Instructor: Dr. Donna Pawlowski, Associate Professor in Communication Studies
Office: Hitchcock Communication Arts 301A
Office Hours: T = 9:30-11, 1-2                     Other Hours
            W = 11:00-12:30                        are Available by
            R = 9:30-11, 1-2, 3:30-5                Appointment
Phone: Office = 280-2531; Home = 330-8388
Email: drp@creighton.edu (I don't have email at home - be patient with messages)

Required Textbook and Readings:

There will be additional readings throughout the semester. I will have copies of the articles outside my door. You may borrow them to read and/or copy for yourself.

Recommended Text:

The 5th edition APA (American Psychological Association) writing manual will be required for the research paper. This manual can be obtained from the bookstore or the library.

This course meets the requirements for a certified writing course.

Mission Statement: Department of Communication Studies

Based on Jesuit traditions, the Department of Communication Studies recognizes that communication competence is an integral component of an undergraduate Liberal Arts education. Therefore, we prepare students to reach their potential as citizen-scholars through the individual development of communication competence, at both the theoretical and applied levels. To do this, we provide a scholarly environment that includes participative learning, encourages critical thinking, embraces diversity, and promotes social consciousness.

Effective Communication Brings Success
In Every Endeavor!

Course Description: This course is designed to explore the theory and practice of gender communication. It will focus on understanding the similarities and differences of communicative behaviors among women and men in various contexts. Contexts include gender communication in the areas of education, interpersonal, legal, health, media, and organizational settings.

Gender - Com/Soc 440 - Spring 2002 - 1
Course Objectives:

- Differentiate among communication patterns between males and females
- Identify historical gendered movements
- Advocate a position about societal issues relating to gender in personal and professional communicative contexts
- Apply gendered concepts to our daily lives and demonstrate this application through discussion and written personal reflections
- Synthesize research on a gendered communication issue, analyze that issue through data, and identify relational and societal implications based upon results

The overall goals I have in this class is for you to gain an awareness and understanding of positive and negative effects of communication between men and women and about men and women in various contexts. I hope that you will leave the semester being more prepared to effectively manage the gendered communication challenges you will face in your relationships, families, and careers.

Course Requirements and Grading

Two Exams: Exam material will be taken from lectures, handouts and outside notes. Exams will include objective questions, as well as a written portion including some definition and short answer/essay questions. Reviews for each exam will be given in class. The final is a unit exam, thus seniors must take the final exam.

Written Assignments: Criteria for all papers are identified on the handouts. Please read them carefully!! As this is a certified writing course, part of your papers will be re-written so as to improve upon your writing.

Reflection Papers: You will type 2 reflection papers (3-4 pages) combining your personal experiences with material from class. You will choose from a list of topics. These papers will become information you can share with the class throughout the semester.

Gender Research Analysis Paper: You will choose a gendered topic of interest to you, synthesize related research, collect and analyze data, and make conclusions and implications from what you learned from your research. The paper will be a minimum of 15 total pages and is broken down into two parts. The first part of the paper entails the introduction, literature review, and methods. The second part of the paper is the complete paper, which includes a re-write of part I. Each of these parts receives a separate grade.

Assignments/Activities/Preparation: In order to be prepared for class, I will assume that you have read chapters/materials prior to class. Other assignments will be built into the course. These include in-class and out of class assignments such as case studies, reflection, quizzes, group activities..., which allow for application of material and participation among members. These points will be accumulated and scaled at the end of the semester as per the grading explanation below.
Grading: Your course grade will be based on the following assignments:

Exams: (40%)
Exam 1.................................................................120 _____________/120
Exam 2.................................................................120 _____________/120

Written Papers: (50%)
Reflection Papers:
Reflection Paper 1.................................................45 _____________/ 45
Reflection Paper 2....................................................45 _____________/ 45

Gender Research Analysis Project:
Topic Approval.........................................................10 _____________/ 10
Part One.................................................................80 _____________/ 80
Complete Project.....................................................120 _____________/120

Activities/Assignments/Preparation: (10%)...60 _____________/ 60
*There will be assignments (in-class and out of class) and quizzes
that will be scaled to 60 points at the end of the semester.

