

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

HEAL 325. 001 - Health Aspects of Human Sexuality (CRN: 22300)
3 Credits, Spring 2017
Thursdays/7:20 – 10:00 pm, Enterprise Hall Rm. 275, Fairfax Campus

Faculty

Name: Sarah Axelson, MSW
Office Hours: By Appointment Only
Office Location: 2107 RAC
Office Phone: 703-966-9509 (cell phone – can also text)
Email Address: saxelso2@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Covers biological, behavioral, and sociocultural factors in human sexual behavior.

Course Overview

Welcome to Human Sexuality! The goal of this course is for you to end the semester as a sexually *healthier* adult than you were when you began it, and that may mean something different for each of you. To accomplish that goal, this course will provide you with a broad overview of the health issues of human sexuality. We will talk about exciting (no pun intended) topics like anatomy, sexual response, reproduction, contraception, sexually transmitted infections, health issues for special populations, and sexual behavior. We will engage in honest, critical class discussion in a safe and respectful manner. Through structured activities and discussions, you will examine your behaviors and address those factors that positively and negatively influence your sexual and gender identity. You will also identify healthy, constructive methods for dealing with sexuality issues so that you can develop your own identities as sexually healthy adults. Finally, we will engage in an assessment of how our personal sexuality is influenced by the public sphere, using a case study of George Mason University.

Course Delivery Method

This course will be delivered using a face-to-face format. It will include lectures, student presentations, required readings, class and small group discussions, interactive activities, case studies, and required readings.

Note: I consider effective learning to be a partnership between teachers and students, so you will be expected to be an active participant in that process. This means putting in time and effort between classes and during each class session. My teaching style in class is very interactive and includes activities during most class sessions. If you consider yourself a passive learner, or if you learn best when professors use lecture as the most frequent method of instruction, this particular section of this course may not be the best fit for you.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Develop a solid basic understanding of biological, social, and psychological components of their human sexuality.
2. Form and express educated attitudes and viewpoints on several aspects of human sexuality through the interpretation of readings, lectures, guest speakers, and open discussion with peers.
3. Form and express rational and responsible decisions concerning their human sexuality and development.
4. Write and discuss the value of human sexuality education with professional teachers as well as the community.

Professional Standards

Not applicable

Required Texts

- Crooks, B. & Baur. K. (2014). *Our Sexuality: 13th Ed.* Belmont, CA: Wadsworth Cengage Learning.
- Additional readings posted in the syllabus and/or on Blackboard.

Before each class session, you will be expected to complete all assigned readings for that class session. I will start each class with the assumption that students have read the material and are fully prepared. You will have the opportunity to demonstrate your knowledge when randomly called upon to provide a brief summary of an assigned reading during any class period. Course preparation material may also be used during class sessions, and you will be expected to come prepared to use that material.

If cost is a concern, you do not need to purchase this textbook in new condition. There are several options for accessing this textbook, including many affordable options on Amazon. These include downloadable paper copies and rental options ranging in price from \$40 up.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

This course will be graded on a point system, with a total of 200 possible points.

Attendance (2 pts per class session present; automatic points for cancelled classes)	28 pts.
Journal Assignments (2 pts per entry; 8 entries minimum)	16 pts.
Anatomy Model	16 pts.
Field Trip Experience (Paper)	30 pts.
Quizzes (35 pts each x 2)	70 pts.
Group Presentation/Fact Sheet Part 1: GMU Assessment of Resources	20 pts.
Group Presentation/Fact Sheet Part 2: GMU Recommendations for Services	20 pts.
TOTAL:	200 pts.
Optional Extra Credit Paper	5 pts.

- **Assignments and/or Examinations**

- **Make-up Exams:** If you know you will be missing class when an exam will be given, you must request permission for a make-up exam in writing at least two weeks before the scheduled exam. Make-up exams will only be given in the case of extreme circumstances and at the discretion of the professor. The circumstances must be thoroughly documented.

