

DATA INFORMATION SHEET

Name: _____

Social Security Number _____ - _____ - _____

Local Address _____

Local Phone # _____

E-mail Address: _____@_____

Please list any previous communication courses taken.

Do you consider yourself to be a feminist? If so, why?

Please list hobbies, extracurricular activities and interests.

Please list your specific goals in gender and communication.

How do you anticipate applying the knowledge in this course in your major or career?

I have read the syllabus and am familiar with the work that will be required throughout the course. I know what my responsibilities as a student are in this course and will fulfill my end of the agreement to the best of my ability.

Signature

Date

Policy on Originality of Student Work

All written and/or oral work submitted for credit must be the product of each student's individual effort. The learning process involves making one's own mistakes, then discovering the principles involved and the way to avoid similar mistakes in the future. Information assistance, such as asking another student to review your work and make constructive suggestions about its structure and/or content, proofread a paper for typographical error, or time a speech to ensure that it conforms to limits set for the formal presentation, is an acceptable part of the process of preparing a piece of original work for final evaluation. However, any substantive help you receive, which involves having another write or rewrite your paper or speech, frustrates the learning process. This is a form of cheating and is subject to strict penalty—a reduction in the course grade or in more flagrant cases, failure in the course.

Plagiarism is a term that refers to the use of all or part of someone else's work, or a paraphrase of that work, as one's own. As is the case with other forms of cheating, plagiarism comes with serious penalties. That is not to say, of course, that a writer or speaker must avoid using the words and ideas of others when appropriate. But all such uses, whether directly quoted or paraphrased, must be acknowledged by an informal reference in the discourse (“as Ted Dekker says in his novel *Three...*”) or a formal citation in the text. It is not necessary, however, to cite references to well-known Biblical phrases, familiar tags of poetry or oratory, or readily available information even though it may be new to you. For instance, the names of Columbus' ships are commonly known and thus would not require a citation. If in doubt about when a citation is necessary, consult your instructor.

Although it may not seem obvious, the various forms of cheating, including plagiarism, bear unmistakable marks, such as stylistic variations, which distinguish them from the student's usual work. In order to avoid the inevitable embarrassment and penalties to which cheating leads, it is wise to decide at the outset of your semester in the COMS 420 Gender and Communication Course to credit all sources appropriately and to compose your own speeches and papers.

Plagiarism is one form of academic misconduct. Penalties for academic misconduct are outlined in the University Catalog. You should familiarize yourself with the Ohio University Eastern regulations.

I have read this information and understand what plagiarism involves, as well as the penalties associated with it.

Name

Date

This statement is a paraphrase of Karla Jensen's plagiarism statement in *Public Speaking Competence: Theory & Practice*.

Syllabus
Gender And Communication
COMS 420
1:00-3:00 Mondays & Wednesdays

Class, race, sexuality, gender—and all other categories by which we categorize and dismiss each other—need to be excavated from the inside.—Dorothy Allison

Course Professor: Jason S. Wrench, Ed. D. Office: 357
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COURSE DESCRIPTION

Explores variations in communicative behaviors related to biological sex and psychological gender. Examines female and male communication in intrapersonal, interpersonal, small group, public, and organizational settings.

Required Texts:

Gamble, T. K., & Gamble, M. W. (2003). *The gender communication connection*. Boston: Houghton Mifflin. - 0395962560

Dindia, K., & Canary, D. J. (Eds.). (2006). *Sex differences and similarities in communication: Critical essays and empirical investigations of sex and gender in interaction* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. - 0805851429

Important Websites:

American Psychological Association's Style website - <http://www.apastyle.org>
National Communication Association – <http://www.natcom.org>
Eastern Communication Association – <http://www.ecasite.com>
International Communication Association – <http://www.icahdq.org/>
Interactive Statistical Calculation Page - <http://www.icahdq.org/>
Research Methods Knowledge Base - <http://trochim.human.cornell.edu/kb/>
OU School of Communication Studies - <http://www.coms.ohiou.edu/>
James C. McCroskey, Ed. D. - <http://www.jamescmcroskey.com/>
Virginia P. Richmond, Ph. D. - <http://www.virginiaprichmond-phd.com/>
Jason S. Wrench, Ed. D. - <http://www.roadspeakers.com/jwrench/>
Ohio University Eastern - <http://www.eastern.ohiou.edu/>

GRADING

Final grades in this course will be based on the following:

GRADE	PERCENTAGE
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

ASSIGNMENTS

- Article Highlights (50 % of grade)	1	(5) _____
	2	(5) _____
	3	(5) _____
	4	(5) _____
	5	(5) _____
	6	(5) _____
	7	(5) _____
	8	(5) _____
	9	(5) _____
	10	(5) _____
- 4 Reaction Papers (30 % of grade)	1	(7.5) _____
	2	(7.5) _____
	3	(7.5) _____
	4	(7.5) _____
	5	(7.5) _____
- Concept Map (20 % of final grade)		(20) _____
- Extra Credit		(x) _____

TOTAL _____

You should monitor your own grades. It is very helpful to know your standing in the course at any time during the quarter. Since the passing of the Buckley Amendment by Congress, I am not allowed to give grades over the phone or Internet. However, you may inquire about your grades at anytime in person. Additionally, you may inquire in person about your final exam grade after you have received your quarter grade reports through the mail from the university.