Total Semester Points Possible: 600

540 - 600 = A (90%) 462 - 479 = C+ (77%)
522 - 539 = B+ (87%) 420 - 461 = C (70%)
480 - 521 = B (80%) 360 - 419 = D (60%)
359 or below = F

Policies and Expectations

Course Philosophy and Format: The format of the class is lecture/discussion with group activities. Learning is an active process in which we all participate. Engaging in conversations with others about their experiences and participating actively in class discussions will greatly increase learning. However, it is vitally important to be open to and consider the thoughts and ideas of others in class. You may not agree with the views of others, but we must all agree to respect each other's rights and experiences. Hearing and listening to others will create greater understanding of the diversity of experience in our contemporary society.

Participation and Sensitivity: I encourage your participation in class. This does not mean you are expected to always talk. We want to hear your impressions and experiences, however if you are uncomfortable speaking in class, ease into class discussions/activities. Be in tune with the amount of your self-disclosure in class; appropriateness and audience analysis are always good to consider in this type of class. Keep in mind that it is not appropriate to discuss outside of class someone else's personal situations.
**Attendance:** Attendance is very important in a communication class as much of the learning and application of concepts are conducted in class. **Two** absences are allowed before your grade is affected. Each absence thereafter will result in two percentage points deducted from your final grade. For example, if your grade at the end of the semester is a 91% and you have 3 absences, your grade will drop to an 89%, which will result in a B+ for the course grade. **Use absences wisely!** Save them for “real” circumstances (flat tire, family emergency, illness).

**Note:** There may be exceptions at the discretion of the instructor for absences. Please contact me if you have problems throughout the semester. You must personally approach ME, AT THE TIME IT BECOMES A PROBLEM about the situation. If the absence is related to EXTREME CIRCUMSTANCES (family emergencies, hospitalization), you should follow procedures by your particular college for notifying faculty, or contact me as soon as possible.

**Assignments:** Assignments will be collected at the beginning of the class period in which they are due. **Anything turned in after the assignment has been collected is considered late.**

*I do not believe in arriving late to class, finishing homework in class, printing materials after class, or handing it in “later” and receiving full credit.*

Late assignments will be docked 25% each day the assignment is late. Thus if you turn in your paper later that day, it is still late. For example, if an assignment is worth 100 points and you turn it in late (2 days later) and receive an 84 on the assignment, a score of 42 will be recorded in the gradebook. **Please pay special attention to these deadlines for the papers.** Anything turned in after 4 days in which the assignment is due will receive a grade of zero.

**In-class activities/assignments cannot be made up:** if you are gone for a legitimate reason, please provide documentation and visit with me about the assignment.

**Exams/Quizzes:** Exams are to be taken on the assigned day. Make-up exams will only be given (1) with advance notice, (2) in extreme cases, and (3) as determined by the instructor. Quizzes will be given at my discretion.

**All assignments/papers must be typed** to receive credit; unless otherwise instructed by me. **You are responsible for** any information or assignments presented in class, whether you are present or not.

**Incompletes and Extra Credit:** Not an option, unless extreme circumstances make it impossible to finish the course.
Plagiarism/Unethical Behavior/Academic Honesty

All documentation turned in (absences, source information) may be checked for verification. Unethical behavior includes using misrepresented information in presentations or plagiarism of ideas. Material taken from the internet/websites must be clearly documented. A hardcopy of all downloaded materials and research articles (regardless of their source) must be turned in with assignments. This does not, however, refer to complete books.

You are expected to abide by the general University rules and regulations.

In part, this policy says:

Academic or academic-related misconduct includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another’s ideas as one’s own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research materials; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended to or reasonably likely to confer upon one’s self or another an unfair advantage or unfair benefit respecting an academic matter.

Please consult both the Bulletin and the Handbook for further details.

In general, you should treat your instructor and your classmates with respect; think and listen before you speak. Examples of violations include, but are not limited to, cheating, plagiarism, behavior obstructing or disrupting to classroom teaching and learning environment. This, or any other type of misconduct, will not be tolerated and will result, in the very least, an “F” for that assignment, and possibly for the course. All violations of these rules will be referred to the appropriate person for specific disciplinary action.