- **Other Requirements**

- **Submission of Assignments:** All assignments will be submitted in hard copy at the beginning of the class period on the assigned due date.
- **Attendance:** Class periods will primarily be devoted to large and small group discussions, debates, and interactive activities. **Students are expected to attend ALL classes and to be active participants in the learning process.**

You will earn two points for every class that you attend, or when you have an excused absence. Excused absences include the following:

- An anticipated absence that you notify the instructor of in writing at least 2 weeks ahead of time and that is deemed excusable.
- An absence due to a religious holiday about which you have provided notification in writing during the first two weeks of class.
- An absence due to illness IF you notify the instructor via email prior to the missed class AND you bring a doctor's note the following class.

All other absences will be unexcused. You will not earn attendance points when you have an unexcused absence. I understand that things come up and therefore you may decide what merits missing class and will earn/lose points accordingly.

Please come to class on time. If you must come in late, please do so quietly so as not to disrupt others. If you need to leave class early, please consult with the instructor before class. Sleeping in class is not considered an active form of participation. If you are sleeping in class, you will be asked to leave and will lose your attendance points for that class session.

- **Late Work:** All work is due by the start of class on the date specified. If you miss class on a day when an assignment is due, you are responsible for ensuring that the instructor receives that assignment by the beginning of the class period. After the start of class, all assignments are considered late. You will lose 5% of the total possible points for an assignment for every day (24 hour period) that it is late. Without a substantial, documented reason such as a prolonged hospitalization or death of a family member, no assignment will be accepted more than 1 week late.

Because journal entries do not have specific due dates but students can submit them as they choose, journals cannot be submitted “late”. If you do not submit a journal entry by the start of a particular week, then you will have skipped that week for submitting a journal.

- **Grading**

You know from this point forward what point total you need to earn in order to get the grade that you would like. You do not “begin with an A” and lose points; you earn your grade as the semester progresses. Your final letter grade will be calculated using the following point totals:

Point Total	Percentage	Letter Grade
188 pts. or above	94 – 100%	A
180 - 187 pts.	90 – 93%	A-
176 - 179 pts.	88 – 89%	B+
168 – 175 pts.	84 – 87%	B
160 - 167 pts.	80 – 83%	B-
156 - 159 pts.	78 – 79%	C+
148 - 155 pts.	74 – 77%	C
140 - 147 pts.	70 – 73%	C-
136 – 139 pts.	60 – 69%	D+
128 - 135 pts.	64 – 67%	D
127 pts. and below	0 – 63%	F

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

- **Ground Rules:** This course relies, in part, on dialogue during class discussions and activities. Since many sensitive and at times controversial subjects will be covered, students are expected to be respectful of others and their experiences, values, and belief systems. The class will develop and agree to a set of ground rules during the first class to ensure all participants are in an environment of safety and respect.
- **Technology in class:** Cell phones must be turned off. Texting in class is distracting to other students and to the professor, and therefore will not be permitted. If you need to send a text or make a phone call, please do so before or after class, or during the break. As a general rule, you will not be permitted to use laptops during class, unless a student has a documented need from the Disability Support Services Office, or a student is assisting a student with specific, written permission from the Disability Support Services Office. However, you should still bring your laptop or iPad to class, as there may be opportunities for online research during certain class activities.

Class Schedule

Date	Material	Assignments Due
Jan. 26	Introduction to Class <ul style="list-style-type: none"> • Syllabus Review • Expectations and Ground Rules • Learning Communities 	Review syllabus – bring any questions to class.
Feb. 2	What is Sexuality? Studying Sexuality	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • What do you already know about human sexuality? • What do you think you need to learn about human sexuality? • What do you anticipate your biggest challenges in this course will be and how will you address them? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur – Chapters 1 and 2 <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ✓ Signed Syllabus Acknowledgement Page <p><i>If applicable:</i></p> <ul style="list-style-type: none"> ✓ Letter from Disability Student Support Services Office for technology needs in class ✓ Excused absences for religious holidays
Feb. 9	Behind the Fig Leaf: Male and Female Anatomy and Physiology	<p>Assignment: Anatomy Models DUE</p> <p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> ✓ What messages did you learn about your anatomy growing up?