Course Procedures

Attendance

Punctual attendance is expected at all class sessions, *especially* on test days. If you participate in University sponsored activities (e.g., intercollegiate sports), you must inform your instructor ***before*** you are absent. Ohio University Eastern's policy regarding attendance will be followed. Students are responsible for all missed work.

Extra Credit is not guaranteed in this course, but if opportunities arise they will be announced in class.

ACADEMIC INTEGRITY

Honesty and originality are expected in all the work you present in this class. Proper citation and documentation of others' work is required on all oral and written assignments. Plagiarism, cheating, or unethical behavior of any kind will not be tolerated.

AMERICAN WITH DISABILITIES ACT

Any student, who, because of a disability, may require some special arrangements as prescribed by Ohio University Eastern in order to meet course requirements should contact me as soon as possible to make necessary accommodations. Accommodations will be made, but I must be aware of your needs in order to make proper accommodations.

COURSE SCHEDULE

Please note the schedule given on the first day of class is a tentative schedule and changes can be made at the instructor's/course administrator's discretion. To keep on top of any possible changes in the course schedule, regular attendance in class is necessary.

ASSIGNMENTS

Article Highlights

For every chapter we read in both the Gamble & Gamble, Canary & Dindia texts, you will turn in a list of what you thought were the 5 most important points of each chapter you read for that day. These important points will serve as a launch pad for the discussions we will have in class. Article Highlights will be collected at some point during each class period starting in the second week and lasting through the 9th week of the quarter. Since I recognize that you have a busy life during the quarter, you can not turn in 2 sets of Article Highlights without it negatively affecting your grade. Article Highlights are to be turned in during the class period on the day we discuss the readings. If you are absent, your article highlights will not be accepted at a later point unless you provide a documented reason for your absence.

EXAMPLE

Dindia & Canary “Epilogue”

- 1) I really found the concept that gender is a social construction “that is product of enactments between people who, in essence, are ‘doing’ gender.” I think that it’s impossible to truly separate an individual’s conceptualization of gender from her or his environmental conditions. Like Hyde notes, everything from the books one reads to the clothes one wears as a child attempts to engender a child. (p. 415)
- 2) I was surprised to realize that most of the research conducted on gender really only examines a white middle-American middle socio-economic status group. How can we expect to truly understand gender if we attempt to examine it from such a narrow point of view. (p. 417).

Course Reaction Papers

After the first week of class, you will be expected to write four 1-3 page reaction papers to the readings in this class. These papers are not retellings of the material, but application papers of the content within your own life. You can either agree or disagree with the content, but a clear and logical argument for why is expected. On the days you write your course reaction papers, you will not be expected to turn in article highlights. Reaction Papers are to be turned in during the class period on the day we discuss the readings. If you are absent, your reaction paper will not be accepted at a later point unless you provide a documented reason for your absence. At the top of the paper you need to clearly spell out what concept, sentence, or idea you will either be arguing with or illustrating in your paper (please give book name and page number).

Concept Map

In addition to the readings in class, you will be expected to read a book related to gender studies and examine how the content of that book relates to discussions and content within the class. You will orally present your concept map (we will discuss these in class) of the book during the final week of the course. See concept map evaluation form at the end of the workbook for more details.

Tentative Schedule of Course Events

Week Of	Tuesday	Thursday
3/27/06	What is Gender?	Gender Development
	Gamble & Gamble – 1 Dindia & Canary – Epilogue	Gamble & Gamble – 2 Dindia & Canary – 9 & 10
4/3/06	Sex Differences, & Communication	Gender Research
	Gamble & Gamble – Dindia & Canary – 1 & 2	Gamble & Gamble – Appendix Dindia & Canary – 6 & 7
4/10/06	Verbal Communication and Listening	Nonverbal Communication
	Gamble & Gamble – 3 & 5 Dindia & Canary – 12	Gamble & Gamble – 4 Dindia & Canary – 4
4/17/06	Friendships	Romantic Relationships - 1
	Gamble & Gamble – 6 Dindia & Canary – 3	Gamble & Gamble – 7 Dindia & Canary – 18 & 19
4/24/06	Romantic Relationships - 2	The Vagina Monologues
	Dindia & Canary – 17 Online Reading # 1	Gamble & Gamble – Dindia & Canary –
5/1/06	Family	Health & Technology
	Gamble & Gamble – 8 Dindia & Canary – 20	Gamble & Gamble – 11 Online Readings #2 & #3
5/8/06	Classrooms and Organizations	Mass Media
	Gamble & Gamble – 9 & 10 Dindia & Canary – 5	Gamble & Gamble – 13 Dindia & Canary –
5/15/06	Cultural Influences	Power and Sociology & Law
	Gamble & Gamble – Dindia & Canary – 8 & 11	Gamble & Gamble – 12 & 14 Dindia & Canary – 16 & 21
5/22/06	Movements & Politics	Every Day Communication
	Gamble & Gamble – 15 Dindia & Canary –	Gamble & Gamble – Dindia & Canary – 13 & 15
5/29/06	Deception and Course Wrap-up	Concept Map Presentations cont....
	Gamble & Gamble – Dindia & Canary – 14	Gamble & Gamble – Dindia & Canary –
6/5/06	Finals Week – We will Present the Second half of the Concept Maps During Our Final Period	