*** Please don’t hesitate to visit with me about the class or your assignments. If you become concerned about your grade, you need to speak with me before it becomes a large problem. Asking ahead of time can allow me to help you understand the material for exams and review ideas for papers. I will not be able to help you much after the fact - but will do everything I can to help you understand the material and answer your questions in advance.
I will be supplying you with additional materials and lecture notes throughout the semester. Please keep track of notes and class materials. You are responsible for all text material, regardless of what we cover in class.

There will be some guest speakers during the semester - I will let you know specific days when they are confirmed.

<table>
<thead>
<tr>
<th>Date (R = Thurs)</th>
<th>Topic/Material Covered/Chapters (reading assignments are to be read for this day)</th>
<th>Specific Assignment Due (there will be other in-class and out-of-class assignments besides those indicated in the schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R - Jan 17</td>
<td>Introduction to Course/Syllabus Class Introductions/Course Expectations</td>
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<tr>
<td>T - Jan 22</td>
<td>Text Introduction - Opening the Conversation Chapter 1 - The Study of Communication, Gender and Culture Communication Process</td>
<td></td>
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<tr>
<td>R - Jan 24</td>
<td>Chapter 2 - Theoretical Approaches to Gender Development</td>
<td></td>
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<tr>
<td>T - Jan 29</td>
<td>Chapter 2 con't</td>
<td></td>
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<tr>
<td>R - Jan 31</td>
<td>Chapter 3 - The Rhetorical Shaping of Gender</td>
<td></td>
</tr>
<tr>
<td>T - Feb 5</td>
<td>Chapter 3 con't</td>
<td>Turn in 3 possible topic ideas and why you are interested in these topics</td>
</tr>
<tr>
<td>R - Feb 7</td>
<td>Chapter 4 - Gendered Verbal Communication</td>
<td></td>
</tr>
<tr>
<td>T - Feb 12</td>
<td>Explanation of How to Put Together a Research Paper Work on topics for papers</td>
<td>In-class assignment</td>
</tr>
<tr>
<td>R - Feb 14 ♥</td>
<td>Chapter 5 - Gendered Nonverbal Communication</td>
<td>Topic Approval Sheet is due by 5pm on Friday Feb 15th</td>
</tr>
<tr>
<td>T - Feb 19</td>
<td>Chapter 7 - Gendered Close Relationships</td>
<td></td>
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<tr>
<td>R - Feb 21</td>
<td>Finish up any chapters Review for Exam</td>
<td>Reflection Paper One Due</td>
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<tr>
<td>T - Feb 26</td>
<td>Library Research Day</td>
<td></td>
</tr>
<tr>
<td>R - Feb 28</td>
<td>Exam 1 - Chapters 1-2-3-4-5-7-intro &amp; outside notes</td>
<td>Exam 1</td>
</tr>
<tr>
<td>T - March 5</td>
<td>Chapter 6 - Gendered Family Dynamics</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Material Covered/Chapters (to be read for this day)</td>
<td>Specific Assignment Due</td>
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<tr>
<td>R - March 7</td>
<td>Chapter 6 con’t</td>
<td>In-class assignment</td>
</tr>
<tr>
<td>T &amp; R March 12 &amp; 14</td>
<td>SPRING BREAK - NO CLASSES</td>
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<tr>
<td>T - March 19</td>
<td>Chapter 8 - Gendered Education</td>
<td></td>
</tr>
<tr>
<td>R - March 21</td>
<td>BRING TO CLASS A DRAFT OF YOUR PAPER</td>
<td>Partner Reading of Papers: 10 point in-class assignment (you can only collect if you have your paper in class)</td>
</tr>
<tr>
<td>T - March 26</td>
<td>Chapter 10 - Gendered Media</td>
<td>Part I of Analysis Paper: intro, lit review, methods, references</td>
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<td>R - March 28</td>
<td>Chapter 10 con’t</td>
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<tr>
<td>T - April 2</td>
<td>Chapter 10 con’t</td>
<td></td>
</tr>
<tr>
<td>R - April 4</td>
<td>Donna at Communication Convention - work on your papers</td>
<td></td>
</tr>
<tr>
<td>T - April 9</td>
<td>Chapter 11 - Gendered Power and Violence</td>
<td>Reflection Paper Two Due</td>
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<tr>
<td>R - April 11</td>
<td>Chapter 11 con’t</td>
<td></td>
</tr>
<tr>
<td>T - April 16</td>
<td>WORKSHOP FOR COMPLETE PAPERS Come with your questions!!!</td>
<td>In-class assignment</td>
</tr>
<tr>
<td>R - April 18</td>
<td>Chapter 9 - Gendered Organizational Communication</td>
<td></td>
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<tr>
<td>T - April 23</td>
<td>Chapter 9 con’t</td>
<td>Complete Analysis Paper: includes re-write of Part I</td>
</tr>
<tr>
<td>R - April 25</td>
<td>Gendered Law - outside notes</td>
<td></td>
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<tr>
<td>T - April 30</td>
<td>Gendered Health - outside notes</td>
<td></td>
</tr>
<tr>
<td>R - May 2</td>
<td>Review for Final</td>
<td>Course Reflection Assignment (in-class)</td>
</tr>
<tr>
<td>R - May 9</td>
<td>Final Exam (Test 2) - 8-9:40 Chapters 6-8-9-10-11-notes</td>
<td>Final Exam</td>
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<td></td>
<td>You may also take it on Tuesday - May 7 from 1-2:40</td>
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</table>
The following items were taken from your criteria handout. Please consult your criteria as you read through your paper. I have made extensive comments in order to help you improve upon your writing and provide suggestions for your final papers. Please contact me with any questions you may have about your papers.

