George Mason University
College of Education and Human Development
HEAL

HEAL 325 DL2 – Health Aspects: Human Sexuality
3 Credits, Spring 2018, 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 Jan. 22, 12:01a.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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:
    o   Adobe Acrobat Reader: https://get.adobe.com/reader/
    o   Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    o   Apple Quick Time Player: 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.

- <u>Log-in Frequency</u>:   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.
- <u>Participation</u>: 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.
- <u>Technical Competence</u>: 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.
- <u>Technical Issues</u>: 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.
- <u>Workload</u>: 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.
- <u>Instructor Support</u>: 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.
- <u>Netiquette</u>: 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.
- <u>Accommodations</u>: 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. (2016). Our Sexuality: 13th Ed. Belmont, CA: Wadsworth/Cengage Learning.
ISBN: 9781305646520.
Additional course material at Blackboard: https://mymasonportal.gmu.edu

Course Performance Evaluation

Students are expected to complete tests and quizzes as well as participate in discussion forums on time through Blackboard. This course will be graded on a point system, with a total of 100 possible points.

Tests and Assignments	Possible Points
Tests Test 1 (covers chapters 1-6) Test 2 (covers chapters 7-12) Test 3 (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
Short Essay Quizzes 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
Discussion Forums 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.

Class Schedule

Week		Topic	Readings/Assignment Due
1	Jan 22-28	Introduction to the course Perspectives	Chapter 1 Perspectives on Sexuality

2	Jan 29-Feb 4	Sex Research	Chapter 2 Sex Research: Methods and Problems *Short essay quiz 1* due Feb 4 end of day (covers ch 1) *Discussion forum 1*: comment by Feb 3 and reply by Feb 4 end of days
3	Feb 5-11	Anatomy and Physiology	Chapters 3 & 4 Female and Male Anatomy and Physiology *Short essay quiz 2* due Feb 11 end of day (covers chs 3 & 4) *Discussion forum 2: comment by Feb 10 and reply by Feb 11 end of days*
4	Feb 12-18	Gender	Chapter 5 Gender Issues *Short essay quiz 3* due Feb 18 end of day covers ch 5 *Discussion forum 3*: comment by Feb 17 and reply by Feb 18 end of days
5	Feb 19-25	Sexual Response	Chapter 6 Sexual Arousal and Response **Test 1 due Feb 25 end of day (covers chs 1-6)**
6	Feb 26-Mar 4	Love and Communication; Start: Sexual Behaviors	Chapter 7 Love and Communication in Intimate Relationships Chapter 8 Sexual Behaviors (*Short essay quiz 4* due Mar 4 end of day covers ch 7 *Discussion forum 4*: comment by Mar 3 and reply by Mar 4 end of days
7	Mar 5-11	Finish: Sexual Behaviors; Sexual Orientation	Chapter 8 Sexual Behaviors Chapter 9 Sexual Orientation *Short essay quiz 5* due Mar 11 end of day covers ch 8 & 9 *Discussion forum 5*: comment by Mar 10 and reply by Mar 11 end of days
	Mar 12-18	Spring Break	
8	Mar 19-25	Contraception; Conception	Chapter 10 Contraception Chapter 11 Conceiving Children: Process and Choice *Short essay quiz 6* due Mar 25 end of day covers ch 11 *Discussion forum 6*: comment by Mar 24 and reply by Mar 25 end of days
9	Mar 26-Apr 1	Conception; Child & Adolescent Sexuality	Chapter 12 Childhood and Adolescence Sexuality **Test 2 due Apr 1 end of day covers chs 7-12**
10	Apr 2-8	Adult Sexuality Sexual Difficulties	Chapter 13 Sexuality and the Adult Years Chapter 14 Sexual Difficulties and Solutions *Short essay 7 quiz* due Apr 8 end of day covers ch 14 *Discussion forum 7*: comment by Apr 7 and reply by Apr 8 end of days)

11	Apr 9-15	Finish: Sexual Difficulties Sexually Transmitted Infections;	Finish Chapter 14 Chapter 15 Sexually Transmitted Infections *Short essay quiz 8* due Apr 15 end of day covers ch 15) *Discussion forum 8*: comment by Apr 14 and reply by Apr 15 end of days
12	Apr 16-22	Atypical Sexuality	Chapter 16 Atypical Sexual Behavior *Short essay quiz 9* due Apr 22 end of day covers ch 16 *Discussion forum 9*: comment by Apr 21 and reply by Apr 22 end of days)
13	Apr 23-29	Sexual Coercion	Chapter 17 Sexual Coercion *Essay quiz 10* due Apr 29 end of day covers ch 17 *Discussion forum 10*: comment by Apr 28 and reply by Apr 29 end of days)
14	Apr 30-May 6	Sex for Sale	Chapter 18 Sex for Sale **Test 3 due May 6 end of day covers chs 13-18**

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

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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