Gender Related Books

Author	Year	Title	Publisher	Fiction / Non Fiction
Rosalind Barnet & Caryl Rivers	2004	Same Difference: How the Gender Myths are Hurting Our Relationships, Our Children, and Our Jobs	Perseus	Non Fiction
Clara Bingham & Laura Leedy Gansler	2002	Class Action: The Story of Lois Jenson and the Landmark Case That Changed Sexual Harassment Law	Doubleday & Co.	Non Fiction But a novel
Kate Bornstein	1998	My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You, or Something Else Entirely	Routledge	Non Fiction / Humor
Jennifer Finney Boylan	2004	She's Not There: A Life in Two Genders	Broadway Books	Autobiography
Helen Boyd	2003	My Husband Betty: Love, Sex, and Life with a Crossdresser	Avalon Publishing	Autobiography
Judith Butler	1990	Gender Trouble	Routledge	Non Fiction
Judith Butler	1993	Bodies That Matter: On the Discursive Limits of Sex: On the Discursive Limits of sex	Routledge	Non Fiction
Judith Butler	2004	Undoing Gender	Taylor & Francis	Non Fiction
John Colapinto	2000	As Nature Made Him: The Boy Who was Raised as a Girl	Perennial	Autobiography
Morty Diamond	2004	From the Inside Out: Radical Gender Transformation, FTM and Beyond	Manic D Press	Autobiography
Richard C. Francis	2005	Why Men Won't Ask for Directions: The Seductions of Sociobiology	Princeton University Press	Non Fiction
Ann Gallagher & James Kaufman	2004	Gender Differences in Mathematics: An Integrative Psychological Approach	Cambridge University Press	Non Fiction
Sheri Graner Ray	2003	Gender Inclusive Game Design	Thomson Delmar Learning	Non Fiction

Judith Halberstam	1998	Female Masculinities	Duke University Press	Non Fiction
Judith Halberstam	2005	In a Queer Time and Place: Transgender Bodies, Subcultural Lives	New York University Press	Non Fiction
Diana Hales	2000	Just like a Woman: How Gender Science Is Redefining What Makes Us Female	Bantam Books	Non Fiction
Cathi Hanauer & Ellen Gilchrist	2003	The Bitch in the House: 26 Women Tell the Truth about Sex, Solitude, Work, Motherhood, and Marriage	HarperCollins	Non Fiction
Marvin Heiferman & Carole Kismaric	1998	The Mysterious Case of Nancy Drew and the Hardy Boys	Fireside	Non Fiction
Lisa Tillmann-Healy	2001	Between Gay and Straight: Understanding Friendship Across Sexual Orientation.	AltaMira	Autobiography
Daniel Jones	2004	The Bastard on the Couch: 27 Men Try Really Hard to Explain Their Feelings about Love, Loss, Fatherhood, and Freedom	HarperCollins	Non Fiction
Matt Kailey	2005	Just Add Hormones: An Insider's Guide to the Transsexual Experience	Beacon Press	Autobiography
Suzanne J. Kessler	1998	Lessons from the Intersexed	Rutgers University Press	Non Fiction
Michael Kimmel	1997	Manhood in America: A Cultural History	Free Press	Non Fiction
Simon LeVay	1993	The Sexual Brain	MIT Press	Non Fiction
Nancy Lopez	2002	Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education	Routledge	Non Fiction
Inga Muscio & Betty Dodson	2002	Cunt: A Declaration of Independence	Avalon	Non Fiction
Tracie O'Keefe & Katrina Fox	2003	Finding the Real Me: True Tales of Sex and Gender Diversity	Wiley, John & Sons	Autobiography Collection

William S. Pollack	1999	Real Boys: Rescuing Our Sons from the Myths of Boyhood	Owl Books	Non Fiction
William S. Pollack & Todd Schuster	2000	Real Boys' Voices	Random House	Non Fiction
Joan Roughgarden	2004	Evolution's Rainbow: Diversity, Gender, and Sexuality in Nature and People	University of California Press	Non Fiction
Deborah Rudacille	2006	The Riddle of Gender	Knopf Publishing Group	Autobiography
Leonard Sax	2005	Why Gender Matters: What Parents and Teachers Need to Know about the Emerging Since of Sex Differences	Doubleday	Non Fiction
Vanessa Sheridan	2001	Crossing Over: Liberating the Transgendered Christian	Pilgrim Press	Non Fiction
Richard Totman	2004	The Third Sex: Kathoey: Thailand's Ladyboys	Souvenir Press	Non Fiction
Veronica Vera	1997	Miss Vera's Finishing School for Boys Who Want to Be Girls	Doubleday	Non Fiction / Humor
Norah Vincent	2006	Self-Made Man: One Woman's Journey into Manhood and Back Again	Penguin Group	Autobiography
Gene Weingarten & Gina Barreca	2004	I'm with Stupid: One Man. One Woman. Then Thousand Years of Misunderstanding Between the Sexes Cleared Right Up	Simon and Schuster	Non Fiction / Humor
Elizabeth Wurtzel	1999	Bitch: In Praise of Difficult Women	Random House	Non Fiction
Gust Yep, Karen Lovaas, & John Elia	2003	Queer Theory and Communication: From Disciplining Queers to Queering the Discipline	Haworth Press	Non Fiction

My Commitment to You From Jason

I truly do love teaching. There is nothing quite like watching students learn. My goal is that learning will take place and we will enjoy each other's company along this journey. I realize that part of doing my job well is to be committed to you, my students, and this is the commitment that I have for you as we both take this journey through Gender and Communication:

I will be Fair

Let's face it, we've all had those teachers who were not fair to everyone in the classroom. I like all of my students, despite what it may seem at times. When I am grading your work, I will treat all of you with the same respect that I would expect to be treated with if I was the student taking this class. For this reason, I publicly announce my commitment to the rules set forth by the university in this area. I will not discriminate against an individual because of his/her race, sex, sexual orientation, philosophical ideas or beliefs. I ask though that you will be fair with your peers and with me as well.