	Ohh la la: Sexual Response and Sexual Pleasure	<ul style="list-style-type: none"> ✓ Why do you think society treats sexual anatomy different than other anatomy? ✓ How did you learn about sexual pleasure, if at all, growing up? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur – Chapters 3, 4, & 6
Feb. 16	Love, Communication, and Decision-Making	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • How do you make decisions about what sexual behavior, if any, you will engage in? • Do you agree with the idea that love and sex are inextricably linked? • What do you think most college students struggle with related to communication about sex? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ <u>Crooks and Baur – Chapters 7 & 8</u>
Feb. 23	The Formation of Gender Roles and Identity	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • How do you think gender has impacted your life experiences to date? • Do you agree with the idea that gender exists on a spectrum? Why or why not? • What is still unclear about gender as a concept? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ <u>Crooks and Baur – Chapter 5</u>
Mar. 2	LGBTQ: Exploring Sexual Orientation	<p><i>Assignment: Field Trip Experience Paper</i></p> <p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • How did you first come to understand and experience sexual orientation? • What do you think it might be like to have a different sexual orientation than you do now? • How do you think sexual orientation impacts your risk level related to STIs and unintended pregnancy? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ <u>Crooks and Baur – Chapter 9</u>
Mar. 9	STI/STDs...what's the diff? Living with HIV	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • Have STIs impacted your life in any way? How? • What do you think college students perceive their risk of STI transmission to be? • Do you consider yourself at risk for acquiring or transmitting any STI's? Why or why not? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur – Chapter 15
Mar. 16	SPRING BREAK – NO CLASS	

Mar. 10 – Mar. 22	Quiz #1 via BB	Quiz #1 will be accessible via Blackboard between 8:00 am on Friday, March 10th and 10:00 pm on Wednesday, March 22nd. You may take it any time during this period that is most convenient for you.
Mar. 23	It's not just on MTV: Conception & Pregnancy Pregnancy and Parenting Options	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> ✓ How common do you think unintended pregnancy is among 18-24 year olds? ✓ Do you consider yourself at risk for being pregnant or causing a pregnancy? Why or why not? ✓ What kind of education do you think is most effective in teaching young people about unintended pregnancy? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur - Chapter 11 (ONLY pgs. 333 – 342; pgs. 352 – the end of the chapter)
Mar. 30	Patches and Pills and Rings, Oh My! Methods of Contraception Fun with Condoms	<p><i>Extra Credit: Condom and EC Worksheets DUE</i></p> <p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • What do you think is the most commonly used contraceptive method among young people and why? • What do you think should be the most commonly used contraceptive method among young people and why? • How can we increase the use of effective contraception in the United States? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur - Chapter 10
Apr. 6	Abortion: The Facts and the Feelings	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • How did you develop your existing opinions on this controversial topic? • Do you think the media accurately portrays abortion issues? Why or why not? • What do you think most young adults believe to be true about abortion? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur – Chapter 11 (ONLY pgs. 342-352)
Apr. 13	The Sexual Marketplace Sex for Sale	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • What is your perspective on legalizing prostitution? • How do you think most young adults would define “pornography”? • Is pornography healthy or unhealthy? Why? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur – Chapter 18

