

Department COMM

Course Number 430

Course Name: "Sexuality, Sex, and Gender"

AREAS OF INQUIRY

~~Identity, Institutions and Societies~~

IDENTITY, INSTITUTIONS, AND SOCIETIES

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: 16 September 2005

Please answer the following questions:

Check Only One:

- ◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.
- ◇ **This is a new course that we are now proposing for this Area of Inquiry.**

1. Name and contact information for the department chair administering this course.

Claire Jacobs (Communication Studies; 4-8606)

2. In any given semester, how many sections of this course is your department willing to offer?

At first one section a year.

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

Course goals (from the syllabus)

This course is an intensive seminar for the interdisciplinary study of sex, sexuality, and gender. We have three main goals for the course. First, we will experience the benefits of interdisciplinary study by exploring sex, sexuality, and gender from several different vantage points and thereby gaining a broader view of the relationship between sex, sexuality and gender as it is produced in, and around, individuals in the social world. We will also see how disciplines do not necessarily agree with one another on the same subject matter. Second, we will examine the contradictions between understanding sexuality as a discrete category of analysis and sexuality as a category predicated on other forms of power relations. Third, we will examine the importance of culture and society in creating the very personal sense of gender and sexuality in individuals.

4. Check the learner objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

- ◇ **Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores (required)**
- ◇ Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies
- ◇ **Identify an institutional or societal structure (or structures) and its (or their) influence on individuals**
- ◇ Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society)
- ◇ **Recognize the influence of societal or cultural context on self and others as individuals**
- ◇ Objectively and critically evaluate concepts of self and individuality

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.
- a.) **Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores:** This class will study sex, sexuality and gender, three of the founding organizational patterns of our social world. We will use these topics to examine the nature of power (in Foucault's sense of the word). We will look at the give and take between the biological impulses and social influences. This class will take for granted a post-structuralist world in which meaning is produced in culture and mapped onto the body.
- b.) **Identify an institutional or societal structure (or structures) and its (or their) influence on individuals** We will examine how biology, religion, family, education, law, and media influence the production of sex, sexuality and gender. We will use Jeffery Weeks' book Sexuality and Foucault's History of Sexuality to identify pressures on the socialized body. Weeks argues that religion, family structure, social regulation, education and activist groups create the meaning of sex for our society. For example, the family home is one place we create our objects of desire: the sex, class, race, religion, and approximate age of our object choice is predictable based on our family of origin (for example, middle class kids usually marry middle class kids). It is through religion (and other factors) that we determine what is appropriate sexual behavior; what we are, and are not, willing to do is due, in part, on the nature of our religious upbringing. It is more complicated than this (and Weeks makes that clear), but in essence Weeks argues that we come to know ourselves as sexual beings through the social structures we live. Foucault argues that sex is not a biological pre-determined fact acted upon by culture, that is, sex isn't something that exists free of our cultural world. Instead, as a culture we decide what counts as sex (and we reproduce this via religion, language, education, social regulation, etc). What behaviors, body parts and feelings are sexual, when sexual behavior is appropriate, and with whom are all culturally determined. The readings for this class, and the focus of this class is how various social and biological formations create the individual's sense of their gendered and sexual world.
- c.) **Recognize the influence of societal or cultural context on self and others as individuals** (see above as well)... We will use writing by individuals about how society/culture influence their own sense of their sex, sexuality, and gender (the books Out and About on Campus and Gender Trouble will be useful here). We will examine how we come to determine gender via a variety of cultural forces: how does our primarily heterosexual society influence how we understand the production of two genders? And how does the production of two genders influence how we understand our own gendered body? From an interdisciplinary perspective we will examine how different disciplines understand the force of history, biology, religion, philosophy, the social world, and our communication practices on our individual understanding of our sex, gender and sexuality. We will examine other possible ways to imagine the sex, gender and sexuality triptych as they are scripted on our bodies.
6. Course Assessment: **Identify how this course will accomplish the above objectives (choose at least one).**
- ◇ **Participating in class discussion and debate**
 - ◇ Engaging in teamwork and other collaborative exercises
 - ◇ **Writing analytical or evaluative papers, perhaps incorporating original research**
 - ◇ Making oral presentations
 - ◇ Creating an artistic product or a performance
 - ◇ Participating in fieldwork
 - ◇ Other means – please identify
7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◇ Oral Communication Literacy:

This class will require students to do oral presentations. These presentations will be a substantial (20%) portion of their grade.