I will be Hard-Working

When I first got into teaching, I honestly did not realize how much work goes into running a successful classroom. I will work hard to make this class experience enjoyable for you over the course of the semester. This also means that I will start and end class promptly. I will also always be prepared with all the needed material (I ask you to do the same). I will grade as quickly as humanly possible. I will return test scores and speeches within one week after the test was taken. I will also return papers two weeks after they were due. Since I am moving quickly in this class, if I do make a mistake in my grading, please let me know so that I can correct the mistake.

I will be Competent.

The state already thinks that I am competent because they have given me a classroom with many students. I realize that this competence needs to be shown to you, my students, so I make a pledge to be competent in my teaching. I will keep myself up-to-date in the latest aspects of my field and make sure to incorporate new research when applicable.

I will be Open Minded

I realize that no two people in this class will have the same ideas and perceptions to the content presented in this course. I will open my mind to differing ideas that are well formed. This is not to say that I will blindly agree with anything that anyone in this class says, but rather I will listen to varying ideas and actually engage them. I hope you will join me in this commitment.

When you evaluate this course and me at the end of the semester, I hope you will keep these commitments in mind and use them as part of your assessment of the course and me.

What is Gender?

Take a moment and fill out the following quiz.

Gender Communication Quiz

Answer each of the following questions as either True or False.

1. Men have better spatial skills.
2. Children need their mother to be at home.
3. Women want to talk about relationships.
4. Men want to talk about sports.
5. Males perform better in schools.
6. Women have lower self-esteem than men.
7. Men cannot be feminists.
8. Men and women from the same culture view the world the same way.
9. Women are paid less than men are paid.
10. Men and women have equally pleasurable sexual experiences.

Socio-Communicative Orientation Scale

DIRECTIONS: The questionnaire below lists twenty personality characteristics. Please indicate the degree to which you believe each of these characteristics applies to YOU, as you normally communicate with others, by marking whether you (5) strongly agree that it applies, (4) agree that it applies, (3) are undecided, (2) disagree that it applies, or (1) strongly disagree that it applies. There are no right or wrong answers. Work quickly; record your first impression.

- | | | |
|-------|-----|----------------------------------|
| _____ | 1. | helpful |
| _____ | 2. | defends own beliefs |
| _____ | 3. | independent |
| _____ | 4. | responsive to others |
| _____ | 5. | forceful |
| _____ | 6. | has strong personality |
| _____ | 7. | sympathetic |
| _____ | 8. | compassionate |
| _____ | 9. | assertive |
| _____ | 10. | sensitive to the needs of others |
| _____ | 11. | dominant |
| _____ | 12. | sincere |
| _____ | 13. | gentle |
| _____ | 14. | willing to take a stand |
| _____ | 15. | warm |
| _____ | 16. | tender |
| _____ | 17. | friendly |
| _____ | 18. | acts as a leader |
| _____ | 19. | aggressive |
| _____ | 20. | competitive |

Items 2,3,5,6,9,11,14,18,19, and 20 measure assertiveness.

Add the scores on these items to get your assertiveness score. _____

Items 1,4,7,8,10,12,13,15,16, and 17 measure responsiveness.

Add the scores on these items to get your responsiveness score. _____

If your score is above 30 on either measure you are considered to have a high level of that trait. If your score is below 30 on either measure you are considered to have a low level of that trait.

Sources:

Richmond, V. P., & McCroskey, J. C. (1990). Reliability and separation of factors on the assertiveness-responsiveness scale. *Psychological Reports*, 67, 449-450.

Developing Gender Roles and Identities

Truly Amazing Gender Aptitude Quiz

Just choose the answer that most nearly matches your ideas, and by the end we should have a good idea of what we might call your “gender aptitude.”

1. Just why are you taking this quiz?

- This kind of thought-provoking discussion is extremely interesting, even though it doesn't apply to me. (2 points)
- I'm not taking this quiz. I'm just looking through the questions. (1 point)
- Oh, I'm just a sucker for anything labeled “Pandora's Box.” (4 points)
- I like to question things I've taken for granted. It changes how I think, and I like that. (3 points)

2. How many genders do you really think there are?

- Two. What a pointless question! (1 point)
- Three? Four? Wait... five! No... six. Ummm... twelve? I don't know! (3 points)
- An infinite number. What a pointless question! (4 points)
- I'm going to guess there are several genders and two sexes. (2 points)

3. What exactly do you feel the basis of gender to be?

- Gender is how we act, not what we are: we're all human, after all. (3 points)
- Genitalia, hormones, chromosomes, and brain structure. I mean, duh! (1 point)
- Gender may be a social construct; but it's based in, or influenced by, biology. (2 points)
- It's a lot of heretofore un-named social, biological, and psychological factors masquerading as a bi-polar system. I mean, duh! (4 points)

