

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

HEAL 325 DL1 – Health Aspects of Human Sexuality, 10291  
3 credits, Spring 2019,  
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 15, 2019 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://support.microsoft.com/en-us/help/14209/get-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. **Late work will not be accepted.**

- 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:

- Develop a solid basic understanding of biological, social, and psychological components of their human sexuality.
- 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.
- Form and express rational and responsible decisions concerning their human sexuality and development.
- 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>
<p><u>Tests</u></p> <p>Test 01 Test 02 Test 03</p> <p>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 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.</p>	<b>150 points</b>
<p><u>Preventing Unplanned Pregnancy Lessons</u></p> <p>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.</p>	<b>13 points</b>
<p><u>Short Essay Quizzes</u></p> <p>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.</p>	<b>30 points</b>
<p><u>Discussion Forums</u></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>
<u>Total Points</u>	<b>213 points</b>

## 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

See <https://cehd.gmu.edu/students/polices-procedures/>.

## Class Schedule

Week		Topic	Readings/Assignment Due
1	Jan 22 – Jan 27	Introduction to the course Perspectives	<b>Reading</b> - Chapter 1  <b>Discussion Forum 1</b> Initial Post (due Saturday) and Reply Post (due Sunday)** <b>This is the only discussion forum post where you need to reply to everyone in your group.</b>  <b>Short Essay Quiz 1 (due Sunday)</b>
2	Jan 28 – Feb 3	Sexuality and Sexual Health	<b>Readings</b> – Circle of Sexuality (link on Blackboard), A National Strategy to Improve Sexual Health (link on Blackboard)  <b>Discussion Forum 2</b> Initial Post (due Saturday) and Reply Post (due Sunday)  <b>Short Essay Quiz 2 (due Sunday)</b>
3	Feb 4 – Feb 10	Anatomy and Physiology	<b>Readings</b> – Chapters 3 & 4  <b>Discussion Forum 3</b> Initial Post (due Saturday) and Reply Post (due Sunday)  <b>Short Essay Quiz 3 (due Sunday)</b>

4	Feb 11 – Feb 17	Gender	<p><b>Readings</b> - Chapter 5, The Guide to Gender (link on Blackboard)</p> <p><b>Discussion Forum 4 Initial Post (due Saturday) and Reply Post (due Sunday)</b></p> <p><b>Short Essay Quiz 4 (due Sunday)</b></p>
5	Feb 18 – Feb 24	Sexual Response	<p><b>Readings</b> - Chapter 6</p> <p><b>Test 1 - Chapter 1, 3-6 (due Sunday)</b></p>
6	Feb 25 – Mar 3	Love and Communication; Start: Sexual Behaviors	<p><b>Readings:</b> Chapters 7 &amp; 8</p> <p><b>Discussion Forum 5 Initial Post (due Saturday) and Reply Post (due Sunday)</b></p> <p><b>Short Essay Quiz 5 (due Sunday)</b></p>
7	Mar 4 – Mar 10	Finish: Sexual Behaviors Sexual Orientation Start: Contraception	<p><b>Readings:</b> Chapters 8, 9, and 10</p> <p>Preventing Unplanned Pregnancy <b>Online Lessons and Quizzes (due Sunday)</b></p>
	Spring Break		
8	Mar 18 – Mar 25	Conception	<p><b>Readings:</b> Chapter 11</p> <p><b>Discussion Forum 6 Initial Post (due Saturday) and Reply Post (due Sunday)</b></p> <p><b>Short Essay Quiz 6 (due Sunday)</b></p>
9	Mar 25 – Mar 31	Child & Adolescent Sexuality	<p><b>Readings:</b> Chapter 12</p> <p><b>Test 2:</b> Chapters 7-12 and Preventing Unplanned Pregnancy lessons (due Sunday)</p>
10	Apr 1 – Apr 7	Adult Sexuality Sexual Difficulties	<p><b>Readings:</b> Chapters 13 &amp; 14</p> <p><b>Discussion Forum 7 Initial Post (due Saturday) and Reply Post (due Sunday)</b></p> <p><b>Short Essay Quiz 7 (due Sunday)</b></p>
11	Apr 8 – Apr 14	Sexually Transmitted Infections	<p><b>Readings:</b> Chapters 15</p> <p><b>Discussion Forum 8 Initial Post (due Saturday) and Reply Post (due Sunday)</b></p> <p><b>Short Essay Quiz 8 (due Sunday)</b></p>
12	Apr 15 – Apr 21	Atypical Sexuality	<p><b>Readings:</b> Chapter 16</p> <p><b>Discussion Forum 9 Initial Post (due Saturday) and Reply Post (due Sunday)</b></p> <p><b>Short Essay Quiz 9 (due Sunday)</b></p>