◇ Information Literacy: Students will be expected to make good use of the Internet, the library, and when appropriate video to do research.

◇ Writing Literacy: Students will be expected to write a paper for the class (with optional drafts); and the exams will be essay exams.

8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan:

Goal A: Provide an intellectually challenging and dynamic liberal learning curriculum. (from 2010)

This class will provide an intellectually challenging space for dynamic learning. This class will be highly interactive, with faculty coming to the class to present ideas (not lecture). The students will read primary source materials in advance on whatever topic the faculty discuss (biology, history, philosophy), and talk with the faculty about their field of study and the place of sex, sexuality and gender in that landscape, and the student's singular sense of identity.

Goal B: Support learning that cultivates critical and innovative thinking.

- Promote learning that treats knowledge as vibrant and changing.
- Cultivate analytical and integrative thinking within and across the disciplines. (From 2010)

This class is an interdisciplinary course, it mandates, by its very form, critical and analytical thinking across disciplines. The course hopes to encourage students to see knowledge as vibrant and changing, by bringing in faculty from across disciplines; students will be able to interrogate disciplinary knowledge on these topics and decide for themselves if, and how, these different understandings of our subject work together. They will see that knowledge is ever changing as we examine the historical understanding of our topic.

Goal D: Connect liberal learning to ethical conduct and civic responsibility.

- Cultivate a curriculum that encourages the development of personal values.
- Encourage responsible leadership.
- Provide opportunities for interpersonal growth and group interaction.
- Foster a lifelong commitment to honorable living and the common good. (from 2010)

This class will ask students to take seriously what Dr. Sandy Lopator calls a 'sexual values system'. This class encourages students to question the norms of today, with regard to our understanding of gender, sex and sexuality. By carefully discussing this topic in an open academic forum this class hopes to encourage students to have a clear sense of their own value/ethic system with regard to sex/gender. This class hopes to create more tolerant and careful citizens with regard to the complicated world of sex/gender.

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

__xx__ Area of Inquiry Course Proposal Form

__xx__ Syllabus for the Course

__xxx__ Undergraduate Curriculum Committee Course Proposal Form

**UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM**

Does this proposal affect Liberal Learning requirements? Yes xx No

1. Title of Course: "Sexuality, Sex, and Gender"

Proposed Course Number (cleared with Registrar): COMM 430

Prerequisite Courses:

(if you require a minimum acceptable grade greater than the default of D- , please indicate the grade you require) Junior level standing; Comm 250 (C or better)

Catalogue Description (including credits, lecture, and lab hours):

This course starts from the premise that sex, sexuality, and gender are related concepts. This interdisciplinary course invites faculty from various disciplines to talk to students about the study of sex, sexuality and gender from their particular discipline. Students read primary sources around the topic, so an interest in theory is a must. We read on topics such as the history of sexuality, censorship, philosophy and sexuality, religion and sexuality, the production of gender, sexual identity, and the biology of sexual behavior. We examine how these different social elements work to produce a very individual, and personal, sense of sex, sexuality, and gender in each of us.

Is the course cross-listed? If so, what is the number of the other course?

no

****A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.**

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

This course is intended for upper level students interested in interdisciplinary study. It is intended for students interested in the in-depth study of a topic. We assume we will primarily draw students from the Communication Studies, Gender Studies, and possibly some Honors students.

The course should be added to the curriculum because it embodies the university's call for more interdisciplinary education. This course is committed to interdisciplinary/trans-disciplinary study. This course will allow students to study one topic from a variety of fields, giving them insight into how theories are developed (and how they compete with one another). This course will be an elective in the Communication Studies Program. Jim Carey defines communication as "the symbolic process whereby reality is maintained, produced, transformed and repaired"; this course takes seriously that charge; we will examine the various ways, inside the academy and out, we define sex, and come to know ourselves as gendered and sexual beings. This class is upper level and theoretically sophisticated. It will stretch students' critical thinking skills. It will also ask students to ask fundamental questions about their own place in the social/ideological world.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.

This course will be an elective.

4. Has this course been offered previously as a special topics course? If so, when? What course number was used?

A version of this course was offered as HONR 395 (but as a 2 credit course, I propose a three credit course).

5. Has this course, or one closely related to it, been offered at CNU previously?

If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

No.

6. What is the anticipated enrollment per offering for the next three years?

During which term will this course first be offered?