4. Which of the following most nearly matches your own ideas about gender and sexual preference?

- Birds do it, bees do it. Face it: heterosexuality is natural. (1 point)
- Well, in theory, I imagine I could be attracted to anyone, no matter what gender they are. (3 points)
- I'm straight, but sometimes I lust in my heart for... umm... other things. (2 points)
- Oh, come on! As long as no one's getting hurt, any pleasurable activity between any two (or more) consenting adults is just dandy. (4 points)

5. How have you lived your gendered life so far?

- Let's just say that in the battle of the sexes, I'm a conscientious objector. (4 points)
- I may have been living a biologically-destined gender, but I don't want to any more. (2 points)
- I've been experimenting: using bits of some genders here, and bits of other genders there. (3 points)
- I have been living my biological destiny. (1 point)

6. Has anything you've seen or read about gender recently made you want to stretch your own gender?

- No. I'm happy the way I am. Always have been, always will be. (1 point)
- Not really, but I might be more lenient when it comes to other people. (2 points)
- Yes, I might consider that... but it's a little intimidating. (3 points)
- Yup. Now I'm more determined than ever. (4 points)

7. When you see someone on the street whose gender is unclear, how might you react?

- I try to figure out if it's a man or a woman. (2 points)
- Honestly? With some combination of revulsion, pity and bewilderment. (1 point)
- I probably notice they're staring at me, trying to figure out what I am! (4 points)
- I mentally give them a makeover so they can pass better as one or the other. (3 points)

8. Which of the following most nearly matches your definition for the word "transgender"?

- Transgressing gender, breaking any rule of gender in any way at all. (4 points)
- It's some disorder that results in men cutting off their penises. (1 point)
- Changing from one gender to another, or just looking like you've done that. (3 points)
- Being born in the wrong body, or having the wrong sex for your gender. (2 points)

9. Who gets to say exactly what gender you are?

- I do. (4 points)
- It's not up to anyone to say. Gender is a biological fact: man or woman. (1 point)
- Gender may be a biological fact, but biologists are constantly refining their definitions... and that makes me nervous. (2 points)
- I'm thinking we're force-fed gender by a conspiracy of science, law, and the media. Oliver Stone should make a movie about this. (3 points)

10. Okay, what's your gender?

- Fiddle-de-dee... tomorrow is another gender. (4 points)
- I was afraid I'd be asked this question... I'm just not sure anymore. (3 points)
- Well, I'm a biological (man or woman). (2 points)
- Oh, please. I'm a real (man or woman). (1 point)

There. That wasn't so difficult, was it? Now, let's see how you score. Yes, it's a fairly accurate quiz, but please remember: it's only an aptitude we're measuring here and, like any aptitude, with a little work you can always change it. So... add up all of your points and use the following scale to determine your gender aptitude.

(10-15 points) You're *SO* Perfectly Gendered, You Must Be Captain James T. Kirk!!!

Omigod... I've always wanted to meet you! Look, when you boldly go where no man has gone before, it's us freaks you're going to meet up with. Honey, we are what makes life worth exploring. But let's start off easily.

(16-25 points) You're a Gender Novice

You're not always taken for "normal," are you? And this gender stuff is probably kinda new to you... a little scary, and a little thrilling, right? Maybe it's time to explore exactly what scares you. Go on... you know how to be gentle on yourself.

(25-35 points) You're Basically Well Gendered

Look, I know this gender-as-construct-or-performance stuff might sound weird, but the world is changing. Maybe someone in your own family or circle of friends or co-workers is exploring gender. It would probably pay off to study more of this stuff, if only to help you get along with them, and to keep up with the kids who are going to be living more and more outside gendered "norms."

(35-45 points) You're a Gender Outlaw

Honey, you're too far gone to make the climb back up to "real" man or "real" woman. Your next step would be to let yourself explore some of the places that really thrill you, no matter the social taboos. Just be kind and compassionate when you're doing it, okay?

(45-50 points) You're a Gender Freak

This was child's play for you, wasn't it? But aren't you delighted to see all this stuff appearing in mainstream culture? Maybe it's time for you to break into a mainstream world, as freaky as you are.

The Kinsey Scale

Using the following scale, how would you rate yourself on the questions below?

“1” stands for someone who is exclusively heterosexual.

“2” means someone who is predominantly heterosexual, but every once in a while is interested in someone of the same sex.

“3” is for someone who identifies as heterosexual, but is attracted to or active with someone of the same sex more than just occasionally.

“4” is full bisexual, meaning equally interested in men and women.

“5” is someone who identifies as gay or lesbian, but is attracted to or active with someone of the opposite sex more than just occasionally.

“6” means someone who is predominantly gay or lesbian, but every once in a while is interested in someone of the opposite sex.

“7” is exclusively gay or lesbian.

_____ 1. Overall, how would you identify yourself on this scale?

_____ 2 In the past, how would you have identified yourself?

_____ 3. How would you like to identify yourself in the future?

Scoring:

Add your responses for items 1-3 together.

