

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

**HEAL 325 DL3 – Health Aspects: Human Sexuality, 81786**  
**3 Credits, Fall 2018**  
**Distance Learning**

**Faculty**

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**Pre-requisites/Co-requisites**

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 an 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 August 27 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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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. 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.

## Professional Standards

Not Applicable

## Required Texts

Crooks, R., & Baur, K. (2017). Our Sexuality: 13th Ed. Belmont, CA: Wadsworth/Cengage Learning. ISBN: 9781305646520

In addition, supplementary readings will be posted on Blackboard throughout the semester.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

This course will be graded on a point system, with a total of 100 possible points.

<b>Requirements</b>	<b>Possible Points</b>
<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.	<b>50 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><u>Discussion Forums</u></b>  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.</p>	<b>20 points</b>
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**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. See <https://cehd.gmu.edu/students/polices-procedures/>

**Class Schedule**

Week	Topic	Readings/Assignment Due
1	Aug 27-Sep 2  Intro. to the course  Perspectives  Sexuality and Sexual Health	Chapter 1: Perspectives on Sexuality Circles of Sexuality (link on Blackboard) A National Strategy to Improve Sexual Health (link on Blackboard)
2	(Sep 3)-Sep 9  Sex Research	Chapter 2: Sex Research: Methods and Problems  <i>(Short essay quiz 1 due Sep 9 end of day; covers Ch. 1)</i> <i>(Discussion forum 1 due Sep 9 end of day)</i>
3	Sep 10-16  Anatomy and Physiology	Chapters 3 & 4: Female and Male Anatomy and Physiology  <i>(Short essay quiz 2 due Sep 16 end of day; covers Chs. 3 &amp; 4)</i> <i>(Discussion forum 2 due Sep 16 end of day)</i>

4	Sep 17-23	Gender	Chapter 5: Gender Issues The Guide to Gender (link on Blackboard)  ( <i>Short essay quiz 3</i> due Sep 23 end of day; covers Ch. 5) ( <i>Discussion forum 3</i> due Sep 23 end of day)
5	Sep 24-30	Sexual Response	Chapter 6: Sexual Arousal and Response  <b>Test 1 due Sep 30 end of day (covers Chs. 1-6)</b>
6	Oct 1-7	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 7 end of day; covers Ch. 7) ( <i>Discussion forum 4</i> due Oct 7 end of day)
7	(Oct 8)-14	Finish: Sexual Behaviors; Sexual Orientation	Finish Chapter 8 Chapter 9: Sexual Orientation  ( <i>Short essay quiz 5</i> due Oct 14 end of day; covers Chs. 8 & 9) ( <i>Discussion forum 5</i> due Oct 14 end of day)
8	Oct 15-21	Contraception; Conception	Chapter 10: Contraception Chapter 11: Conceiving Children: Process and Choice  ( <i>Short essay quiz 6</i> due Oct 21 end of day; covers Ch. 11) ( <i>Discussion forum 6</i> due Oct 21 end of day)
9	Oct 22-28	Finish: Conception; Child & Adolescent Sexuality	Finish Chapter 11 Chapter 12: Childhood and Adolescence Sexuality  <b>Test 2 due Oct 28 end of day; covers Chs. 7-12</b>
10	Oct 29-Nov 4	Adult Sexuality; Sexual Difficulties	Chapter 13: Sexuality and the Adult Years Chapter 14: Sexual Difficulties and Solutions  ( <i>Short essay 7 quiz</i> due Nov 4 end of day; covers Ch. 14) ( <i>Discussion forum 7</i> due Nov 4 end of day)

11	Nov 5-11	Finish: Sexual Difficulties; Sexually Transmitted Infections	Finish Chapter 14 Chapter 15: Sexually Transmitted Infections <i>(Short essay quiz 8 due Nov 11 end of day; covers Ch. 15)</i> <i>(Discussion forum 8 due Nov 11 end of day)</i>
12	Nov 12-18	Atypical Sexuality	Chapter 16: Atypical Sexual Behavior <i>(Short essay quiz 9 due Nov 18 end of day; covers Ch. 16)</i> <i>(Discussion forum 9 due Nov 18 end of day)</i>
13	Nov 19-25	----	<b>THANKSGIVING BREAK</b>
14	Nov 26-Dec 2	Sexual Coercion	Chapter 17: Sexual Coercion <i>(Essay quiz 10 due Dec 2 end of day; covers Ch. 17)</i> <i>(Discussion forum 10 due Dec 2 end of day)</i>
15	Dec 3-9	Sex for Sale	Chapter 18: Sex for Sale  <b>Test 3 due Dec 9 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 <https://catalog.gmu.edu/policies/honor-code-system/> <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 silence all sound emitting devices 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/>.
- 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/>.**

## Assessment Rubric(s)

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
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