

**George Mason University**  
**College of Education and Human Development**  
HEAL

HEAL 325 DL2 – Health Aspects: Human Sexuality  
3 Credits, Fall 2017  
Distance Learning

**Faculty**

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**Prerequisites/Corequisites: (None)**

**University Catalog Course Description**

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

**Course Overview**

This course explores the health aspects of human sexuality.

**Course Delivery Method**

This course will be delivered online using format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Aug. 25, 12:01a.

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:  
Adobe Acrobat Reader: <https://get.adobe.com/reader/>  
Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>  
Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

*Expectations*

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mon. and finish on Sun. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least one times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **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.

### **Required Texts**

Crooks, R., & Baur, K. (2013). *Our Sexuality: 13th Ed.* Belmont, CA: Wadsworth/Cengage Learning. ISBN: 9781305646520. Additional course material at Blackboard:

<https://mymasonportal.gmu.edu>

## Course Performance Evaluation

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Possible Points
<u>Tests</u> Test 01 (covers chapters 1-6) Test 02 (covers chapters 7-12) Test 03 (covers chapters 13-18) Each Blackboard online test is composed of 50 multiple-choice questions. The tests are based on the content of the text as organized and presented in PowerPoint lectures. Each test will be graded 0-100 points and Tests 01 and 02 are each weighted .15 while Test 03 is weighted .20 of overall course grade. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	50 points
<u>Short Essay Quizzes</u> There will be 10 short essay quizzes based on the content of the text as organized and presented in PowerPoint lectures. Each short essay quiz will be graded 0-3 points with a total of 30 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.	30 points
<u>Discussion Forums</u> Each student is expected to post a comment in 10 different discussion forums and reply to another student's comment within that forum. Each discussion forum will be based on a self-assessment related to text material and completed by the student and then posting as a comment at the forum. Each posting with reply is worth 2 points for a total of 20 points that will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	20 points

**TOTAL**

**100 points**

### Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

### Professional Dispositions

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

### 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 University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

Students must follow the university policy for 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff 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 George Mason University 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 George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student. **For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### Class Schedule

Week		Topic	Readings/Assignment Due
1	Aug 28-Sep 3	Introduction to the course Perspectives	Chapter 1: Perspectives on Sexuality
2	(Sep 4)-Sep 10	Sex Research	Chapter 2: Sex Research: Methods and Problems <i>(Short essay quiz 1 due Sep 10 end of day; covers Ch. 1)</i> <i>(Discussion forum 1 due Sep 10 end of day)</i>
3	Sep 11-17	Anatomy and Physiology	Chapters 3 & 4: Female and Male Anatomy and Physiology <i>(Short essay quiz 2 due Sep 17 end of day; covers Chs. 3 &amp; 4)</i> <i>(Discussion forum 2 due Sep 17 end of day)</i>

4	Sep 18-24	Gender	Chapter 5: Gender Issues  ( <i>Short essay quiz 3</i> due Sep 24 end of day; covers Ch. 5) ( <i>Discussion forum 3</i> due Sep 24 end of day)
5	Sep 25-Oct 1	Sexual Response	Chapter 6: Sexual Arousal and Response  <b>Test 1 due Oct 1 end of day (covers Chs. 1-6)</b>
6	Oct 2-8	Love and Communication; Start: Sexual Behaviors	Chapter 7: Love and Communication in Intimate Relationships Chapter 8: Sexual Behaviors  ( <i>Short essay quiz 4</i> due Oct 8 end of day; covers Ch. 7) ( <i>Discussion forum 4</i> due Oct 8 end of day)
7	(Oct 9)-15	Finish: Sexual Behaviors; Sexual Orientation	Finish Chapter 8 Chapter 9: Sexual Orientation  ( <i>Short essay quiz 5</i> due Oct 15 end of day; covers Chs. 8 & 9) ( <i>Discussion forum 5</i> due Oct 15 end of day)
8	Oct 16-22	Contraception; Conception	Chapter 10: Contraception Chapter 11: Conceiving Children: Process and Choice  ( <i>Short essay quiz 6</i> due Oct 22 end of day; covers Ch. 11) ( <i>Discussion forum 6</i> due Oct 22 end of day)
9	Oct 23-29	Finish: Conception; Child & Adolescent Sexuality	Finish Chapter 11 Chapter 12: Childhood and Adolescence Sexuality  <b>Test 2 due Oct 29 end of day; covers Chs. 7-12</b>
10	Oct 30-Nov 5	Adult Sexuality; Sexual Difficulties	Chapter 13: Sexuality and the Adult Years Chapter 14: Sexual Difficulties and Solutions  ( <i>Short essay 7 quiz</i> due Nov 5 end of day; covers Ch. 14) ( <i>Discussion forum 7</i> due Nov 5 end of day)
11	Nov 6-12	Finish: Sexual Difficulties; Sexually Transmitted Infections	Finish Chapter 14 Chapter 15: Sexually Transmitted Infections  ( <i>Short essay quiz 8</i> due Nov 12 end of day; covers Ch. 15) ( <i>Discussion forum 8</i> due Nov 12 end of day)

12	Nov 13-19	Atypical Sexuality	Chapter 16: Atypical Sexual Behavior  ( <i>Short essay quiz 9</i> due Nov 19 end of day; covers Ch. 16) ( <i>Discussion forum 9</i> due Nov 19 end of day)
13	Nov 20-(23, 24)-Dec 3	Sexual Coercion	Chapter 17: Sexual Coercion  ( <i>Essay quiz 10</i> due Dec 3 end of day; covers Ch. 17) ( <i>Discussion forum 10</i> due Dec 3 end of day)
14	Dec 4-10	Sex for Sale	Chapter 18: Sex for Sale  <b>Test 3 due Dec 10 end of day; covers Chs. 13-18</b>

Note: Faculty reserves the right to alter the schedule as necessary.

## Assessment Rubric(s)

Name	Short essay quiz (3 pts.)
Description	Points are deducted if submission is not composed in: • minimum (5) complete sentences using proper grammar and spelling • essay format (no outlining/listing), and/or • students' own words (no direct use of authors' writing from text).

Criteria	Levels of Achievement				
	Unsatisfactory	Needs improvement	Competent	Highly competent	Excellent
Answered question correctly and adequately (consistent with but NOT quoting textbook)	1 Points	1.5 Points	2 Points	2.5 Points	3 Points

Name	Discussion Forum - posting and replying
Description	
Rubric Detail	

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posting relevant to text-based activity or self-assessment	0 Points	0.5 Points	0.5 Points
Composed in a minimum of 5 complete and grammatically (including spelling) correct sentences	0 Points	0.5 Points	0.5 Points
Reply relevant to other student's posting	0 Points	0.5 Points	0.5 Points
Reply to other student's posting composed in minimum of 5 complete and grammatically (including spelling) correct sentences	0 Points	0.5 Points	0.5 Points