14	Apr 22 – Apr 28	Sexual Coercion	<b>Readings:</b> Chapter 17 and 18 <b>Discussion Forum 10 Initial Post (due Saturday) and Reply Post (due Sunday)</b> <b>Short Essay Quiz 10 (due Sunday)</b>
15	Apr 29 – May 5	Sex for Sale	<b>Test 3:</b> Chapters 13-18

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### 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 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://courssupport.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			
Discussion Forum - posting and replying			
Description			
Rubric Detail			
	Levels of Achievement		
Criteria	Unsatisfactory	Satisfactory	Competent
Posting relevant to text-based activity or self-assessment	0.00000 Points	0.50000 Points	0.50000 Points
Composed in a minimum of 5 complete and grammatically (including spelling) correct sentences	0.00000 Points	0.50000 Points	0.50000 Points
Reply relevant to other student's posting	0.00000 Points	0.50000 Points	0.50000 Points
Reply to other student's posting composed in minimum of 5 complete and grammatically (including spelling) correct sentences	0.00000 Points	0.50000 Points	0.50000 Points

Name					
Sexual health question (10 pts.)					
Description					
Rubric Detail					
	Levels of Achievement				
Criteria	Unsatisfactory	Needs improvement	Competent	Highly competent	Excellent
Made correct identifications	0.00000 Points	1.00000 Points	1.50000 Points	2.00000 Points	2.50000 Points
Provided correct explanation/description	0.00000 Points	1.00000 Points	2.00000 Points	3.50000 Points	5.00000 Points
Composed in essay format recommended number of sentences (complete and grammatically correct). No listing/outline. No directly using authors' words.	0.00000 Points	1.00000 Points	1.50000 Points	2.00000 Points	2.50000 Points






Name

Short Essay Quiz

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 book), follow an essay style format and include a minimum of 5 sentences. Grammar, punctuation, and spelling are included in the points.

Rubric Detail

Criteria	Levels of Achievement		
	Unsatisfactory	Needs Improvement	Proficient
<b>Content</b> 	<b>0.00000 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>1.00000 Points</b> The content has some inaccuracies but the majority is correct. The response does not address all of the question.	<b>1.75000 Points</b> The content is accurate, responsive to the question, and comprehensive. The response is based on assigned readings and is in your own words.
<b>Grammar, spelling, punctuation</b> 	<b>0.00000 Points</b> Response contains numerous grammar, punctuation, and spelling errors.	<b>0.25000 Points</b> Response contains 3 or more grammar, punctuation, and spelling errors.	<b>0.50000 Points</b> Rules of grammar, punctuation, and spelling are followed. No mistakes.
<b>Organization and Structure</b> 	<b>0.00000 Points</b> Response is not in essay format and is less than 5 sentences. Response is confusing. Writing is disjointed and lacks transitions.	<b>0.25000 Points</b> Response is mostly in essay format but with less than five sentences. Response is not easy to follow or is hard to understand.	<b>0.50000 Points</b> Response is in essay format with at least five sentences. The response is clear and easy to understand.