Fall 20__ **Spring 2005**__19__ Summer 20__

During which semesters will this course regularly be offered?

Fall 20__ **Spring** 20__ Summer 20__

Print in the 2006-2007 (academic year) Undergraduate Catalog.

7. How will the course be staffed?

I will teach the class. If I can not teach the class, Dr.s Manning, Meyer and Grau are all more than able to organize/teach this course in my place.

8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain.

No

9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)

No.

10. If this course is for an Area of Inquiry

a. Identify the Area of Inquiry ____ IDENTITY, INSTITUTIONS, AND SOCIETIES

b. Demonstrate how your course will meet the objectives of this Area of Inquiry (highlighted areas are objectives for IDENTITY, INSTITUTIONS, AND SOCIETIES)

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c.) **Recognize the influence of societal or cultural context on self and others as individuals** (see above as well)... We will use writing by individuals about how society/culture influence their own sense of their sex, sexuality, and gender (the books Out and About on Campus and Gender Trouble will be useful here). We will examine how we come to determine gender via a variety of cultural forces: how does our primarily heterosexual society influence how we understand the production of two genders? And how does the production of two genders influence how we understand our own gendered body? From an interdisciplinary perspective we will examine how different disciplines understand the force of history, biology, religion,

philosophy, the social world, and our communication practices on our individual understanding of our sex, gender and sexuality. We will examine other possible ways to imagine the sex, gender and sexuality triptych as they are scripted on our bodies.

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

Concur

Do Not

Concur**

Department(s): (1) _____ Date: _____

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☐

(2) _____ Date: _____

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College Curriculum
Committee: _____ Date: _____

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Dean: _____ Date: _____

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Dean: _____ Date: _____

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Undergraduate Curriculum
Committee: _____ Date: _____

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Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President: _____ Date: _____

☐
☐

Provost _____ Date: _____

☐
☐

Distribution by Provost Office following approval:

Department Chair(s), UCC Chair, Deans, Registrar

***** If "Do Not Concur" is checked, please attach a statement of explanation.***

“Sexuality, Sex, and Gender”

Comm 430

Linda Baughman
(Baughman@cnu.edu)
33 Commonwealth Hall

Description:

This course is an intensive seminar for the interdisciplinary study of sex, sexuality, and gender. We have three main goals for the course. First, we will experience the benefits of interdisciplinary study by exploring sex, sexuality, and gender from several different vantage points and thereby gain a broader view of the relationship between sex, sexuality and gender as it is produced in, and around, individuals in the social world. We will also see how disciplines do not necessarily agree with one another on the same subject matter. Second, we will examine the contradictions between understanding sexuality as a discrete category of analysis and sexuality as a category predicated on other forms of power relations. Third, we will examine the importance of culture and society in creating the very personal sense of gender and sexuality on individuals.

Assessments:

Exams: 40%	Presentation: 20%
Reaction papers: 10%	Study Guide: 5%
Paper: 20%	Participation: 5%

Readings:

Books:

Kate Bornstein. Gender Outlaw.

Kate Bornstein. My Gender Workbook.

Michel Foucault. History of Sexuality (An Introduction, or Volume 1).

Plato. Symposium.

J. Weeks Sexuality. London: Routledge, 1986.

Course Packet Readings (a sample of selected readings):

Alexander, Jonathan and Karen Yescavage. *introduction*. Bisexuality and Transgenderism: InterSEXions of the Others.

Bjerklie, David. “Animal Attraction.” Time. (Jan. 19, 2004).

Bowers v. Harwick (Supreme Court decision)

Doherty, Thomas. Pre-Code Hollywood: Sex, Immorality and Insurrection in American Cinema, 1930-1934. NY: Columbia UP, 1999. selections.

Howard, Kim and Annie Stevens, eds. Out and About on Campus. selections.

Manual Enterprises v. Day (Supreme Court decision)

Pound, Nicholas, and Matthew Gage. “Prudent Sperm Allocation in Norway Rats.” Animal Behavior 68 (2004): 819-823.

Roth v. U.S. (Supreme Court decision)

Schopenhauer, Arthur. The World as Will and Representation. selections.

Scott, Graham. Essential Animal Behavior. Blackwell Publishing. selections.

“Song of Solomon” from The New Oxford Annotated Bible with Apocrypha.

Calendar:

Week One: Introduction to the Course and ‘the Basics’ (Dr. Baughman and Dr. Lopater)

Week Two: Sexual Ethics (Dr. Lopater): Readings from Dr. Lopater’s book Human Sexuality.