Apr. 20	Sexual Coercion: Consent and Crossing the Line	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • How do you feel about the recent increase in discussion or sexual assaults on college campuses? • How do you think most young adults would define “sexual assault”? • What should colleges do to teach young adults about consent? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur – Chapter 17 ✓ “The Sexual Assault Crisis on American Campuses” Available at: http://blog.ecu.edu/sites/dailyclips/blog/2014/05/27/the-sexual-assault-crisis-on-american-campuses-time-magazine/
Apr. 27	Sexual Challenges and Solutions Sexual Diversity	<p><i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • Do you think that sexual health challenges, such as an inability to get turned on, are normal? • Do you think people develop paraphilias? Why or why not? • What should a definition of “normal” sexuality include, if anything? <p><i>Reading:</i></p> <ul style="list-style-type: none"> ✓ Crooks and Baur – Chapters 14 & 16
May 4	<p><i>Group Presentations (Part 2): GMU Recommendations</i> Revisiting Healthy Sexuality Wrap-up and Closing</p>	<p><i>Group Presentations Part 2 (for all groups) DUE</i> <i>Optional Extra Credit Paper DUE</i> <i>Optional Journal Prompts:</i></p> <ul style="list-style-type: none"> • How did the journaling process affect your experience of the course? • Thinking back on how you assessed your own level of risk related to sexuality at the beginning of the semester, has that changed? Why or why not? • Were your expectations and hopes for the class met? If not, what was different or missing?
May 5- May 11	<i>Quiz 2 on BB</i>	<i>Quiz #2 will be accessible via Blackboard between 8:00 am on May 5th and 10:00 pm on May 11th. You may take it any time during this period that is most convenient for you.</i>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at

703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Additional Course Policies/Information:

Standards and Sources

Although students are at varying points in their academic programs, you should all have a basic understanding of how to write an appropriate academic paper using specific style guidelines and you will have an opportunity to refine those skills in this course. Students are expected to type, spell-check, and proofread all assignments prior to submission.

General style guidelines for all typed assignments include:

- Any paper not stapled will not be graded.
- Any paper submitted without a name will not be graded.
- Font size must be 12 and font type must be Times New Roman. Font color must be black.
- Margins must be one-inch on all sides. Please note that many word programs are preset to 1-1/4 inches.

Any typed work that is submitted should be your own. Plagiarized work from any outside source (books, articles, websites) is unacceptable and will receive a zero.

Students should also ensure that all typed assignments use APA style (see *The American Psychological Association Style Manual* or <http://owl.english.purdue.edu/owl/resource/560/05/>) and include a Cover page and proper citations. Following APA formatting, all assignments that include information from other sources should have in-text citations and a Works Cited list. Incorrect citation of sources will result in a point deduction.

Each paper has a maximum page limit identified in the syllabus. Because writing concisely is a skill, I will not read past the designated page limit for any particular assignment and will grade only what is included in the acceptable page limit. The Works Cited page(s) and Cover page do not count toward the maximum number of pages.

Assignment descriptions indicate the number of sources that must be cited for each assignment. Students should familiarize themselves with what constitutes a **reputable source of information** and should use and appropriately cite such sources in their work. Reputable sources typically include scholarly journal articles, government websites, and factsheets or other publications from recognized expert agencies (ex. The National Campaign to Prevent Teen and Unplanned Pregnancy). Wikipedia and other dictionaries are not considered sources. If you have questions about what is considered a reputable source, please ask me.

Papers that do not meet these requirements will result in a deduction in points. Grading rubrics will be posted on Blackboard for all assignments.

Extra Credit

Students will have the ability to turn in one extra credit assignment worth a maximum of 5 pts. Additional details on the extra credit assignment are included in the syllabus.

Blackboard

Blackboard will be used for posting course files and assignments, submitting quizzes, and for communicating with the class. You are already “signed up” for this course on Blackboard, since it is linked to the course registration system. It is your responsibility to periodically check the course site (log in at <http://mymason.gmu.edu> using your gmue.edu address) for updates to the syllabus/readings. It is important to note that materials posted on Blackboard are likely to provide substantive support in attaining course core competencies. Thus, it is strongly recommended that students check Blackboard on a regular basis.

Adverse Weather/Class Cancellation

In the advent of inclement weather or any other emergency, follow the decision of the University. Please check the university website for any weather-related cancellations. In the event of class cancellation, students will be contacted via email about rescheduling, assignments due, etc.