Score Averages Compared to a Large Sample

Gay men ($M = 19.24$; $SD = 2.78$)	6.41 on the Kinsey Scale
Bisexual men ($M = 14.00$; $SD = 3.64$)	4.67 on the Kinsey Scale
Straight men ($M = 3.71$; $SD = 3.71$)	1.24 on the Kinsey Scale
Lesbians ($M = 17.45$; $SD = 3.22$)	5.82 on the Kinsey Scale
Bisexual women ($M = 11.88$; $SD = 2.68$)	3.96 on the Kinsey Scale
Straight women ($M = 3.62$; $SD = 2.24$)	1.21 on the Kinsey Scale

Instructions: Below are a series of statements that describe the ways some people communicate while having sex. You are asked to indicate how well each statement applies to your current or most recent sexual partner's communication behavior. For each statement, choose the number that most closely describes your partner's behavior. Write that number in the space before the number of the statement.

Strongly Disagree Disagree Neutral Agree Strongly Agree
1 2 3 4 5

- _____ 1. My partner verbally tells me what he or she liked sexually.
- _____ 2. My partner physically shows me what he or she likes sexually.
- _____ 3. My partner does not talk during sex.
- _____ 4. My partner nonverbally communicates that he or she is sexually satisfied.
- _____ 5. My partner verbally tells me when he or she is sexually satisfied.
- _____ 6. My partner is not nonverbally communicative during sex.
- _____ 7. My partner does not verbally demonstrate what he or she likes sexually.
- _____ 8. I cannot tell from my partner's nonverbal communication whether he or she is enjoying sex.
- _____ 9. My partner verbally tells me when he or she is enjoying sex.
- _____ 10. My partner does not show me nonverbally when he or she is sexually satisfied.
- _____ 11. My partner tells me what he or she finds pleasing during sex.
- _____ 12. My partner does not nonverbally demonstrate what "turns them on" during sex.
- _____ 13. My partner verbally communicates during sex.
- _____ 14. I cannot tell when my partner is sexually satisfied through her or his nonverbal communication.
- _____ 15. My partner does not verbally tell me what he or she likes sexually.
- _____ 16. My partner is nonverbally responsive during sex.
- _____ 17. My partner talks during sex.
- _____ 18. My partner does not physically show me what he or she likes sexually.
- _____ 19. My partner does not verbally tell me when he or she is sexually satisfied.
- _____ 20. My partner does not communicate nonverbally that he or she is sexually satisfied.
- _____ 21. My partner is verbally communicative during sex.
- _____ 22. My partner demonstrates what he or she likes sexually through her or his nonverbal communication.
- _____ 23. My partner does not verbally tell me when he or she is enjoying sex.
- _____ 24. I can tell from my partner's nonverbal communication whether he or she is enjoying sex.
- _____ 25. My partner verbally tells me when he or she is sexually satisfied.
- _____ 26. My partner demonstrates nonverbally what "turns them on" during sex.
- _____ 27. My partner does not verbally tell me what he or she finds pleasing during sex.
- _____ 28. I can tell when my partner is sexually satisfied through her or his nonverbal communication.
- _____ 29. My partner does not verbally communicate during sex.
- _____ 30. My partner is nonverbally responsive during sex.

SCORING: To compute your scores follow the instructions below:

1. Verbal Communication

Step One: Add scores for items 1, 3, 5, 9, 15, 21, 23, 25, & 27.

Step Two: Add scores for items 7, 11, 13, 17, 19, & 29.

Step Three: Add 36 to Step 1.

Step Four: Subtract the score for Step two from the score for Step Three.

2. Nonverbal Communication

Step One: Add scores for items 2, 4, 12, 14, 18, 22, 26, & 30.

Step Two: Add scores for items 6, 8, 10, 16, 20, 24, & 28.

Step Three: Add 42 to Step 1.

Step Four: Subtract the score for Step two from the score for Step Three.

Scores should range between 15 and 75 for each factor. If your scores is above 55 on a given factor, you are said to have high levels of that factor. If your score is below 55 on a given factor, you are said to have low levels of that factor.

Source:

Wrench, J. S., Johnson, A., & Fiore, A. M. (in press). Sexual communication scale. In J. C. McCroskey, V. P. Richmond, and J. S. Wrench (authors) *Human communication in everyday life: Applying the concepts of human communication*. Boston, MA: Allyn & Bacon.

Touch Avoidance Measure (TAM 1 and TAM 2)

DIRECTIONS: This instrument is composed of 18 statements concerning general feelings about teaching other people and being touched. Please indicate the degree to which each statement applies to you by indicating whether you: (1) Strong agree; (2) Agree; (3) Are Undecided/Neutral; (4) Disagree; (5) Strongly Disagree with each statement. While some of these statements may seem repetitious; take your time and try to be as honest as possible.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

- ___ 1. A hug from a same sex friend is a true sign of friendship.
- ___ 2. Opposite sex friends enjoy it when I touch them.
- ___ 3. I often put my arm around friends of the same sex.
- ___ 4. When I see two people of the same sex hugging it revolts me.
- ___ 5. I like it when members of the opposite sex touch me.
- ___ 6. People shouldn't be so uptight about touching people of the same sex.
- ___ 7. I think it is vulgar when members of the opposite sex touch me.
- ___ 8. When a member of the opposite sex touches me I find it unpleasant.
- ___ 9. I wish I were free to show emotions by touching members of the same sex.
- ___ 10. I'd enjoy giving a massage to an opposite sex friend.
- ___ 11. I enjoy kissing a person of the same sex.
- ___ 12. I like to touch friends that are the same sex as I am.
- ___ 13. Touching a friend of the same sex does not make me uncomfortable.
- ___ 14. I find it enjoyable when my date and I embrace.
- ___ 15. I enjoy getting a back rub from a member of the opposite sex.
- ___ 16. I dislike kissing relatives of the same sex.
- ___ 17. Intimate touching with members of the opposite sex is pleasurable.

