

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

HEAL 325 C01 – Health Aspects: Human Sexuality, 42579  
3 Credits, Summer 2018  
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 June 25 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 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. **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.

Supplementary readings may be posted on Blackboard throughout the semester.

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 100 possible points.

## Assignments and/or Examinations

Requirements	Possible Points
<p><u>Tests</u> Test 01 Test 02</p> <p>Each Blackboard online exam is composed of multiple-choice items. Each test will be graded 0-100 points. Test 01 contains 100 items. It is weighted .30 of overall course grade. Test 02 contains 75 items. It is weighted .20 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. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.</p>	50 points
<p><u>Short Essay Quizzes</u></p> <p>There will be 6 short essay quizzes based on the content of the text as organized and presented in PowerPoint lectures. Each short essay quiz will be graded 0-5 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.</p>	30 points
<p><u>Discussion Forums</u></p> <p>Each student is expected to post a comment in 5 different discussion forums and in each forum they have to reply to another student's posting. Each discussion forum will be based on a self-assessment completed by the student and then discussed at the forum. Each posting is worth 2 points and the reply to another student's posting is worth 2 points—all for a total of 20 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.</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.

## Class Schedule

Week		Topic	Readings/Assignment Due
1	Jun 25-Jul 1	Introduction to the course Perspectives Circles of Sexuality Anatomy and Physiology	<b>Readings</b> - Chapters 1, 3, 4, Circles of Sexuality (link on BB)  <b>Discussion Forum 1 Initial Post (due Jun 30) and Reply Post (due Jul 1)</b>  <b>Short Essay Quiz 1 and 2 (due Jul 1)</b>
2	Jul 2-Jul 8	Gender Sexual Response Love and Communication	<b>Readings</b> - Chapters 5, 6, 7  <b>Discussion Forum 2 Initial Post (due Jul 7) and Reply Post (due Jul 8)</b>  <b>Discussion Forum 3 Initial Post (due Jul 7) and Reply Post (due Jul 8)</b>  <b>Short Essay Quiz 3 and 4 (due Jul 8)</b>
3	Jul 9-Jul 15	Sexual Behaviors Sexual Orientation Contraception Conception	<b>Readings</b> - Chapters 8, 9, 10, 11  <b>Test 1 - Chapters 1-11, and other reading materials (due Jul 15)</b>
4	Jul 16-Jul 22	Child & Adolescent Sexuality Adult Sexuality Sexual Difficulties Sexually Transmitted Infections	<b>Readings</b> - Chapters 12, 13, 14, 15  <b>Discussion Forum 4 Initial Post (due Jul 21) and Reply Post (due Jul 22)</b>  <b>Short Essay Quiz 5 and 6 (due Jul 22)</b>
5	Jul 23-Jul 28  **This is the last week of class and the exam period ends Jul 28. Note earlier due dates.	Atypical Sexuality Sexual Coercion Sex for Sale	<b>Readings</b> - Chapters 16, 17, and 18  <b>Discussion Forum 5 Initial Post (due Friday, Jul 27) and Reply Post (due Saturday, Jul 28)**</b>  <b>Test 2 - Chapters 12-18 (due Saturday, Jul 28)**</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 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

## Assessment Rubrics

Name: Short Essay Quizzes

Description: This rubric will be used to grade short essay quizzes. Each short essay response should be accurate, based on the text or assigned reading, written in your own words (not copied from the text), follow an essay style format, and follow the directions in each for essay length. Grammar, punctuation, and spelling are included in the points.

Criteria	Levels of Achievement		
	Unsatisfactory	Needs Improvement	Satisfactory
Content	0 points 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.	2.75 points The content has some inaccuracies, but the majority is correct. The response does not address all of the question.	4 points The content is accurate, responsive to the question, and comprehensive. The response is based on assigned readings and in your own words.
Grammar, spelling, and punctuation	0 points Response contains more than 3 grammar, punctuation, and spelling, errors.	0.25 points Response contains 2-3 grammar, punctuation, and spelling errors.	0.5 points Rules of grammar, spelling, and punctuation are followed. No mistakes.
Organization and structure	0 points Response is not in essay format and does not follow length requirements. Response is confusing. Writing is disjointed and lacks transitions.	0.25 points Response is mostly in essay format, but does not follow length requirement. Response is hard to follow or understand.	0.5 points Response is in essay style format and follows length requirement. The response is clear and easy to understand.

Names: Discussion Forums – Posting and Replying

Criteria	Levels of Achievement	
	Unsatisfactory	Satisfactory
Posting is relevant to the discussion forum question activity	0 points	1 point
Composed in a minimum of 5 sentences & grammatically correct	0 points	1 point
Reply relevant to other student's posting	0 points	1 point
Reply is a minimum of 5 sentences & grammatically correct	0 points	1 point