Class Assignments

Journal Assignments (1-3 pages each; 8 entries minimum)

Over the course of the semester, you will be expected to complete a minimum of eight journal entries. These assignments are an opportunity for you to reflect on the readings and material covered in class; to consider how this information relates to your life; and to discuss any questions that you have. It is expected that you will reflect critically and thoughtfully in these entries – for example, processing your own experiences, challenging your assumptions or values, or exploring new ideas and concepts. The course TA, Mavissa Beach, and I will be the only people to review these entries; however, you should only share what you are comfortable sharing.

When writing these journal entries, avoid summarizing what you have read or what was covered in class. Focus on what material was relevant to you, and how it relates to your life, past, present, and/or future. Optional journal entry prompts are provided in the class calendar for each class session should you wish to use them.

You are not required to use APA style for your journal entries; however, reflections should be proof-read for grammar and spelling, as well as appropriate paragraph usage. Journal entries will be graded based on the following:

- ✓ timeliness/amount of entries (students must complete a minimum of eight entries; each entry must reflect on a separate class session/topic; students may not submit more than one entry per week/class session);
- ✓ length (each entry needs to be at least one page and no more than three full pages – double-spaced with 1 inch margins at top and bottom); and

- ✓ meets content requirements (students may reflect on the activities and material discussed in the previous class session, on the readings and material for the upcoming class session, or on the journal prompts provided in the calendar).

As a reminder, these journal entries are not included on the calendar. Students are responsible for submitting these assignments throughout the semester and for ensuring that eight journal entries have been completed by the end of the semester.

Anatomy Models

Each student will be required to create 2 three-dimensional models of sexual anatomy, one of a biological male and one biological female. For the biological female model, you may choose to do the internal structures (uterus, etc.) or the external structures (the vulva). On *each* of the models, you must correctly identify and label 10 unique parts of sexual anatomy. Putting together a pre-fabricated anatomy model or pasting a one-dimensional diagram on top of something that is three-dimensional will not receive credit for this assignment. Think of this as the “unusual materials” challenge on Project Runway. You are encouraged to be creative and think outside the box – make it fun!! You *must* bring your models to class on the day that they are due. You *must* also take pictures of each model before leaving the house, in case they get damaged in transport, and email those pictures to me. I should be able to clearly read and identify all of the labeled parts on each model in the photos. You may send multiple photos of each model if necessary to ensure that all labeled parts are visible. (See Blackboard for examples of anatomy projects, but do not simply copy the examples. Use your own creative ideas!)

Paper: Field Trip Experience (3-5 pages)

Students will choose a social setting or volunteer activity that they have never experienced regarding sexuality. I encourage you to select a setting that challenges you or is perhaps beyond the boundaries of what you would normally attend. The visit/activity must be completed after the second week of class and before the day the assignment is due and must be legal and in good taste. Examples include going to a gay or lesbian club or bar (if of legal age), going to a sexual assault support group, getting tested for STIs/HIV, attending a rally, or going to an interest meeting for a sexuality-related group, just to name a few. Reading a book, watching a movie, or interviewing someone is not an acceptable activity for this assignment. If you have questions about a setting or place, please ask before you go.

Students are to write a critical reflection and analysis of the event using the Circles of Sexuality model, which will be covered in class. The paper should include:

- ✓ A description of the setting (physical space, number of attendees, location/setting, time of day, etc.);
- ✓ A critical analysis of the experience using the model of the five circles of sexuality, including the names of the specific circles you saw at play and examples of those circles;
- ✓ A discussion of the circles that were not noticeable and a reflection on why those were not present (i.e. what does it mean that those circles were not there? What messages does that send to attendees at this event?); and
- ✓ A reflection on how you experienced being there and how it affected you (i.e. how did your background, family values, cultural beliefs, etc. impact your feelings toward and interpretation of the space that you were in?).

