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Gender and Communication

Assignment

A. Goal: This Assignment creates understanding of the gender communication expectations representative of the era of the first lady's tenure.

B. Rationale: In Gender Communication and Women's Studies courses, students are introduced to the three waves of feminism and learn about society expectations and constraints women faced at the time, including (and often especially) women in the public sphere.

First ladies (women married to the president) have come to represent the feminine ideal, and thus have had to present themselves in ways that meet societal expectations for women of the time. Evidence of expectations can be found in her speeches, in newspaper and magazine articles and in scholarly publications.

C. Outcomes: By identifying and analyzing a speech by the first lady, a newspaper article, a magazine article and a scholarly article or book, the student can draw parallels between the language used, and the gender expectations of the time.

D. Procedure: Choose one of the following first ladies: Lady Bird Johnson, Jacqueline Kennedy, Patricia Nixon, Betty Ford, Rosalyn Carter, Nancy Reagan, Barbara Bush, Hillary Clinton, Michelle Obama, Melania Trump, or Jill Biden.

Identify a speech given by the first lady, a newspaper article, magazine article, and a scholarly article or book about the first lady you have chosen. The speech, newspaper and magazine article must be from the same time that the woman served as first lady. For each artifact, describe how you believe the first lady you have chosen either meets, fails to meet, or breaks a gender expectation for her in her role as first lady. Does the media describe her in gendered terms? Is the media critical or complimentary or neutral about her as a woman? Do you believe the press is fair or unfair in its treatment of her? In the scholarly article, does gender play a role in how the authors constructs her image, including her perception in the press and public and her appearance? Draw connections to the

role of women in society at the time of the first lady's tenure. What was happening in the lives of families, women, and society that may have shaped her rhetorical choices and the treatment she received in the press?

- 12-point Times New Roman
- Double-spaced
- Body of paper is a minimum of 1,000 Words (word count does not include your heading or Works Cited page. Please do not exceed 1,200 words.)

E. Appraisal: The quality of your analysis and connection to our course materials (*both written and lectures*) of your first lady's speech, her treatment in the press (newspaper and magazine article) and the scholarly writing (article or book) about her will be evaluated. How well do you cull your artifacts for evidence of gender representation and analysis, and the connections you are able to make to our course readings and discussions will be considered. The conclusions you draw about your first lady's overall manifestation of gender expectations and how the press and public viewed her, will be evaluated.

F. Grading Rubric:

Assignment Grading Rubric Gender and First Ladies in Our World

	100	90	80	70	60
Answers Each assigned question about a First Lady's speech, newspaper, magazine, and scholarly article.	Answers all questions in depth. Follows the directions completely (12-point font, Double-spaced, minimum of 1,000 Words, MLA, or APA formatting, 2 sources, Submitted it to safe assign via Blackboard).	Answers all questions with some depth. Follows the directions (12-point font, Double-spaced, minimum of 1,000 Words, MLA, or APA formatting, 2 sources, Submitted it to safe assign via	Answers all questions with partial depth. Partially follows the directions. Body of paper does not include 1,000 words. Partial clarity and organization. Writing includes introduction	Answers minimal questions. Minimally follows the directions. Body of paper does not include 1,000 words. Is somewhat clear and organized. Writing does not include clear:	Does not answer all questions. Does not follow directions. Is not clear or organized. Does not include an introduction and thesis, body paragraphs, and a concluding paragraph.

Follows directions and organizes the paper.	Includes clear organization. Writing includes introduction and thesis, body paragraphs, and a concluding paragraph.	Blackboard) with minor error. Includes clear organization. Writing includes introduction and thesis, body paragraphs, and a concluding paragraph.	and thesis, body paragraphs, and a concluding paragraph.	introduction and thesis, body paragraphs, and a concluding paragraph.	
Follows MLA or APA Format	Writing appropriately follows either MLA or APA formatting including 2 cited sources and a Works Cited/Reference page.	Writing appropriately follows either MLA or APA formatting including 2 cited sources and a Works Cited/Reference page with minor error.	Writing somewhat follows either MLA or APA formatting including 2 cited sources and a Works Cited/Reference page.	Writing demonstrates little or no demonstration of MLA or APA formatting. Does not have 2 cited sources nor a Works Cited/Reference page.	Writing does not follow either MLA or APA formatting. Does not have 2 cited sources nor a Works Cited/Reference page.
Analysis	Demonstrates original thinking and depth of analysis	Demonstrates depth of analysis	Demonstrates partial depth of analysis	Demonstrates little or no depth of analysis	Demonstrates no depth of analysis
Comprehension	Demonstrates depth of comprehension of material used	Demonstrates comprehension of material used	Demonstrates partial comprehension of material used	Demonstrates little comprehension of material used	Demonstrates no comprehension of material used
Grammar, spelling & punctuation	Shows high proficiency in standard English grammar, spelling, and punctuation	Shows adequate proficiency in standard English grammar, spelling, and punctuation	Shows inconsistent proficiency in standard English grammar, spelling, and punctuation	Shows lack of proficiency in standard English grammar, spelling, and punctuation	Shows persistent, serious lack of proficiency in standard English grammar, spelling, and punctuation