0 = not there - not addressed - oops
1 = needs quite a bit more work - completely lacks proofing - hmm
2 = incomplete - needs work - incorrect - criteria not followed - not there yet
3 = average - met requirements - few mistakes - proof a bit more - needs a little reworking
4 = some neat material - one or two mistakes – most criteria followed - looks pretty good
5 = I’m impressed - no mistakes - depth and critical thinking - insightful - extra stretch- wow

*note that some areas are double in points

**Introduction _____/10**

- **Topic Orientation**
  - opener and identification of topic area
  - rationale – importance of topic
  - personal interest for study

- **Preview**
  - purpose statement
  - preview of issues discussed

**Literature Review - Content and Use of Research _____/30**

- **Understanding and Explanation of Research**
  - support used for backing claims
  - paraphrasing research
  - Self-conclusions drawn from research
  - research points are connected with logic and not just random sources

- **Depth – not breadth**
  - synthesis of research and ideas
  - not listed one at a time; but intermingled

- **Use of Sources**
  - 10 valid sources for topic – 5 articles – variety of sources
  - sources cited when needed in text - appropriateness of citing
  - all sources in references used in text and vice versa
  - no more than two imbedded/secondary sources & minimal direct quotations

- **Organization of Ideas**
  - clear logical transitions & connections between ideas
  - strong topical organization in paragraphs
  - clear arguments and claims – easily identified

**Methodology ________ 10**

- **RQ & Methods**
  - clear research questions/hypotheses identified
  - logically connected to research

- **Data**
  - clear explanation of what you will use as data
  - methods for analysis explained
## References and Appendixes ______/10

- **Proper Documentation**  
  proper use of APA – 5th edition  
  all pertinent information included  
  Internet sources complete and accurate

- **Completeness**  
  10 qualified sources  
  reference page turned in same day as paper

## General Writing ________/20

- **Sentence Structure**  
  grammar  
  spelling  
  word structure  
  punctuation  
  subject/verb agreement

- **Technical structure**  
  neatness  
  length (250 words per page – appropriate pages)  
  page numbered and labeled areas of paper  
  written transitions between areas

- **Sources Properly used and documented**  
  overall use of APA throughout whole paper

- **Overall Apparent Care**  
  time-management in preparing the paper  
  paper looks well put together visually  
  stapled or paper clipped

This sheet identifies major areas of importance for the paper – check complete criteria for other aspects not specifically identified on this form

__________ Subtotal Score out of 80

Lateness Penalty_________

Grand Total Score_______/80
Purpose: The objective of this paper is to examine a gendered topic related to communication and demonstrate your knowledge of this topic through synthesized research. You will also be thinking about ways in which this topic has theoretical (how it could be studied) and personal application.