Per the grading rubric, the analysis section accounts for the majority of your grade on this assignment. This section should reflect critical analysis and observation of the space that you experienced, as it relates to the Circles of Sexuality model.

Minimum number of sources required: 1 (Circles of Sexuality Handout from class – should be referred to in the paper using in-text citations and cited using APA style on a Works Cited page.)

Quizzes:

There will be two quizzes that will cover course material. Any content covered in class, in readings, or in other assignments may be included in quizzes. The quizzes may contain any variety of questions including multiple choice, true/false, matching, fill-in the blank, and/or short answer. The quizzes are an opportunity for you to demonstrate your knowledge of the content and your ability to apply the content to larger issues or questions discussed in class and in the reading assignments. Quizzes will not be cumulative.

Quizzes will be taken on Blackboard. They will be accessible during the specific times noted on the syllabus and must be taken during those times. The quizzes will not have a time limit. Quizzes are open book and open notes; however, students are strongly encouraged to study ahead of time in order to be prepared.

Group Presentations (Parts 1 and 2):

Although the topic of human sexuality seems quite personal, your ability to be a sexually healthy adult is dramatically impacted by the way in which sexuality is treated in public settings. Your sexual health is affected by the availability of services, the accuracy of information, and the ease with which information is available, among many other factors. The group presentation is an opportunity for you to work with your learning community to examine how this relationship plays out in a setting that is relevant to you – George Mason University.

On the first day of class, your learning community will select one of the topics that will be covered in class this semester (ex. Contraceptive access, STIs, dating violence, LGBTQ support, etc.). That topic will be your topic of focus for both parts of your group presentation. Your group will conduct research on this topic as it relates to GMU, and complete two presentations during the course of the semester.

Group Presentation – Part 1:

Your first group presentation will be on the date that your selected topic is covered in class. Prior to that class session, your group will conduct an assessment of the existing, available activities and/or services on campus related to that issue, as well as what GMU students know about those resources. Your assessment can and should use a variety of research methods (online searches, discussions with staff, interviews with students, etc.).

Your learning community will present your findings on your assigned date. You will have no more than 10 minutes for your presentation (though you can use less if you sufficiently cover the information), and every member of your learning community must have some role in the

presentation. You may use any presentation method that you would like. Your assessment should include:

- ✓ Identification of the available resources
- ✓ A discussion of how that information is made available to students (ex. Is it online? Does the website provide enough information? Do students find out about it at orientation? Etc.)
- ✓ An assessment of the dissemination strategies that are used to notify students about the services (ex. Do you feel that the dissemination strategies are adequate? Do students learn about these services at the right time in their college career, if at all?)

Lastly, your learning community will submit an accompanying “Fact Sheet/Resource List” with your presentation. This one-page document should contain 1) the highlights of your presentation, 2) accompanying references for your information, and 3) the names of everyone in your group. You should email the handout to me to post on Blackboard, and bring 2 hard copies for me on the day of your presentation.

Group Presentation – Part 2 (Video):

Throughout the remainder of the semester, your learning community will have the opportunity to develop recommendations for improving the activities and services on campus related to your topic. Consider, if you were experiencing the issue that you have selected in some way, what would you need or want to be available here at GMU that isn’t currently? The recommendations that you develop must be realistic, specific, and justified by data.

Your group must create a video presentation that is 10 minutes or less to share your final recommendations. Your video should be creative, engaging, and thought provoking; it should also tell us why your specific recommendations make sense, and convince us that they should be implemented. Every member of your learning community must have some role in the video presentation. You should approach this presentation as if this video will be shown to the Board of the University and you would like for them to implement the changes that you are recommending. Use your powers of persuasion and your creativity to share this information in a meaningful and engaging way. (Humor is okay!) I encourage you to be creative and think outside the box – make your video entertaining as well as informative. Send the link for your video to me via email before the start of class.

