

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

HEAL 325 AO1 – Health Aspects of Human Sexuality, 42290
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 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 May 21, 2018 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/

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 100 possible points.

Assignments and/or Examinations

Requirements	Possible Points
<u>Tests</u> Test 01 Test 02 Each Blackboard online exam is composed of multiple-choice, true/false, and matching items. Each test will be graded 0-100 points. Test 01 contains 100 items. It is weighted .30 of overall 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 BB. Multiple-choice, true-false, and matching items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	50 points
<u>Short Essay Quizzes</u> 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.	30 points

<p><u>Discussion Forums</u></p> <p>Each student is expected to post a comment in 5 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 4 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>	<p>20 points</p>
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TOTAL	100 points
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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	May 21 – May 27	Introduction to the course Perspectives Sexuality and Sexual Health Anatomy and Physiology	Readings - Chapter 1, 3, 4, Circles of Sexuality (link on BB), and A National Strategy to Improve Sexual Health Discussion Forum 1 Initial Post (due May 26) and Reply Post (due May 27) Short Essay Quiz 1 and 2 (due May 27)
2	May 28 – June 3	Gender Sexual Response Love and Communication	Readings - Chapter 5, 6, 7, and The Guide to Gender (link on Blackboard – Lectures) Discussion Forum 2 Initial Post (due June 2) and Reply Post (due June 3) Discussion Forum 3 Initial Post (due June 2) and Reply Post (due June 3) Short Essay Quiz 3 and 4 (due June 3)
3	June 4 – June 10	Sexual Behaviors; Sexual Orientation; Contraception Conception	Readings - Chapter 8, 9, 10, 11 Test 1 - Chapter 1-11, and other reading materials (due June 10)
4	June 11- June 17	Child & Adolescent Sexuality Adult Sexuality Sexual Difficulties Sexually Transmitted Infections	Readings - Chapter 12, 13, 14, 15 Discussion Forum 4 Initial Post (due June 16) and Reply Post (due June 17) Short Essay Quiz 5 and 6 (due June 17)

5	June 18 – June 23 **This is the last week of class and the exam period ends June 23 rd . Note earlier due dates.	Atypical Sexuality Sexual Coercion Sex for Sale	Readings - Chapter 16, 17, and 18 Discussion Forum 5 Initial Post (due Friday, June 22) and Reply Post (due Saturday, June 23)** Test 2 - Chapter 12-18 (due Saturday, June 23)**
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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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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 Rubric(s)

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.

Rubric Detail

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, punctuation, and spelling 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.

Name

Discussion Forum

Description

Rubric Detail

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

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