

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**HEAL 325 5P2: Health Aspects of Human Sexuality (3)**  
**Fall 2013**

DAY/TIME	T 7:20-10p	LOCATION	Robinson A106
INSTRUCTOR	Dr. Rich Miller	EMAIL ADDRESS	emiller@gmu.edu
OFFICE LOCATION	10396 Democracy Lane, Kellar Annex II	PHONE NUMBER	703-993-2066
OFFICE HOURS	T & R 8:30-10:30a	FAX NUMBER	703-993-2025

**COURSE PREREQUISITE/COREQUISITE:** (None)

**COURSE DESCRIPTION:**

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

**COURSE OBJECTIVES:**

At the completion of this course, students will be able to:

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.

**NATURE OF COURSE DELIVERY:**

Face to face

**REQUIRED READINGS:**

Crooks, R., & Baur, K. (2013). *Our Sexuality: 12th Ed.* Belmont, CA: Wadsworth/Cengage Learning. ISBN: 9781133943389. Additional course material at Blackboard: <https://mymasonportal.gmu.edu>

**EVALUATION:**

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

<b>Requirements</b>	<b>Points</b>
<u>Tests</u>	
#1 Covers course material related to chapters 1-10	15
#2 Covers course material related to chapters 11-20	15
#3 Covers course material related to chapters	15

Each Blackboard online test is composed of 50 multiple-choice questions. The tests are based on the content of the textbook as organized and presented in classroom lecture. Each test will be graded 0-100 points and weighted .15 of overall course grade. To best prepare for the tests, students should use their lecture notes to focus on important content in the textbook. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.

Web Site Presentation

10

The web site presentation involves each student selecting one of the human sexuality web links provided at Blackboard, visit and familiarize him/herself with the web site and then present the web site (via computer-internet-LCD projector) to class in a 5-10 min. presentation. During the presentation the student needs to engage students in an interactive aspect of the web site. Specific guidelines are provided at Blackboard. A scoring rubric will be used to grade the presentation with the total possible score of 10 point to be graded 0-10 points factored directly into overall grade. This requirement represents cognitive, affective and psychomotor learning experiences for the student.

Human Sexuality Paper

25

The human sexuality paper involves completing a writing assignment posted online at Blackboard. Students are to select only one of the following two options for the human sexuality paper:

- 1) Psycho-socio-sexual development paper
- or
- 2) Human sexuality research paper

Guidelines for each option are provided at Blackboard. A scoring rubric will be used to grade the submitted paper with the total possible score of 100 points being weighted .20 of overall course grade. This writing assignment will represent cognitive, affective and psychomotor learning experiences.

Participation

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According to GMU academic policy, students are expected to attend class regularly and in-class participation is important not only to the individual student, but also to the class as a whole. This means students are expected to not only attend class but also participate in class activities: large and small group discussion, self-assessments and disclosure, simulations and role plays, media analysis, in-class writing assignments, and others. Thus, participation credit in this course involves being in full attendance during each class day and actively involved in class activities. Absence [ABSE] results in no credit. Arriving late [LATE], taking an extended break [EBRK] or leaving early [LEFT] from class results in partial credit. Student non-course computer (or cellular) use [NCCU] is not active involvement in class activities and, therefore, results in partial credit. Although medical excuses are not accepted, each student is entitled to one excused [EXCU] absence during the semester. The percent of attended days will be weighted .20 of overall course grade. Participation is based on cognitive, affective, and psychomotor learning experiences and they will reinforce the important subject material in the course.

TOTAL 100

**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	

**TENTATIVE COURSE SCHEDULE**

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	Aug	27	Introduction to the course Perspectives on Sexuality	Chapter 1
T	Sep	3	Sex Research: Methods and Problems	Chapter 2 Web site presentation
T	Sep	10	Female and Male Anatomy and Physiology	Chapters 3 & 4 Web site presentation(s)
T	Sep	17	Gender Issues	Chapter 5 Web site presentation(s)

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	Sep	24	Sexual Arousal and Response	Chapter 6 Web site presentation(s)
			First Test – Online at Blackboard	Covers course material related to Chapters 1-6
T	Oct	1	Love and Communication in Intimate Relationships; Sexual Behaviors	Chapters 7 & 8 Web site presentation(s)
T	Oct	8	Sexual Behaviors; Sexual Orientation	Chapters 8 & 9 Web site presentation(s)
T	Oct	15	No class	-
T	Oct	22	Contraception; Conceiving Children: Process and Choice	Chapters 10 & 11 Web site presentation(s)
T	Oct	29	Conceiving Children; Childhood Sexuality	Chapter 11 & 12 Web site presentation(s)
			Second Test – Online at Blackboard	Covers course material related to Chapters 7-12
T	Nov	5	Sexuality during Childhood and Adolescence	Chapter 13 Web site presentation(s)
T	Nov	12	Sexuality and the Adult Years	Chapter 14 Web site presentation(s)
T	Nov	19	Sexual Difficulties and Solutions	Chapter 15 Web site presentation(s)
T	Nov	26	Sexually Transmitted Infections; Atypical Sexual Behavior	Chapter 16 & 17 Web site presentation(s)
T	Dec	3	Atypical Sexual Behavior; Sex for Sale	Chapters 17 & 18 Web site presentation(s)
			Third Test – Online at Blackboard	Covers course material related to Chapters 12-18

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

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- 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 George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- 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 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: 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.