Lastly, your learning community will submit an accompanying “Fact Sheet/Recommendation List” with your presentation. This one-page document should contain 1) the highlights of your presentation, 2) accompanying references for your information, and 3) the names of everyone in your group. You should email the handout to me to post on Blackboard, and bring 2 hard copies for me on the day of your presentation.

Both presentations will be graded on content, group member participation, creativity, and length (staying within the time limit). Your presentations will be evaluated by the other students in the class and you will receive feedback to improve your presentation skills. However, your grade will be determined solely by me. Group members may decide how to split up the work within each group. All group members will receive the same group grade for your project unless there are unique extenuating circumstances. Should this be the case, I will have the final say in grades for each student in the group based on their individual contributions to the project.

Minimum number of sources required: 5 per presentation/fact sheet (You may use your textbook as ONE source for each fact sheet, if you would like. The remainder of the sources should be unique sources that you have located on your own and not assigned readings or class material.)

Extra Credit Assignment – Movie Review (2-4 pages):

One skill that is invaluable to professionals and scholars is being able to analyze and critique media messages about sexuality. For this assignment, you will produce a scholarly review of a film related to sexuality.

You should select from one of the films listed below. **PLEASE NOTE: These films have mature and controversial content. This is an optional extra credit assignment and you are choosing to watch the film(s) of your own accord.**

Film options are as follows:

1. Orgasm, Inc. (ASTREAMedia)
2. The Case Against 8 (Tripod Media)
3. The New Black (Yoruba Richen, Director)
4. The Price of Pleasure (Open Lens Media)
5. Hot Girls Wanted (Two to Tangle Productions)
6. Buying Sex (National Film Board of Canada)
7. Let's Talk about Sex (James Houston)
8. After Tiller (Code Red Pictures)
9. Trapped (Cedar Creek Productions)
10. The Business of Being Born (Barranca Productions)
11. The Other Side of AIDS (Hazel Wood Pictures)
12. Scarlet Road (Women Make Movies)
13. Kink: The 51st Shade of Grey (James Franco)
14. The Mask You Live In (Representation Project)
15. Miss Representation (Representation Project)

Your review should include a brief summary of the film and its key messages. The summary should be no more than a page, as a general guideline. (Assume that the reader of the review has not yet seen the film.) Your evaluation should then go on to analyze the value of the film. You can use the following questions as guidelines:

- What is the main argument or point of view of the filmmaker? What is the message that they want viewers to take away?
- How does this information support or contradict the factual information that you have learned this semester?
- Does the film present useful ideas in a coherent fashion? Was it well done?
- Is this film about a problem or question that is relevant? Is there merit in the arguments offered?
- Did you learn something from watching this film? What might this film teach others who view it?
- What were the primary limitations of the film? What questions are left unanswered, that you believe should have been addressed?

- Would you recommend the film to others? To whom? Why?

Minimum number of sources required: 3 (one of the three should be the film that you review)

Student Acknowledgement of Syllabus
(Please return this sheet to the instructor)

“I, _____, have read this syllabus in its entirety. I understand the expectations for my participation in this course and I agree to abide by the course requirements. In addition, I understand that:

- ✓ All relevant information regarding course requirements is outlined in the syllabus, and should I have a question regarding an assignment, I will check the syllabus prior to asking the professor.
- ✓ I am responsible for completing all readings prior to attending class and I may be called on at any time to summarize an assigned reading in front of the class.
- ✓ I will receive credit for attending class; therefore, my grade may be negatively affected by excessive absences.
- ✓ Sleeping in class is not considered active participation and I will be asked to leave.
- ✓ The University has an Honor Code that outlines expectations regarding plagiarism and other forms of scholastic dishonesty. I understand there are severe negative consequences if I should violate this policy either intentionally or unintentionally.
- ✓ I agree to be held responsible for any changes, additions, and/or deletions to these policies which are communicated to the class should such changes be deemed necessary by the instructor.”

Signature

Class Number and Section (Ex. HEAL 325)

Date

Please tell me one thing you would like for me to know about you as a student. I look forward to getting to know you more in class this semester!