_____18. I find it difficult to be touched by a member of my own sex.

Scoring:

Label each question as an A, B, X, or Y in this manner.

1 = Y	10 = B
2 = B	11 = Y
3 = Y	12 = Y
4 = X	13 = Y
5 = B	14 = B
6 = Y	15 = B
7 = A	16 = X
8 = A	17 = B
9 = Y	18 = X

Total your responses for all questions, all B questions, all X questions, and all Y questions. This should give you a total A score, a total B score, a total Y score, and a total X score.

Plug those four scores into the following formula:

TAM 1 = 15 + Y - X This is your same sex touch avoidance score

TAM 2 = 10 + B - A This is your opposite sex touch avoidance scale

Source:

Andersen, P. A., & Leibowitz, K. (1978). The development and nature of the construct touch avoidance. *Environmental Psychology and Nonverbal Behavior*, 3, 89-106.

Ethnocentrism Scale

Instructions: Below are items that relate to the cultures of different parts of the world. Work quickly and record your first reaction to each item. There are no right or wrong answers. Please indicate the degree to which you agree or disagree with each item using the following five-point scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

- _____ 1. Most other cultures are backward compared to my culture.
- _____ 2. My culture should be the role model for other cultures.
- _____ 3. People from other cultures act strange when they come to my culture.
- _____ 4. Lifestyles in other cultures are just as valid as those in my culture.
- _____ 5. Other cultures should try to be more like my culture.
- _____ 6. I am not interested in the values and customs of other cultures.
- _____ 7. People in my culture could learn a lot from people in other cultures.
- _____ 8. Most people from other cultures just don't know what's good for them.
- _____ 9. I respect the values and customs of other cultures.
- _____ 10. Other cultures are smart to look up to our culture.
- _____ 11. Most people would be happier if they lived like people in my culture.
- _____ 12. I have many friends from different cultures.
- _____ 13. People in my culture have just about the best lifestyles of anywhere.
- _____ 14. Lifestyles in other cultures are not as valid as those in my culture.
- _____ 15. I am very interested in the values and customs of other cultures.
- _____ 16. I apply my values when judging people who are different.
- _____ 17. I see people who are similar to me as virtuous.
- _____ 18. I do not cooperate with people who are different.
- _____ 19. Most people in my culture just don't know what is good for them.
- _____ 20. I do not trust people who are different.
- _____ 21. I dislike interacting with people from different cultures.
- _____ 22. I have little respect for the values and customs of other cultures.

SCORING: To compute your scores follow the instructions below:

1. How to Score Drop questions 3, 6, 12, 15, 16, 17, 19

Step One: Add scores for items 1, 2, 5, 8, 10, 11, 13, 14, 18, 20, 21 & 22.

Step Two: Add scores for items 4, 7, & 9.

Step Three: Add 18 to Step 1.

Step Four: Subtract the score for Step two from the score for Step Three.

The result is your Ethnocentrism score. Higher scores = higher levels of ethnocentrism.

Source:

Newuliep, J. W., & McCroskey, J. C. (1997). The development of a U.S. and generalized ethnocentrism scale. *Communication Research Reports, 14*, 385-398.

Body-Dysmorphia

This instrument is composed of twenty statements concerning feelings about your self-image. Please indicate the degree to which each statement applies to you by marking whether you:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

- 1. I often avoid having all or part of my body seen by others.
- 2. I often don't leave the house for fear that people will see my body.
- 3. I have often missed appointments because people will see my body.
- 4. My sex life has not been affected by concerns related to my physical appearance.
- 5. I have avoided being seen by others because of my concerns related to my physical appearance.
- 6. I often wear multiple layers of clothing in hopes that it will make me look more muscular.
- 7. I compare my muscularity with other people of my sex.
- 8. I am envious of people who are more muscular than me.
- 9. I do not worry that my body isn't sufficiently lean or muscular.
- 10. I am comfortable showing my body in public situations.
- 11. I often eat alone because I don't want people to know how much or how little I am eating.
- 12. My self-esteem is not influenced by my weight.
- 13. I have had a friend or doctor tell me that they are concerned because they thought I was losing too much weight.
- 14. I would use drugs (legal or illegal) to control my weight.
- 15. I tend to eat much less than the average person.
- 16. I worry a lot about how I look.
- 17. I am generally not self-conscious of how I look when I am around others.
- 18. I know all of my body's imperfections.
- 19. I often feel people are looking or talking about me because of how I look.
- 20. When people tell me that I look good, I generally think they are lying.

SCORING: To compute your scores follow the instructions below:

1. Scoring for the "Avoidance of Life" Factor:
 - Step One: Add scores for items 1, 2, 3, & 5.
 - Step Two: Add scores for items 4
 - Step Three: Add 6 to Step 1.
 - Step Four: Subtract the score for Step two from the score for Step Three.

2. Scoring for the "Muscle Dysmorphia" Factor:
 - Step One: Add scores for items 6, 7, & 8.
 - Step Two: Add scores for items 9 & 10

Step Three: Add 12 to Step 1.