Due: Topic Approval Sheet 10 pts Friday, Feb 15th
Part I: Introduction through Methods 80 pts Tuesday, March 26th
   (includes references page/s)
Complete Project 120 pts Tuesday, April 23rd
   (includes re-writes of first part)

***Hard copies of sources must be turned in with Part I
**All drafts need to be turned in with any graded sections**

First, select a gendered topic of interest to you. For example, you may choose to research men's and women's professional roles; gendered family stereotypes; clothing/dress of men and women; language used by men and women; dating practices, behaviors or perceptions of men and women; how males and females are treated in school; cultural differences related to gender; differences in legal gender communication, patient/professional interaction between men and women, gendered violence among partners…

You will then complete a literature review examining research on your chosen topic, and think about ways in which this topic could be studied. After you complete a literature review, you will collect data in relation to your topic, analyze this data, and think about personal reflections about the topic.

This project is one paper; however you will receive two complete grades for this project. Your first part includes the introduction, literature review, methods, and references. The second is your complete project. You will be re-writing part one with your final paper. Your first copy must be turned in with re-writes.

Papers will receive extensive written comments and suggestions. As this is a certified writing course, you should take the opportunity to improve upon your papers and turn in drafts of your work.
Details: 15 pages minimum - references pages are not counted as part of the actual required pages. Papers must be 11-12 pt font, one-inch margin (flush left only), page numbered, and typed. Estimate 250 words per page (tiny print is hard to read ☺ - you are reading arial 11 pt). A minimum of 10 sources need to used in your project, at least half of which must be research articles. You will need to use APA 5th edition in citing sources and writing the references pages. Do not mix techniques (MLA with APA) in your paper. Do not use footnotes – APA uses parenthetical citations.

Topic Approval:

Preliminary topic ideas: You will turn in three possible topics (Tuesday, Feb 5) – some may work better than others and I want you to have time to find a good topic that you will enjoy working with for the semester. Once you find a topic, okay it with me. I do not want people to overlap with topics, so we need to brainstorm to find several topics.

Topics due: Your topic approval sheet is to be turned in by Friday, Feb 15th. This should indicate as specifically as possible what you want to do with your topic. Provide an overall purpose and subtopics you want to explore. You need to also confirm that there are research articles about your topic. You must turn in reference citations (in APA) for at least three articles with your topic approval. Keep in mind you may need to adjust or change your topic if it does not meet the assignment or if it will be difficult to complete.

Each of you needs to personally talk with me about your ideas.

Specifics for Writing the Paper

This paper is a variation of a traditional research paper in that I ask you to provide some personal reflection at the end of your paper.

Each paper will be different in issues, data, and analysis... If you have questions about your paper – contact ME rather than a classmate for clarification and specifics about your particular project (sections will apply to everyone, but how they are completed will vary).

I. Introduction and Literature Review (8-10 pages)

Begin with an introduction to your research (1 pageish)
Introduce your topic area in some creative fashion and provide a rationale as to why you chose this topic. What is your personal interest in the topic? Why is it important for others to know about this topic? Then provide an overall purpose statement of your paper and specifically list the issues to be discussed in your paper (a preview).
Ex. of purpose/preview statement:

The purpose of this paper is to explore the way in which dialectical tensions affect marital couples’ relational development. In order to accomplish this goal, the literature review will delineate three main research areas. First, an explanation of the dialectical theory/perspective will be provided. Second, a background on marital development will be discussed. Third, differences between how husbands and wives manage dialectical tensions throughout their relational development will be examined.

**Synthesize the research on your topic.** You are required to use at least 10 sources, 5 of which must be from various scholarly research articles (the remaining may be articles, interviews, or books). All your sources need to be valid (ex. academic journals, texts, interviews with professionals who study your topic—RELATED TO GENDER AND COMMUNICATION WITHIN YOUR TOPIC...). Thus, I would prefer your articles coming from communication and/or sociological–related journals. Check with me about your sources if you have ANY questions.

Your sources need to be within the last ten years; the most recent is always the best. **Hard copies of all sources (with the exception of whole books) MUST be turned in with part I of your paper.** All sources listed in your paper must be in your reference page and vice versa.

