

George Mason University
College of Education and Human Development
HEAL

HEAL 325 DL5 – Health Aspects: Human Sexuality, 80670
3 Credits, Fall 2021 (Oct 11-Nov 27)
Distance Learning

Faculty

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Pre-requisites/Co-requisites

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 an asynchronous 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 Oct 11 at 12:01am.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - 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 Monday at 12:01am and finish on Sunday at 11:59pm.
- 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 two 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.
- 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.
- Late Work: Late assignments will be marked down by 15% each day and will not be accepted after **three days**. These terms are negotiable only in the case of documented emergencies and, if possible, with **advance notice**. Work with me... the more I know, the more I can help you.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. One-on-one sessions will take place Zoom or BB Collaborate.
- 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.

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, R., Baur, K., & Widman, L. (2021). *Our Sexuality: 14th Ed.* Boston, MA: Cengage Learning. ISBN: 978-0-357-36075-0

In addition, supplementary readings will be posted on Blackboard throughout the semester.

Course Performance Evaluation

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

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

Requirements	Possible Points
<p><u>Tests</u></p> <p>Test 01 (covers chapters 1, 3-6) Test 02 (covers chapters 7-12) Test 03 (covers chapters 13-18)</p> <p>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. Test 01 is weighted .10, while Tests 02 and 03 are each weighted .15 of overall course grade. To best prepare for the tests, students should use their textbook-based notes as well as other materials provided on Blackboard.</p>	<p>40 points</p>
<p><u>Preventing Unplanned Pregnancy Lessons and Quizzes</u></p> <p>Each student will complete 3 online lessons focused on preventing unplanned pregnancy (links will be provided on BB). Three short quizzes for each lesson will be available on Blackboard. The quizzes have a total of 20 questions over 3 quizzes each worth .5 pt. for a total of 10 pts. Quizzes are made up of multiple-choice questions based on the lessons presented online.</p>	<p>10 points</p>

<p><u>Content Questions</u></p> <p>There will be 10 content questions based on the textbook and PowerPoint lectures. Each content question will be graded 0-3 points with a total of 30 possible points that will be factored directly into the overall grade.</p>	30 points
<p><u>Discussion Forums</u></p> <p>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 text material and other supplemental articles, videos, etc. related to human sexuality. Each posting with reply is worth 2 points for a total of 20 points that will be factored directly into the overall grade.</p>	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. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Week		Topic	Readings/Assignment Due
1	Oct 11-17	Intro. to the course Perspectives Sexuality and Sexual Health	Readings - Chapter 1, Circles of Sexuality: Visual and Explanations of Circles (links on BB) Content Questions 1 & 2 due Oct 17 end of day Discussion Forums 1 & 2 due Oct 17 end of day (initial posts due Oct 16 end of day)
2	Oct 18-24	Anatomy and Physiology Gender	Readings - Chapters 3, 4, and 5, The Guide to Gender (link on BB) Content Questions 3 & 4 due Oct 24 end of day Discussion Forums 3 & 4 due Oct 24 end of day (initial posts due Oct 23 end of day)

3	Oct 25-31	Sexual Response Love and Communication Sexual Behaviors	Readings – Chapters 6, 7, and 8 Test 1 due Oct 31 end of day (covers Chs. 1, 3-6) Content Question 5 due Oct 31 end of day Discussion Forum 5 due Oct 31 end of day (initial post due Oct 30 end of day)
4	Nov 1-7	Sexual Orientation Contraception Conception	Readings - Chapters 9, 10, and 11 Preventing Unplanned Pregnancy Online Lessons and Quizzes due Nov 7 end of day Content Question 6 due Nov 7 end of day Discussion Forum 6 due Nov 7 end of day (initial post due Nov 6 end of day)
5	Nov 8-14	Child & Adolescent Sexuality Adult Sexuality Sexual Difficulties	Readings - Chapters 12, 13, and 14 Test 2 due Nov 14 end of day (covers Chs. 7-12) Content Question 7 due Nov 14 end of day Discussion Forum 7 due Nov 14 end of day (initial post due Nov 13 end of day)
6	Nov 15-21	Sexually Transmitted Infections Atypical Sexuality	Readings - Chapter 15 and 16 Content Questions 8 & 9 due Nov 21 end of day Discussion Forums 8 & 9 due Nov 21 end of day (initial posts due Nov 20 end of day)
7	Nov 22-27	Sexual Coercion Sex for Sale	Readings - Chapters 17 and 18 Content Question 10 due Nov 27 end of day Discussion Forum 10 due Nov 27 end of day (initial post due Nov 26 end of day) Test 3 due Nov 27 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

1. GMU Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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 <https://ds.gmu.edu>).

Campus Resources

1. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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