

Course Information



Gender/Cultural Studies(HU)

ENGL 2760-001

Fall 2025

Course Section Information

This is an online section. You will complete your assignments independently through Canvas and have online discussions with your classmates.

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

Textbooks, Readings, and Course Materials

Authors: Open source texts

Title: A text book is not required.

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

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.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Q & A	Discussion	0

Due Date	Assignment Name	Assignment Type	Points
	Resources & Items of Interest	Discussion	0
9/2/25	Introductions	Discussion	20
9/2/25	Orientation Quiz for Extra Credit	Quiz	11
9/3/25	Week 2 Discussion	Discussion	20
9/6/25	Short Assignment 1: Personal Gender Theory Essay	Assignment	40
9/10/25	Week 3 Discussion	Discussion	20
9/12/25	Short Assignment 2: Privilege, Oppression and Biases	Assignment	50
9/17/25	Week 4 Discussion	Discussion	20
9/24/25	Week 5 Discussion	Discussion	20
10/1/25	Week 6 Discussion	Discussion	20
12/8/25	ePortfolio	Assignment	100

Grading Scale

94-100% = A
90-93.9% = A-
87-89.9% = B+
84-86.9% = B
80-83.9% = B-
77-79.9% = C+
74-76.9% = C
70-73.9% = C-
60-69.9% = D
0-59.9% = F

Engagement Plan

- What I expect from you:
 - Log into our Canvas site regularly.

1. This course is not self-paced. There are important weekly deadlines that you will need to meet in order to be successful with the work.
 2. I will post updates about class, including any changes to deadlines, to the Announcements page of our Canvas site. The three most recent announcements will appear at the top of the homepage; you can access them [here](#), or by clicking on the announcements link on the course navigation menu at the left of the screen.
- Manage your time, and don't fall behind on your work.
 1. Each activity in the course is meant to build your knowledge as we work towards an understanding of the course concepts. Falling behind on the weekly work will cause you to fall behind on understanding later readings, contributing meaningfully in group discussions, and completing major projects.
 - Take the time to read and respond to your classmates' ideas carefully, with as much thought, integrity, and respect as you would like others to give to your own work.
 1. Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course dealing with sensitive issues, these topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, disgust, resentment. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful.
 2. I expect everyone to be prepared to discuss the readings in a mature and respectful way. If you think a particular reading or topic might be especially challenging or unsettling, you can approach me ahead of time to talk through your concerns and, if necessary, find an alternate assignment for you. Likewise, if you are struggling to keep up with the work because of the course content or a personal reason, you should speak with me.

3. Above all, please be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.
- Communicate with me.
 1. The concepts in this course can be difficult to wrestle with. If you're having trouble with a reading, with understanding and assignment, or have to miss any deadlines, let me know as soon as possible. I am here to help and will do my best to work with you to navigate this course successfully.
 - What you can expect from me:

As your instructor, I hold myself to the same expectations that I've set forth for you here. In addition, I also promise to:

- I will respond to all Canvas emails in a timely manner (during the work week -- M-F -- I try to respond within 24 hours or less; my weekend response times, Sa-Su, will be longer).
- Return feedback and grades on both weekly discussions and essays in a timely manner (generally within a week of the submission deadline for shorter assignments; feedback on longer writing assignments may take more time).
- Notify you ASAP of any changes and/or disruptions to the posted schedule on the Announcements page.
- Though I probably won't respond directly to each comment on the weekly discussion boards, I promise that I will read everything you write contribute where helpful. I will also intervene when necessary, but if I happen to miss an online interaction, or something is unpleasant or causes you concern, please send me a private message through the Canvas Inbox and I will be happy to work with you to address your concerns. Thank you!

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload

assignments, receive course announcements, and review the class section's syllabus.

General Education Information

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This course fulfills the above 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 in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of 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.

Course Content Advisory

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.

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.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

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, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. 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.

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.

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, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. 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.

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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](#)