

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

HEAL 325 DL4 – Health Aspects of Human Sexuality  
3 credits, Fall 2021  
Distance Learning  
8/23-12/15

**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 August 22, 2021 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. & Widman, L. (2017). *Our Sexuality*: 14th Ed. Boston, MA: Cengage Learning. ISBN: 978-0357360750.

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 50 multiple-choice, true-false, and matching questions. The tests are based on the content of the text 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.</p>	<b>150 points</b>
<p><u>Short Essay Quizzes</u></p> <p>There will be 10 short essay quizzes based on the content of the text and other materials. Each short essay quiz will be graded 0-5 points with a total of 50 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>50 points</b>
<p><u>Reflection Paper</u></p> <p>This paper is a chance to reflect on the materials presented and discussed throughout the semester. Two to three prompts will be provided on Blackboard at least one week prior to the due date. The paper should be 2-3, double-spaced, pages.</p>	<b>50 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 Friday 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 2.5 points for a total of 5 points that will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.</p>	<b>50 points</b>
<u>Total Points</u>	<b>300 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	Aug 23 – Aug 29	Introduction to the course Perspectives Sex Research	<b>Reading</b> - Chapter 1 and 2  <b>Discussion Forum 1</b> Initial Post (due Friday) and Reply Post (due Sunday)** <b>This is the only discussion forum post where you need to reply to everyone.</b>  <b>Short Essay Quiz 1 (due Sunday)</b>
2	Aug 30 – Sep 5	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 Friday) and Reply Post (due Sunday)  <b>Short Essay Quiz 2 (due Sunday)</b>
3	Sept 6 – Sept 12	Anatomy and Physiology	<b>Readings</b> – Chapters 3 & 4  <b>Discussion Forum 3</b> Initial Post (due Friday) and Reply Post (due Sunday)  <b>Short Essay Quiz 3 (due Sunday)</b>
4	Sept 13 – Sept 19	Gender	<b>Readings</b> - Chapter 5, The Guide to Gender (link on Blackboard)  <b>Discussion Forum 4</b> Initial Post (due Friday) and Reply Post (due Sunday)  <b>Short Essay Quiz 4 (due Sunday)</b>
5	Sept 20 – Sept 26	Sexual Arousal & Response	<b>Readings</b> - Chapter 6  <b>Test 1 - Chapter 1-6 (due Sunday)</b>

6	Sept 27 – Oct 3	Love and Communication; Start: Sexual Behaviors	<b>Readings:</b> Chapters 7 & 8 <b><i>Discussion Forum 5 Initial Post (due Friday) and Reply Post (due Sunday)</i></b> <b><i>Short Essay Quiz 5 (due Sunday)</i></b>
7	Oct 4 – Oct 10	Finish: Sexual Behaviors Sexual Orientation Start: Contraception	<b>Readings:</b> Chapters 8, 9, and 10 <b><i>Discussion Forum 6 Initial Post (due Friday) and Reply Post (due Sunday)</i></b> <b><i>Short Essay Quiz 6 (due Sunday)</i></b>
8	Oct 11 – Oct 17	Conceiving Children	<b>Readings:</b> Chapter 11 <b><i>Discussion Forum 7 Initial Post (due Friday) and Reply Post (due Sunday)</i></b> <b><i>Short Essay Quiz 7 (due Sunday)</i></b>
9	Oct 18 – Oct 24	Child & Adolescent Sexuality	<b>Readings:</b> Chapter 12 <b>Test 2:</b> Chapters 7-12 (due Sunday)
10	Oct 25 – Oct 31	Adult Sexuality Sexual Difficulties	<b>Readings:</b> Chapters 13 & 14 <b><i>Discussion Forum 8 Initial Post (due Friday) and Reply Post (due Sunday)</i></b> <b><i>Short Essay Quiz 8 (due Sunday)</i></b>
11	Nov 1 – Nov 7	Sexually Transmitted Infections	<b>Readings:</b> Chapters 15 <b><i>Discussion Forum 9 Initial Post (due Friday) and Reply Post (due Sunday)</i></b> <b><i>Short Essay Quiz 9 (due Sunday)</i></b>
12	Nov 8 – Nov 14	Atypical Sexuality	<b>Readings:</b> Chapter 16 <b><i>Discussion Forum 10 Initial Post (due Friday) and Reply Post (due Sunday)</i></b> <b><i>Short Essay Quiz 10 (due Sunday)</i></b>
13	Nov 15 – Nov 21	Sexual Coercion	<b>Readings:</b> Chapter 17 and 18 <b><i>Reflection Paper (due Sunday)</i></b>
14	Nov 22 – Nov 28	Thanksgiving Break	<b>No assignments</b>
15	Nov 29 – Dec 4  **Note a shorter week due to the last day of classes.	Sex for Sale	<b>Test 3:</b> Chapters 13-18** <b>Due Saturday, Dec 4th</b>

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 <https://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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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