

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 325 DL1 Health Aspects: Human Sexuality - CRN: 78187

Fall 2014

Duration: Aug 25, 2014 - Dec 17, 2014

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Dr. Rich Miller	EMAIL ADDRESS:	emiller@gmu.edu
OFFICE LOCATION:	10396 Democracy La, Kellar Annex II	PHONE NUMBER:	703-993-2066
OFFICE HOURS:	Virtual – Bb Collaborate – by appointment	FAX NUMBER:	703-993-2025

PREREQUISITES/COREQUISITES: (None)

COURSE DESCRIPTION

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

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (not “real time”) 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.. There will also be synchronous learning activities through Bb Collaborate (by appointment).

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Mon, and **finish** on Sun.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester/session, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

COURSE OBJECTIVES:

At the completion of this course students should 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.

COURSE OVERVIEW:

This course explores the health aspects of human sexuality.

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.

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 exam 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 weighted .10 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.	30 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. 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 is worth 2 points and a total of 20 points will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	20 points
<u>Human Sexuality Provocative Paper</u> The human sexuality provocative paper involves completing a writing assignment according to posted guidelines by its due date. The total possible score of 100 points will be weighted .20 of overall course grade. This writing assignment will represent cognitive, affective and psychomotor 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	

TENTATIVE COURSE SCHEDULE:

WEEK	TOPIC	READINGS/ASSIGNMENT DUE
1	Aug 25-31	Introduction to the course Perspectives
2	Sep 2-7	Sex Research Chapter 1 Perspectives on Sexuality <i>(Short essay quiz 1 due Sep 7 end of day covers chs 1 & 2)</i> <i>(Discussion forum 1 due Sep 7 end of day)</i>

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
3	Sep 8-14	Anatomy and Physiology	Chapters 3 & 4 Female and Male Anatomy and Physiology (<i>Short essay quiz 2</i> due Sep 14 end of day covers chs 3 & 4) (<i>Discussion forum 2</i> due Sep 14 end of day)
4	Sep 15-21	Gender	Chapter 5 Gender Issues (<i>Short essay quiz 3</i> due Sep 21 end of day covers ch 5) (<i>Discussion forum 3</i> due Sep 21 end of day)
5	Sep 22-28	Sexual Response	Chapter 6 Sexual Arousal and Response Test 1 due Sep 28 end of day covers chs 1-6)
6	Sep 29-Oct 5	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 5 end of day covers ch 7) (<i>Discussion forum 4</i> due Oct 5 end of day)
7	Oct 6-12	Finish: Sexual Behaviors; Sexual Orientation	Chapter 8 Sexual Behaviors Chapter 9 Sexual Orientation (<i>Short essay quiz 5</i> due Oct 12 end of day covers ch 10 & 11) (<i>Discussion forum 5</i> due Oct 12 end of day)
		Mid-semester break	
8	Oct 15-19	Contraception; Start: Conception	Chapter 10 Contraception Chapter 11 Conceiving Children: Process and Choice (<i>Short essay quiz 6</i> due Oct 19 end of day covers ch 10) (<i>Discussion forum 6</i> due Oct 19 end of day)
9	Oct 20-26	Finish: Conception; Child & Adolescent Sexuality	Chapter 12 Childhood and Adolescence Sexuality Test 2 due Oct 26 end of day covers chs 7-12
10	Oct 27-Nov 2	Adult Sexuality Start: Sexual Difficulties	Chapter 13 Sexuality and the Adult Years Chapter 14 Sexual Difficulties and Solutions (<i>Short essay 7 quiz</i> due Nov 2 end of day covers ch 14) (<i>Discussion forum 7</i> due Nov 2 end of day)
11	Nov 3-9	Finish: Sexual Difficulties Sexually Transmitted Infections;	Chapter 15 Sexually Transmitted Infections (<i>Short essay quiz 8</i> due Nov 9 end of day covers ch 15) (<i>Discussion forum 8</i> due Nov 9 end of day)
12	Nov 10-16	Atypical Sexuality	Chapter 16 Atypical Sexual Behavior (<i>Short essay quiz 9</i> due Nov 16 end of day covers ch 16) (<i>Discussion forum 9</i> due Nov 16 end of day)

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
13	Nov 17-23	Sexual Coercion	Chapter 17 Sexual Coercion (<i>Essay quiz 10</i> due Nov 23 end of day covers ch 17) (<i>Discussion forum 10</i> due Nov 23 end of day)
14	Nov 24-Dec 7	Sex for Sale	Chapter 18 Sex for Sale Human Sexuality Provocative Paper due Nov 30 end of day Test 3 due Dec 7 end of day covers chs 13-16

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

TASKSTREAM REQUIREMENTS

N/A

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.

