EN4525: GENDER DISCOURSE

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Gender Discourse

Subject Code
EN - English
Course Number
4525

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
This course introduces a Cultural Studies approach to analyze discourses of gender in the media, and to ask critical questions about the impact of these images on our everyday life, our culture, and our interactions with each other.

Emphasis will be given to developing critical interpretive skills in a comparative, intercultural framework. Besides working on assigned materials, students will be asked to select their own media examples that they will analyze with the theoretical and critical tools acquired in the course.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss and describe key theoretical concepts in gender studies and media studies, especially those in feminist cultural studies.		x	x	
2	Critique images of gender as they appear in a variety of media forms, such as television, MTV, advertising, film.		x	x	
3	Critically read media representations of gender over a variety of topics, such as the questions of body image, femininity and freedom, masculinity and violence, transsexualism, comparative gender ideals in intercultural or transnational contexts, etc.			x	x
4	Relate and apply class discussion to practical everyday behavior, events, norms, and politics in a dynamic intercultural or transnational framework.			x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		Lectures given in class in addition to selected reading articles will provide background theoretical and analytic tools, to stimulate thoughts, and to assist in discussions of specific media examples.	1	

2		Application of theories and approaches to critical analysis of relevant media and socio-political examples will provide practice of using tools of frameworks used, while learning to 'read' images and representations presented to public.	2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Quizzes The pop quizzes are to encourage students to keep up with the readings.	1	20	
2	Student Research Group Project Report This is a qualitative research project, which means the emphasis is on exploring in-depth, interpretive, rich meanings. Student "findings" will be derived from their critical insights of sources/data.	2, 3, 4	50	
3	Individual Essay The essay will test students' ability to analytically and critically describe and explain concepts within theoretical models learnt.	1, 2, 3, 4	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Essay

Criterion

Content(20 marks)

Excellent (A+, A, A-)

(80% and above)
The argument is extremely well-presented and is extremely well analysed;
All relevant information is excellently covered;
The purpose of analysing and presenting the case material is completely achieved.

Good (B+, B, B-)

(65% to 79%)
The argument is competently presented and is very well analysed;
The information is sufficiently covered;
The purpose of analysing and presenting the case material is achieved.

Fair (C+, C, C-)

(50% - 64%)
The argument is adequately presented and is analysed reasonably well;
Only part of the information is covered;
The purpose of analysing and presenting the case material is partially achieved.

Marginal (D)

(40% - 49%)
The argument is sketchily presented and analysed inadequately presented;
Only limited information is included;
The purpose of analysing and presenting the case material is not fully achieved at all.

Failure (F)

(39% and below)
The argument is highly inadequate in its presentation and is very badly analysed;
Very limited or inaccurate information is included;
The purpose of analysing and presenting the case material is not achieved in any way.

Assessment Task

Essay

Criterion

Language and style (10 marks)

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy;
Use of vocabulary is very concise, precise and varied;
Style is highly appropriate.

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy;
Use of vocabulary is concise, precise and varied;
Style is appropriate.

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate.

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.
Use of vocabulary is limited and repetitive

Style is generally inappropriate.

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate.

Assessment Task

Pop Quiz

Criterion

Content(20 marks)

Excellent (A+, A, A-)

(80% and above)
Shows full understanding of main concepts and their application;
All relevant information is included in discussion and analysis of concepts.

Good (B+, B, B-)

(65% to 79%)
The main concepts are competently discussed and applied;
The information included in discussion and analysis of concept is sufficient.

Fair (C+, C, C-)

(50% - 64%)
The concepts selected for analysis are sufficient and partially applied;
Only partial information is included in discussion and analysis of concepts.

Marginal (D)

(40% - 49%)
The concepts selected for analysis are sketchy and inadequate;
Incomplete information is included in discussion and analysis of concepts.

Failure (F)

(39% and below)
The concepts selected for analysis are highly inadequate;
Very limited or inaccurate data is incorporated in conceptual analysis.

Assessment Task

Student Research Project

Criterion

Content(40 marks)

Excellent (A+, A, A-)

(80% and above)
Shows full understanding of main concepts and their application;
All relevant information is included in discussion and analysis of concepts;
The data is comprehensively analyzed and explained;
The purpose of the analysis of concepts is completely achieved.

Good (B+, B, B-)

(65% to 79%)
The main concepts are competently discussed and applied;
The information included in discussion and analysis of concept is sufficient;
The data sufficiently analyzed and explained;
The purpose of the conceptual analysis is achieved.

Fair (C+, C, C-)

(50% - 64%)
The concepts selected for analysis are sufficient and partially applied;
Only partial information is included in discussion and analysis of concepts;
Only partial analysis of data provided;
The purpose of the conceptual analysis is partially achieved.

Marginal (D)

(40% - 49%)
The concepts selected for analysis are sketchy and inadequate;
Incomplete information is included in discussion and analysis of concepts;
The data analysis is not informative or comprehensive;
The purpose of the conceptual analysis is not adequately achieved.

Failure (F)

(39% and below)
The concepts selected for analysis are highly inadequate;
Very limited or inaccurate data is incorporated in conceptual analysis;
The analysis is not at all comprehensible;
The purpose of the conceptual analysis are not achieved in any way.

Assessment Task

Student Research Project

Criterion

Language and style (10 marks)

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy;
Use of vocabulary is very concise, precise and varied;
Style is highly appropriate.

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy;
Use of vocabulary is concise, precise and varied;
Style is appropriate.

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate.

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.
Use of vocabulary is limited and repetitive
Style is generally inappropriate.

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate.

Part III Other Information

Keyword Syllabus

Discursive construction of romance, sexuality, and gender norms; media normalization of certain kinds of femininity and masculinity.

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Baron, B and Kotthoff, H (eds) (2001) Gender in Interaction: Perspectives on Femininity Masculinity in Ethnography and Discourse. Amsterdam: John Benjamins.
2	Gray, A and McGuigan, J. (eds) (1997). Studying Culture: An Introductory Reader.London: Arnold.
3	Holmes, J and Meyerhoff, M (eds) (2003). The Handbook of Language and Gender. Malden M.A.: Blackwell.