, and our thoughts about gender and ourselves.

General Education Information

General Education Statement

This course fulfills the **DV; HU** requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections between such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

ePortfolios

Each student in general education courses at SLCC is to create and maintain a General Education ePortfolio. Instructors in every general education course will ask you to put at least one assignment from the course (known as the "Signature Assignment") into your ePortfolio and accompany it with reflective writing.

The Many Uses of ePortfolios

Your General Education ePortfolio tells your SLCC learning story. Your ePortfolio enables you to introduce yourself to your professors and classmates, showcase your learning, and reflect on how your courses connect to each other, your life, goals, and community. The ePortfolio is intended to help you connect with other students and communicate with professors about how you learn, what you are taking away from your experience, and what supported your learning in their class. Professors can use your ePortfolio to get to know you before class and use your reflections and signature assignments to continuously improve their teaching.

Your General Education ePortfolio will also help you weave together the concepts you learn across all general education courses. To do this, each general education course you take at the college will ask you to demonstrate your engagement with the general education learning outcomes by designing a course-specific ePortfolio page that includes a course-specific "Signature Assignment" and reflection. When you finish your time at SLCC, your ePortfolio can provide a multimedia showcase of your educational experience and tell the story of your learning growth while at SLCC. You can learn more by visiting the [ePortfolio help site](#).

Connect Your ePortfolio to MySLCC

For us to learn from your ePortfolio and provide effective support, your ePortfolio must be connected to your MySLCC account. To connect your portfolio to MySLCC:

1. Copy the URL for your ePortfolio from the web browser.
2. Click [here](#) and then click "Submit" under General Education ePortfolio.
3. Paste the link to your Welcome page and click "Save."
4. Finally, confirm that everything worked by clicking on the link and making sure it goes to your Gen Ed ePortfolio Welcome page.

Need Assistance?

If you would like virtual or in-person help with your ePortfolio please [sign up here for an ePortfolio appointment](#) . Questions regarding the ePortfolio can be directed to ePortfolio@slcc.edu

Course Content Warnings/Trigger Warnings

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery

- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

How to Navigate to Canvas

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to elarningsupport@slcc.edu.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Additional Class Policies

Writing App Policy

We use Google Docs for text-based assignments; no Word, PDFs, or anything else.

You will get a **Shareable Link, with permissions set to Anyone With the Link and Commenter or Editor**, and submit that. I likely will make comments on your docs, and I may look at your version history.

You must do your writing, revision, and editing in the Google Doc. DO NOT write in a different program and then copy/paste your finished assignment into a Google Doc.

Late Work Policy

Generally, I don't deduct points for late work other than discussions unless it's more than three days late. We are all busy and most students here at SLCC also have jobs and family responsibilities. I understand this, as I was also a non-traditional student who earned my BA and MFA in English while raising a large family and working.

If you have a circumstance that's causing you to not be able to submit work on time, please talk to me about it as soon as possible so we can figure out a way to handle it. I want you to succeed!

That said, it's important to keep up with our course and participate in the discussion forums on time, particularly since this is an online asynchronous course.

Participation in discussion forums more than three days but less than one week past the due date may result in a 10% late work deduction. After one week past the due date, you may not participate unless we've made arrangements for you to do so based on an extenuating circumstance.

Other assignments that are more than two weeks past the due date will not be accepted unless you have official accommodations or a serious extenuating circumstance.