**You are responsible for the accuracy and credibility of your sources.** Be careful with Internet sources as they are not all complete or professional (written by professionals). DO NOT use an abstract from the net and cite it as the whole article. If you download an article – make sure you have copied the whole article with its references. Whenever you pull ANYTHING off the net – write down the complete address at that time so you don’t forget – it must accompany your bibliographic citation. When citing articles found on the computer, you need to cite it as if you found it on the shelf AND identify the computer source as well.

All research articles will identify journal titles and authors; of your article does not have this information, check with me about your article – it is possible that it is NOT an appropriate research article.

Synthesize research that examines theories and concepts examining your gendered topic. When putting together your literature review, read all of your sources and look for common themes, ideas, and research results from your sources. Discuss these ideas in such a way so as to **incorporate all your sources** into your thoughts. Do not just list one source at a time in your paper; rather make claims and intermingle your sources back to your claims/points. You may have three scholars who discuss the same things; thus write it as one point and then list all the sources that parallel those thoughts.

**Ex:** Several scholars (Baxter, 1990; Pawlowski, 1998; Rawlins 1994) argue that husbands and wives perceive the tension of autonomy and connection differently.

Careful though, do not just list all sources with one concept and call it your sources!! They should be used throughout your paper.
Also, **find the original sources** for your ideas. Texts and articles cite several other works within their own. If you use these ideas, look for the original articles. Do not use the cites from a text and claim it as a separate source by listing it in your paper and in your references. You are accountable for your reference materials - plagiarism and inappropriately claiming ideas which you have not examined from an original source is unacceptable and may result in a failing grade for the course. If you cannot find the original (imbedded) source, you must list the secondary source (the one you are reading) as the source in the references page and indicate in your paper it is imbedded; see APA for citing secondary sources.

Ex: Larson (as cited in Pawlowski, 1998) argued that…

-in this example, Pawlowski would be in the reference page, but Larson would not

**Only TWO imbedded sources** will be allowed – it is always best to find the original source.

Your main arguments/claims in the literature review should parallel your preview points of your introduction.

Use **internal labels** for your areas covered in the literature review. For each new area of research, create a flush left label for separating ideas. Don’t let this replace a transition in words; rather it just becomes a reader-friendly guide for a new area.

Ex: Literature Review

Autonomy-Connection

Openness-Closedness

At the close of your literature review, you should identify hypotheses or research questions (one to three is appropriate for this paper) that your want answered from your research. These should result from speculations or questions as a result of your literature review. Thus, your review should inform your choices as to how you want to approach the project. Talk through on paper as to why you made these choices. Please note that you only use a hypothesis if you are analyzing your data with statistical measures. Research questions may be used with a variety of methodologies.

**This is NOT a research methods course – I will not be providing specific training on qualitative or quantitative methods. If you are comfortable with a particular method, then feel free to use it. If you have no methods training, then discuss with me ways in which you can approach your topic/data analysis. Please keep in mind that statistics is only one way to analyze a topic; rhetorical/critical and qualitative/naturalistic/interpretative are other ways in which to analyze data.

**All sources in your references must be cited in your text and vice versa.**

***A references page is turned in with your literature review.***

Gender Project – Spring 2002 - Pawlowski - 4
II. Methodology  (1 pagish)

The methods section includes an explanation of what data you will be using for your analysis, the procedures as to how you will collect the data, and an explanation of how you will be analyzing your data.

It is possible that you will be analyzing a movie, collecting survey data, textually analyzing a document related to your topic, conducting interviews with individuals…

Regardless of your data, your methods must be carefully planned and related to your literature review so the analysis of your data is consistent with your topic.

III. Results  (approx 1-2 pages)

The results section is an explanation of what was found from the data. This is simply identifying key results that arise from the data. This may be statistical results, identification of themes…

IV. Discussion  (approx 3-4 pages)

This section is where you provide conclusions and implication of your results. What can you make of the results? What conclusions can you draw? What do the results mean in relation to your literature review?

What contributions can you make to the gender communication discipline? What implications How has your research extended our knowledge of your topic? What extensions of theory can you contribute to the existing research? What implications can you make about this topic in regard to how it affects people?

