

George Mason University
College of Education and Human Development
HEAL

HEAL 325 DL2 – Human Sexuality
3 Credits, Spring 2024
Distance Learning
(Jan 9-Feb 29)

Faculty

Name: Dr. Amanda Gordon

Office hours: By appointment

Office location: Zoom or Blackboard Collaborate

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Pre-requisites/Co-requisites

None

University Catalog Course Description

Covers the biological, psychological, emotional, and sociocultural factors related to human sexual behaviors. Includes topics such as anatomy, gender, sexual response, sexual behaviors, sexual orientation, relationships, reproduction, contraception, sexual difficulties and solution, sexually transmitted infections, and sexual coercion.

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 Jan 9 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. Describe the biological components of human sexuality (e.g., anatomical, physiological, human sexual response), including the male and female reproductive systems, and sexual dysfunctions.
2. Explain key health concepts in human sexuality across the lifespan.
3. Identify and compare the different methods of contraception, and sexually transmitted infections and diseases.
4. Analyze the biological, psychological, emotional, and sociocultural influences that shape sexual attitudes, values, and behaviors.
5. Discuss the diversity of sexual behaviors and lifestyles.
6. Identify sexual health resources available for youth and adults on diverse sexual behaviors.

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

The textbook is integrated into Blackboard for your convenience as part of the Cengage First Day Program. If you choose not to use the First Day Program, you can do so at the "Purchase Course Materials" link in Blackboard. If you opt out of the First Day Program, you will need to purchase the textbook on your own. We will cover all 18 chapters and the exams are based on the 14th edition.

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
<u>Tests</u> Test 01 (covers chapters 1, 3-6) 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. 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.	40 points

<p><u>Reflection Paper</u></p> <p>Each student will have a chance to reflect on the materials presented and discussed throughout the semester. Prompts will be provided on Blackboard at least two weeks prior to the due date. The paper should be 2-3 pages, double-spaced. It is worth a total of 10 points that will be factored directly into the overall grade.</p>	10 points
<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	Jan 9-14	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 Jan 14 end of day Discussion Forums 1 & 2 due Jan 14 end of day (initial posts due Jan 13 end of day)

2	Jan 15-21	Anatomy and Physiology Gender	Readings - Chapters 3, 4, and 5, The Guide to Gender (link on BB) Content Questions 3 & 4 due Jan 21 end of day Discussion Forums 3 & 4 due Jan 21 end of day (initial posts due Jan 20 end of day)
3	Jan 22-28	Sexual Response Love and Communication Sexual Behaviors	Readings – Chapters 6, 7, and 8 Test 1 due Jan 28 end of day (covers Chs. 1, 3-6) Content Question 5 due Jan 28 end of day Discussion Forum 5 due Jan 28 end of day (initial post due Jan 27 end of day)
4	Jan 29-Feb 4	Sexual Orientation Contraception Conception	Readings - Chapters 9, 10, and 11 Content Question 6 due Feb 4 end of day Discussion Forum 6 due Feb 4 end of day (initial post due Feb 3 end of day)
5	Feb 5-11	Child & Adolescent Sexuality Adult Sexuality Sexual Difficulties	Readings - Chapters 12, 13, and 14 Test 2 due Feb 11 end of day (covers Chs. 7-12) Content Question 7 due Feb 11 end of day Discussion Forum 7 due Feb 11 end of day (initial post due Feb 10 end of day)
6	Feb 12-18	Sexually Transmitted Infections Atypical Sexuality	Readings - Chapter 15 and 16 Content Questions 8 & 9 due Feb 18 end of day Discussion Forums 8 & 9 due Feb 18 end of day (initial posts due Feb 17 end of day)

7	Feb 19-29 **Note later due dates this week	Sexual Coercion Sex for Sale	Readings - Chapters 17 and 18 Content Question 10 due Feb 29 end of day Discussion Forum 10 due Feb 29 end of day (initial post due Feb 28 end of day) Reflection Paper due Feb 29 end of day Test 3 due Feb 29 end of day (covers Chs. 13-18)
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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 <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

Mason students now have FREE access to [TimelyCare](#) – a virtual mental health and well-being platform crafted specifically for college students! With TimelyCare, Mason students will have access to a multitude of virtual mental health and well-being resources that are free and available 24/7. Find out more about the resources available online at [Timelycare.com/gmu](https://timelycare.com/gmu) or [Download the app](#).