

George Mason University
College of Education and Human Development
HEAL

HEAL 325 DL1 – Health Aspects: Human Sexuality
3 Credits, Spring 2017, 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. 23, 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:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/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 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.

- **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 one 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. Late work will not be accepted based on individual technical issues.
- **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.
- **Instructor Support:** 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.
- **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.
- **Accommodations:** 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
<u>Tests</u> Test 01 (covers chapters 1-6) 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 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
<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 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 23-29	Introduction to the course Perspectives
		Chapter 1 Perspectives on Sexuality
2	Jan 30-Feb 5	Sex Research
		Chapter 2 Sex Research: Methods and Problems <i>Short essay quiz 1</i> due Feb 5 end of day (covers ch 1) <i>Discussion forum 1</i> : comment by Feb 4 and reply by Feb 5 end of days)

3	Feb 6-12	Anatomy and Physiology	Chapters 3 & 4 Female and Male Anatomy and Physiology <i>Short essay quiz 2</i> due Feb 12 end of day (covers chs 3 & 4) <i>Discussion forum 2: comment by Feb 11 and reply by Feb 12 end of days</i>
4	Feb 13-19	Gender	Chapter 5 Gender Issues <i>Short essay quiz 3</i> due Feb 19 end of day covers ch 5 <i>Discussion forum 3: comment by Feb 18 and reply by Feb 19 end of days)</i>
5	Feb 20-26	Sexual Response	Chapter 6 Sexual Arousal and Response Test 1 due Feb 26 end of day (covers chs 1-6)
6	Feb 27-Mar 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 Mar 5 end of day covers ch 7 <i>Discussion forum 4: comment by Mar 4 and reply by Mar 5 end of days</i>
7	Mar 6-12	Finish: Sexual Behaviors; Sexual Orientation	Chapter 8 Sexual Behaviors Chapter 9 Sexual Orientation <i>Short essay quiz 5</i> due Mar 12 end of day covers ch 8 & 9 <i>Discussion forum 5: comment by Mar 11 and reply by Mar 12 end of days</i>
	Mar 13-19	Spring Break	
8	Mar 20-26	Contraception; Conception	Chapter 10 Contraception Chapter 11 Conceiving Children: Process and Choice <i>Short essay quiz 6</i> due Mar 26 end of day covers ch 11 <i>Discussion forum 6: comment by Mar 25 and reply by Mar 26 end of days</i>
9	Mar 27-Apr 2	Conception; Child & Adolescent Sexuality	Chapter 12 Childhood and Adolescence Sexuality Test 2 due Apr 2 end of day covers chs 7-12
10	Apr 3-9	Adult Sexuality Sexual Difficulties	Chapter 13 Sexuality and the Adult Years Chapter 14 Sexual Difficulties and Solutions <i>Short essay 7 quiz</i> due Apr 9 end of day covers ch 14 <i>Discussion forum 7: comment by Apr 8 and reply by Apr 9 end of days)</i>
11	Apr 10-16	Finish: Sexual Difficulties Sexually Transmitted Infections;	Finish Chapter 14 Chapter 15 Sexually Transmitted Infections <i>Short essay quiz 8</i> due Apr 16 end of day covers ch 15) <i>Discussion forum 8: comment by Apr 15 and reply by Apr 16 end of days</i>

12	Apr 17-23	Atypical Sexuality	Chapter 16 Atypical Sexual Behavior <i>Short essay quiz 9</i> due Apr 23 end of day covers ch 16 <i>Discussion forum 9</i> : comment by Apr 22 and reply by Apr 23 end of days)
13	Apr 24-30	Sexual Coercion	Chapter 17 Sexual Coercion <i>Essay quiz 10</i> due Apr 30 end of day covers ch 17 <i>Discussion forum 10</i> : comment by Apr 29 and reply by Apr 30 end of days)
14	May 1-7	Sex for Sale	Chapter 18 Sex for Sale Test 3 due May 7 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 University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

Students must follow the university policy for 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/>.
- The 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned

students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

Assessment Rubric(s)

Name Short essay quiz (3 pts.)
 Description Points are deducted if submission is not composed in: • minimum (5) complete sentences using proper grammar and spelling • essay format (no outlining/listing), and/or • students' own words (no direct use of authors' writing from text).

Criteria	Levels of Achievement				
	Unsatisfactory	Needs improvement	Competent	Highly competent	Excellent
Answered question correctly and adequately (consistent with but NOT quoting textbook)	1 Points	1.5 Points	2 Points	2.5 Points	3 Points

Name Discussion Forum - posting and replying

Description

Rubric Detail

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posting relevant to text-based activity or self-assessment	0 Points	0.5 Points	0.5 Points
Composed in a minimum of 5 complete and grammatically (including spelling) correct sentences	0 Points	0.5 Points	0.5 Points
Reply relevant to other student's posting	0 Points	0.5 Points	0.5 Points
Reply to other student's posting composed in minimum of 5 complete and grammatically (including spelling) correct sentences	0 Points	0.5 Points	0.5 Points

Name Sexual health question (25 pts.)

Description

Rubric Detail

Criteria	Levels of Achievement				
	Unsatisfactory	Needs improvement	Competent	Highly competent	Excellent
Made correct identifications	0 Points	2 Points	3 Points	4 Points	5 Points
Provided correct explanation/description	0 Points	5 Points	10 Points	13 Points	15 Points
Composed in essay format recommended number of sentences (complete and grammatically correct). No listing/outline. No directly using authors' words.	0 Points	2 Points	3 Points	4 Points	5 Points