Week Three: Religion and the Philosophy of Love and Desire (Dr. Kip Redick)

Readings: Schopenhauer The World as Will and Representation. selections; Plato Symposium; "Song of Solomon"

Week Four: Theories of Sex, Sexuality and Institutions (Dr. Baughman)
Readings from: Weeks Sexuality; Foucault History of Sexuality.

Week Five: Theories of Sex, Sexuality and Institutions (Dr. Baughman)
Readings from: Weeks Sexuality; Foucault History of Sexuality.

Week Six: The Biology of it at all: (the animals) Professor TBA
Readings: Bjerklie, "Animal Attraction;" Pound and Gage, "Prudent Sperm Allocation in Norway Rats;" Scott, Essential Animal Behavior.

Week Seven: The Biology of it all: (the humans): Readings and Professors TBA (John Money's work will be central here) **(Take home Mid-term due)**

Week Eight: Identity, Gender, Sexuality and Sex: (Dr. Baughman or Dr. Meyer or Dr. Grau)
Readings: Bornstein, Gender Outlaw and My Gender Workbook.

Week Nine: Sexual Identity and the Social world: Professor TBA
Readings: Howard and Stevens, eds. Out and About on Campus; Alexander and Yescavage. *introduction*, Bisexuality and Transgenderism: InterSEXions of the Others.

Week 10: Sexuality, Sex and Gender go to the Movies (Dr. Nichols)
Readings: Doherty, Pre-Code Hollywood selections.

Week 11: Censorship: Speech and the Possibility for Identity (Professor TBA)
Examine the Supreme Court cases *Manual Enterprises v. Day*, *Roth v. U.S.*, *Bowers v. Harwick*, and others

Week 12: Over to you: Student Presentations on topics of their choice.

Week 13: Over to you: Student Presentations on topics of their choice.

Week 14: Over to you: Student Presentations on topics of their choice.

Reaction Papers (10%): 200-350 word, typewritten, "reaction" paper due each week. These papers are simply that, reactions to the readings, conversations, events of the class/week before. We'll spend the first 10 minutes or so of each class talking about the events of the week before, processing last week's materials. These papers will facilitate that discussion. These papers should engage with the intellectual material for that class, as well as the previous week's events.

Paper Assignment (20%)

For this course you must prepare a 10-12 page (2,500-3,000 word) research paper.

- Topic:
 - The paper should explore one of the themes or topics that arose in the discussions and presentations during class. Your exploration of a particular theme or topic should involve a critical review of recent or highly significant scholarly literature. At least five - seven books and articles must be reviewed in your paper. Your paper topic must be approved by Dr. Baughman. Dr. Baughman, as well as the course's other participating professors, will assist with the selection of appropriate literature to read and discuss in the paper.
 - When writing a review essay of this sort, there are a number of important questions for you to consider and address in your paper. Why is the topic you have chosen important or significant? What questions is the author asking in his/her book or article? What has motivated the author to explore that topic? What conclusions has the author reached? How well, in your opinion, has the author supported his/her conclusions? What issues or questions has the author left unanswered? As a conclusion to your paper, you might consider discussing issues or questions about your topic that you believe deserve further investigation.
- Writing Considerations:
 - Choose an appropriate level of language. When writing a research paper for a college-level class, your tone should be formal. Feel free to use first person when writing. But avoid the use of 'you'.
 - Audience: Write for a member of your class. This will help you pitch the topic at the proper depth. Assume the reader knows what any member of your class knows. Don't assume I'm the audience; if you do, you'll leave out important material, thinking, "She already knows that."
- Documentation:
 - You must use MLA format for documenting your paper. If you're not familiar with MLA, see an [MLA Handbook](#).
 - You must have 5-7 relevant academic sources for your paper. An academic source is a source that has gone through a review process inside the academy. That is, academic journals, books, reference materials, web sites. If a book has a university press, it's an academic text. If a website is sponsored by an intellectual in your field of inquiry it 'counts' as an academic site; but check in with me just to be sure. Articles from journals are academic in nature. If you are not sure a text is academic in nature take a look at the journal and see if it has a review process. If you're still not sure check with a librarian. Last but not least, bring the text to me and I'll see if the text is academic in nature. It is your responsibility to make sure you have the required number of **academic** citations.
 - Popular magazines are NOT academic sources. [Time](#), [Newsweek](#), [U.S. News](#), [People](#), [MacLeans](#), [Fortune](#), and the like are NOT academic.
 - You may use popular sources, but you still need 5-7 academic sources.

