

**George Mason University**  
**College of Education and Human Development**

HEAL 325 DL2 – Health Aspects of Human Sexuality, 10509  
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 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 January 23, 2017 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 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 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mon. at 12:01 am and finish on Sunday at 11:59 pm.
- **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. **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. 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 via conference call 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.
- **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. (2013). *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 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 213 possible points.

## Assignments and/or Examinations

<b>Requirements</b>	<b>Possible Points</b>
<u>Tests</u> Test 01 Test 02 Test 03 Each Blackboard online test is composed of 40 multiple-choice, true-false, and matching questions and one short essay question (10 points). The tests are based on the content of the text as organized and presented in PowerPoint lectures and other supporting materials provided on BB. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides and other materials provided on BB. Multiple-choice, true-false, and matching items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material. The rubric for essay questions is listed under Sexual Health Questions.	<b>150 points</b>
<u>Preventing Unplanned Pregnancy Lessons</u> 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 26 questions over 3 quizzes each worth .5 pt for a total of 13 pts. Quizzes are made up of multiple choice questions based on the lessons presented online.	<b>13 points</b>
<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.	<b>30 points</b>

<p><b>Discussion Forums</b></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. The initial comment/post is due by 11:59 pm on Saturday of each week and the reply to another student's comment is due by 11:59 on Sunday.</p> <p>Each discussion forum will be based on a self-assessment related to text or other posted 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.</p>	<b>20 points</b>
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**TOTAL** **213 points**

**Grading:**

**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 – Jan 29	Introduction to the course Perspectives	Chapter 1 Perspectives on Sexuality  <i>Short essay quiz 1</i> due Jan 29 end of day <i>Discussion forum 1</i> due Jan 28 and Jan 29 end of day
2	Jan 30 – Feb 5	Sexuality and Sexual Health	Circles of Sexuality (link on Blackboard) A National Strategy to Improve Sexual Health (link on Blackboard) <i>(Short essay quiz 2</i> due Feb 5 end of day) <i>(Discussion forum 2</i> due Feb 4 and Feb 5 end of day)
3	Feb 6 – Feb 12	Anatomy and Physiology	Chapters 3 & 4 Female and Male Anatomy and Physiology <i>(Short essay quiz 3</i> due Feb 12 end of day) <i>(Discussion forum 3</i> due Feb 11 and 12 end of day)

4	Feb 13 – Feb 19	Gender	Chapter 5 Gender Issues The Guide to Gender (link on Blackboard – Lectures) ( <i>Short essay quiz 4</i> due Feb 19 end of day) ( <i>Discussion forum 4</i> due Feb 18 and 19 end of day)
5	Feb 20 – Feb 26	Sexual Response	Chapter 6 Sexual Arousal and Response  <b>Test 1 due Feb 26 end of day (covers chs 1,3-6, other reading materials provided)</b>
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 5</i> due Mar 5 end of day) ( <i>Discussion forum 5</i> due Mar 4 and Mar 5 end of day)
7	Mar 6 – Mar 19*  (Includes Spring Break)	Finish: Sexual Behaviors; Sexual Orientation; Start Contraception	Chapter 8 Sexual Behaviors Chapter 9 Sexual Orientation Preventing Unplanned Pregnancy <b>Online Lessons and Quizzes</b> ( <i>due Mar 19 end of day</i> )
8	Mar 20 – Mar 26	Conception	Chapter 11 Conceiving Children: Process and Choice ( <i>Short essay quiz 6</i> due Mar 26 end of day) ( <i>Discussion forum 6</i> due Mar 25 and Mar 26 end of day)
9	Mar 27 – Apr 2	Conception; Child & Adolescent Sexuality	Chapter 12 Childhood and Adolescence Sexuality  <b>Test 2 due Apr 2 end of day covers chs 7-9, 11- 12, and Preventing Unplanned Pregnancy Online lessons</b>
10	Apr 3 – Apr 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) ( <i>Discussion forum 7</i> due Apr 8 and Apr 9 end of day)
11	Apr 10 - Apr 16	Sexually Transmitted Infections;	Chapter 15 Sexually Transmitted Infections ( <i>Short essay quiz 8</i> due Apr 16 end of day) ( <i>Discussion forum 8</i> due Apr 15 and Apr 16 end of day)
12	Apr 17 – Apr 23	Atypical Sexuality	Chapter 16 Atypical Sexual Behavior ( <i>Short essay quiz 9</i> due Apr 23 end of day) ( <i>Discussion forum 9</i> due Apr 22 and Apr 23 end of day)

13	Apr 24 – Apr 30	Sexual Coercion	Chapter 17 Sexual Coercion ( <i>Essay quiz 10</i> due Apr 30 end of day) ( <i>Discussion forum 10</i> due Apr 29 and Apr 30 end of day)
14	May 1 – May 7	Sex for Sale	Chapter 18 Sex for Sale  <b>Test 3 due May 7 end of day covers chs 13-18</b>

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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 Quizzes
Description	This rubric will be used to grade the 10 short essay quizzes. Each short essay quiz response should be accurate, based on the text or assigned reading, written in your own words (not copied from text), follow an essay style format and include a minimum of 5 sentences. Grammar, punctuation, and spelling are included in the points.

Criteria	Levels of Achievement		
	Unsatisfactory	Needs Improvement	Satisfactory
<b>Content</b>	<b>0 Points</b> Content is incomplete and does not respond to the question. The response is not based on assigned readings. Content is copied from the text or other source.	<b>1 Points</b> The content has some inaccuracies but the majority is correct. The response does not address all of the question.	<b>1.75 Points</b> The content is accurate, responsive to question, and comprehensive. The response is based on assigned readings and is in your own words.
<b>Grammar, spelling, and punctuation</b>	<b>0 Points</b> Response contains numerous grammar, punctuation, and spelling errors.	<b>0.25 Points</b> Response contains 2-3 grammar, punctuation, and spelling errors.	<b>0.5 Points</b> Rules of grammar, punctuation, and spelling are followed. No mistakes.
<b>Organization and Structure</b>	<b>0 Points</b> Response is not in essay format of at least 5 sentences. Response is confusing. Writing is disjointed and lacks transitions.	<b>0.5 Points</b> Response is mostly in essay format but with less than 5 sentences. Response is not easy to follow or is hard to understand.	<b>0.75 Points</b> Response is in essay style format with at least 5 sentences. The response is clear and easy to understand.

Name	Discussion Forum - posting and replying
Description	

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

## Essay Questions Rubric for Test 1-3

Name Sexual health question (10 pts.)

Description

Rubric Detail

Criteria	Levels of Achievement				
	Unsatisfactory	Needs improvement	Competent	Highly competent	Excellent
Made correct identifications	0 Points	1 Points	1.5 Points	2 Points	2.5 Points
Provided correct explanation/description	0 Points	1 Points	2 Points	3.5 Points	5 Points
Composed in essay format recommended number of sentences (complete and grammatically correct). No listing/outline. No directly using authors' words.	0 Points	1 Points	1.5 Points	2 Points	2.5 Points