Step Four: Subtract the score for Step two from the score for Step Three.

3. Scoring for the “Eating Disorder” Factor:

Step One: Add scores for items 11, 13, 14, & 15.

Step Two: Add scores for items 12

Step Three: Add 6 to Step 1.

Step Four: Subtract the score for Step two from the score for Step Three.

4. Scoring for the “Pathological Self Consciousness” Factor:

Step One: Add scores for items 16, 18, 19, & 20.

Step Two: Add scores for items 17

Step Three: Add 6 to Step 1.

Step Four: Subtract the score for Step two from the score for Step Three.

To obtain your over all Body Dysmorphia score, add your sub-scores from each of the four factors above:

Scores for each of the four factors should be between 5 & 25. Scores of 19 and above indicate high scores on each of the factors; Scores of 11 and below indicate low scores on each of the factors; and Scores between 12 and 19 indicate moderate self-efficacy levels.

Scores for the overall body dysmorphia scale should be between 20 and 100. Scores of 80 and above indicate high levels of body dysmorphia; Scores of 25 and below indicate low levels of body dysmorphia; and Scores between 26 and 79 indicate moderate levels of body dysmorphia.

Source: Wrench, J. S. (2001). *Intercultural communication: Power in Context*. Acton, MA: Tapestry Press. Copyright © 2001 by J. S. Wrench. Reprinted with permission.

Somatotyping Scale

Instructions: For each state you will have three possible answers, chose the answer that most resembles who you are.

- _____ 1. If you attempt to encircle your right wrist with your left thumb and forefinger:
 - A) the two fingers do not touch
 - B) the two fingers meet
 - C) the two fingers overlap

 - _____ 2. My body:
 - A) carries too much fat
 - B) is lean and muscular
 - C) is very skinny

 - _____ 3. I would say that I am:
 - A) chubby
 - B) average
 - C) very thin

 - _____ 4. I tend to be:
 - A) very inactive (sedentary)
 - B) fairly active
 - C) hyperactive

 - _____ 5. I tend to:
 - A) over eat
 - B) eat a normal amount
 - C) eat anything I want and no gain weight

 - _____ 6. When I go to a gym:
 - A) I am heavier than the people there
 - B) I look like the people there
 - C) I am much smaller than the people there

 - _____ 7. With regards to gaining weight:
 - A) I am always trying to lose weight
 - B) I can gain and lose weight, but tend to stay around the same weight
 - C) I can't gain weight

 - _____ 8. Strangers have told me that I should:
 - A) lose weight
 - B) stay the same, I look good
 - C) gain weight
-

- _____ 9. I think my metabolism is:
 A) too slow
 B) just right
 C) too fast

- _____ 10. My bone structure is:
 A) very large
 B) large to medium
 C) small to frail

Each letter corresponds with a specific somatotype. Add the number of times you answered each letter below.

(A) Endomorphy	(B) Mesomorphy	(C) Ectomorphy
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Somatotype Perception Scale			
Instructions: For each row of personality descriptors, select the adjective that you think most represents you as a person.			
1.	Quiet	Strong	Best friend
2.	Worrisome	Fights	Kind
3.	Lonely	Cheats	Happy
4.	Sneaky	Argues	Helps others
5.	Afraid	Gets teased	Polite
6.	Sad	Sick	Brave
7.	Tired	Lazy	Good looking
8.	Weak	Sloppy	Extraverted
9.	Kind	Naughty	Brave
10.	Nervous	Mean	Assumes leadership
11.	Low pain tolerance	Dirty	Aggressive
12.	Introverted	Tired	Athletic
13.	Intelligent	Lies	High pain threshold
14.	Caring	Poor athlete	Immodest
15.	Tense	Humorous	Energetic

Add the number of personality descriptors circled in each column separately.

Ectomorphy	Endomorphy	Mesomorphy
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What is Gender?

Take a moment and fill out the following quiz.

Gender Communication Quiz

Answer each of the following questions as either True or False.

1. Men have better spatial skills.
2. Children need their mother to be at home.
3. Women want to talk about relationships.
4. Men want to talk about sports.
5. Males perform better in schools.
6. Women have lower self-esteem than men.
7. Men cannot be feminists.
8. Men and women from the same culture view the world the same way.
9. Women are paid less than men are paid.
10. Men and women have equally pleasurable sexual experiences.

Concept Map Evaluation Form

Presenter:

Time Limit: 10 minute presentation
5 minute Q&A

Book:

Presentation Criteria:	SD = Strongly Disagree D = Disagree N = Neutral A = Agree SA = Strongly Agree N/A = Not Applicable					
	SD	D	N	A	SA	N/A
I. Book Information						
A. Presenter clearly told us about her/his book.						
B. Presenter clearly mapped out the basic ideas in the book.						
II. Application of Course Content						
A. Presenter used applicable course content.						
B. Presenter explained how course content related to book content.						
C. Course content actually related to book content.						
III. Visual Presentation						
A. Visual map clearly depicted book content.						
B. Visual map aided in the understanding of book content.						
C. Visual map was aesthetically pleasing.						
IV. Question and Answer Period						
A. Presenter clearly knew her or his material during Q&A.						
B. Presenter answered audience questions clearly.						

Comments:

Grading Scale (out of 20)

Concept Map Grade: _____

A = 18-20

B = 16-17

C = 14-15

D = 12-13

F = 11 and below