Preparation: The paper must be double-spaced, with margins no more than one inch, typed in a 12 point font, and written in proper English that follows the rules of grammar and the stylistic conventions for formal written English. No covers or binders are permitted, but you should have a title page. The title page is not counted as part of the paper's overall length.

1.

In-Class Presentation (20%)

- You will do a 15 minute in-class presentation on the topic of your paper.
- Format:
 - Your presentation should be skillfully organized, aimed at a college level audience, and focus on teaching your peers about the topic you are presenting. This means you need:
 - An introduction that gets our attention and introduces the theorist to the class.
 - A body that breaks down the important information into 3-5 main points.
 - A conclusion that recaps the most important elements of your presentation.
 - Visual Aids that enhance your presentation (if you don't think you need visual aids, come see me).

- You must cite your sources in your presentation, “According to Important theorists of the 20th Century, Michel Foucault is the most important French philosopher to date.” If you are unclear how to do this, please come see me for details.
- Delivery:
 - I expect an extemporaneous delivery style. This means, don’t bring your paper to class and read it, (such behavior will be heavily penalized). You are doing a presentation on this person, you are talking to us about this person, you are teaching the class something about this person. Bring notes on note cards, or use power point’s outline format for your notes.
- Question/Answer session:
 - Be prepared to answer questions put to you by your classmates during the Q&A session. When answering questions do the following:
 - Direct your attention to the person who asked the question as you repeat the question (so everyone in class can hear it).
 - Answer the question, directing your attention to the entire class (not just the person who asked the question).

Study Guide for In Class Presentation: (5%)

The study guide will be a bulleted study guide aimed at helping your peers review the important ideas of your presentation for the last exam. This is a study guide, it will be graded based on its ability to help your peers understand the topic and study for exams. The study guide should include:

- a brief paragraph explaining the key ideas of the theory
- a list of key terms used around your topic, their definitions and their relationship to the theory
- a brief bibliography that will help your audience do further research on your topic

Format:

- Your name, top right corner
- Topic, top left corner
- bulleted points to help organize information
- One page, single spaced

EDITING A DRAFT

1. Revising from the top down. Do the important work first. There are two kinds of problems in any given text: larger problems (content, organization) and smaller problems (sentence structure, word choice). Tackle the large problems first.

How to tackle large problems like organization and content: Outline the draft. Write down the thesis statement, then add a sentence/phrase which summarizes the important idea in each following paragraph. After doing this consider the following points:

- a. Make sure the main point of each paragraph relates to the thesis.
- b. Consider the evidence in each paragraph: is it adequate? Does the evidence presented in the paragraph support the main idea in that paragraph? If not, the author needs to rethink that paragraph, omit it, or perhaps combine it with another paragraph.
- c. Examine the supporting details: are any overlapping, or unimportant to the thesis of the paper? If so, eliminate them.

2. After looking for basic organization/content issues, there are other organizational issues to examine:

- a. Does the paper make the point the author intends it to make?
- b. Is the thesis clear and intelligent?
- c. Is the main idea of each paragraph directly related to the thesis?
- d. Are the sentences clear and effectively structured?
- e. Does the introduction capture the reader's attention and make the main point of the paper clear?
- f. Does the conclusion provide intelligent closure for the paper?

3. Now on to the 'smaller problems': proof reading advice. Here pay no attention to content, read only for writing errors.

- a. Make sure sentences are really sentences...not fragments. Be especially careful of sentences beginning with *because, since, which, that, although, as, when or what* and those beginning with the words ending in *ing*.
- b. Make sure the internal structure of the sentences is clear and easy to follow: clauses are not confused; writing is concise and clear in each sentence.
- c. Look for noun/verb agreement.
- d. Make sure the referent of a given pronoun is clear.
- e. Check for left out words, or words carelessly repeated.
- f. Check to make sure possessive nouns and contractions have their apostrophes.
- g. Make sure quotes have opening and closing quotation marks.
- h. Check spelling. Make sure there's no confusion of: *to/too, their/they're/there, its/it's, then/than, your/you're*.

4. One last piece of advice, as a reader ask yourself, "Did the author leave any lingering questions about the topic in my mind?" If so, note those questions and pass them on to the author.