What “future research” do you think needs to happen with your topic (given what you learned from your research)? What questions are still unanswered?

V. Personal Application

Think about how overall, this topic has helped you understand gendered communication.

How does this topic/issue impact your personal life? Has it helped answer any questions from your past or current interactions with others? Explain.

Why is it important to know this concept? What can we take away with us? Who could use this information? Why?

How do you think this topic affect your future interactions with others?

What did you learn from this analysis about gendered communication?
VI. References and Appendixes

Provide a list of references you used during your project. You must use the 5th edition APA (American Psychological Association) manual in your paper. Do not use footnotes; use parenthetical citations instead. Turn in a references page with your literature review. A complete list of references also needs to be turned in with your final complete copy of the paper.

Provide a copy of your data as an appendix/es as necessary. For example, interviews conducted would include a copy of the interview protocol and respondents’ answers; surveys would include the actual surveys respondents completed, a book would require the book as an appendix…

Additional tips for writing research papers:
- all sources within text must be in reference page and vice versa
- make your claim/argument first and then support it with sources
- list authors as they are actually listed on the article; thus if there are three authors who wrote one article, they are not automatically typed in alphabetical sequence, rather the sequence as they appear on the article
- downloaded cites must include the regular cite and the computer address – so I could find the copy on the shelves or on the computer from what you have written on the reference page
- DO NOT use end notes or footnotes – APA uses parenthetical citations (Pawlowski, 1997)
- you list the author(s) last name and year always; you add the page number for direct quotations “ ”
- have limited “ ” – paraphrase instead, while still citing the source
- if there are three or more authors – you list all three in text the first time you use it:
  (Pawlowski, Myers, & Danielson, 1998);
  any subsequent listing is written as follows: (Pawlowski et al., 1998)
- references page is listed alphabetically, not in the order sources were used in the paper
- each citation is typed in the order of authorship that is on the article, book…
Grading

"A" PAPER: Paper is well organized. Ideas and arguments are coherent, follow criteria, and clearly and accurately identify any referenced material. Paragraphs contain strong topic organization. Analysis shows depth of critical thinking and analysis, which demonstrates new ways of examining the topic; the reader says, "WOW!" Sentences and transitions are appropriate. There are few to no errors in grammar, punctuation, or spelling. Concerns expressed in instructor's comments regarding any drafts have been incorporated into the final text. References page is complete and consistent.

"B or B+" PAPER: Overall, the project is well organized. One or more areas may be underdeveloped or incomplete. Critical thinking is demonstrated with some new knowledge, but lacks some depth; the reader says, "neat ideas." The paper contains occasional punctuation, spelling, or grammatical errors. The paper does not respond to all the major concerns expressed in responses of earlier drafts. Some passages are awkward, with paragraphs whose topical structure is slightly incorrect or disorganized. Reference page identifies major sources, but may be incomplete, overlooking some references.

"C" or "C+" PAPER: The paper meets overall organizational requirements, although not all topical assignments are met within major sections. Length is not within requirements. Writing is overly general and does not contain new knowledge; the reader says, "interesting, but..." More than a few paragraphs do not have strong topical organization or appropriate length. Sentences are awkwardly structured; more than several contain grammatical errors or unclear meaning. The project contains enough spelling punctuation or grammatical errors to detract the reader from the overall information and context. The paper fails to respond to a significant number of major concerns expressed in the instructor's narrative responses to earlier drafts. Reference format is incorrect.

"D" PAPER: The paper is poorly organized. Major sections fail to address required points. Paragraphs are disorganized, with few topic sentences or adequate organization. As a rule, sentences are poorly constructed; the reader says, "this is hard to decipher." The paper contains many grammatical, spelling, or punctuation errors, which substantially interfere with comprehension of ideas. Length is not within requirements. References are incomplete and incorrect.

"F" PAPER: Sections lack clear organization; the reader says, "what?" Grammar, punctuation, paragraph organization, and sentence structure prevent coherent arguments. References are incorrect, incomplete, and inappropriately cited. Examples are severely lacking and length does not meet requirements. It seems obvious the paper is written with a lack of concern for the assignment or lack of ability/knowledge to accurately complete the paper.