



College of Science and Health
DEPARTMENT OF PUBLIC HEALTH

Course Info:	PBHL 3900 Human Sexuality
Term:	Winter Term: December 26 - January 11
Date & Time:	Online
Location:	Blackboard
Instructor:	Professor Eli R. Green, PhD, CSE
Office Hours:	By appointment
Phone:	(C) 917.621.6009 – please do not call before 9 AM or after 9 PM. ***Please email instead of texting!***
E-mail:	greene8@wpunj.edu - preferred
Availability	Response with 48 hours on weekdays, 72 hours on weekends

COURSE DESCRIPTION

The biological, sociological, psychological and educational aspects of human sexuality are presented. Students explore the personal decision-making process and discuss issues related to reproduction, sexual orientation, birth control, dating and relationships, communication, sexual health, atypical behavior, sexual violence and cultural influences.

COURSE OBJECTIVES

This course will enable students to:

1. Develop an understanding of the dimensions of healthy sexuality as it pertains to themselves and their relationships with others.
2. Explore the personal decision-making process connected to a variety of sexual issues in order to better communicate their physical and emotional needs.
3. Develop an appreciation for the breadth of sexual expression and the integral role of sexuality as part of a healthy life.

STUDENT LEARNING OBJECTIVES

Upon completion of this course students will be able to:

1. Explain the role of female and male anatomy and physiology in sexual functioning and reproduction through examination and discussion.
2. Identify the differences between gender identity and sexual orientation as demonstrated on exams and discussion.
3. Describe the components of a healthy relationship and how to recognize and end one that is not healthy through discussion and writing.
4. Compare and contrast the various methods of preventing unwanted pregnancies through examination and discussion.
5. Describe the guidelines for healthy pregnancies and childbirth as measured on examinations and through writing.
6. Compare the models for understanding sexual response as measured on examinations and through discussion.
7. Identify various diseases and infections that impact sexuality as measured on examinations and through writing.
8. Identify and describe their own value system related to sexual behavior as measured through discussion and writing.
9. Develop tolerance for and understanding of sexual lifestyles different from one's own as measured through discussion and writing.

TEACHING METHODS

This course is highly interactive, and includes class discussions, affective exercises, personal reflection, multimedia, and lecture.

REQUIRED TEXT

Required: Human Sexuality – Third Edition. 2011. By Roger Hock. Prentice Hall Press. ISBN: 978- 0205225225

Course Schedule:

This course is a “at your own pace” course – all work for the course is due by January 11th. That said, I very strongly recommend that you aim to complete at least half the work for the course by January 5th.

How Final Grades Are Determined:

Assignment	% of final grade
Reading Quizzes	50%
Sex Columnist Course Project	25%
Personal Reflection Paper	25%
TOTAL	100%

READING QUIZZES: 50% of Final Grade

There are 15 chapters in our *Hock* textbook. You will be required to complete an open book reading comprehension quiz for 12 of these chapters. (You may select which 12 quizzes you complete but I strongly encourage you to take them in order). The quizzes will be multiple choice, and will all be available in Blackboard at the start of the course. Quizzes will be graded automatically upon submission. ***You should aim to have six quizzes complete by January 5th.***

COURSE PROJECT: 25% of Final Grade

In lieu of a final exam, students will complete an application project that demonstrates their knowledge of course content. At the end of the semester, you will be given a “Sex Columnist” assignment, in which you must select and respond to 10 different questions posed by hypothetical anonymous person. The assignment will be posted at the start of the course, but you should not attempt to complete this until you have completed your 12 chapter quizzes.

Sex Columnist Rubric: (Each response is worth 10 points)

The response validates the person’s experience and utilizes an empathetic tone.	3
The response is factually accurate, and corrects any misinformation presented in the letter.	3
The response includes the necessary information for the person who asked the question to take next steps.	3
The response is well written, free of misspellings, grammar errors or typos.	1

PERSONAL REFLECTION PAPER: 25% of Final Grade

You will be required to write a 6-7 page reflection paper that specifically reflects on how these materials apply to your own past, present and future. This should be the last piece of work you complete for the course.

You are the expert on your life, and this assignment is your space to talk about how the course materials relate to YOU; your reactions to the materials, your thoughts, feelings and opinions about the materials, and explore how the materials relate to your past, present or future. This should include your personal feelings on the materials, reflection of previous or current experiences, and explorations of your future choices. When writing these reflections, avoid summarizing the assignments (instead of reflecting/reacting) and avoid generalizing (talking about other people).

Use the starters below if you get stuck. You do not have to answer all of these questions, and you should focus on answering only the ones that stand out to you. Likewise, you do not have to (and should not) try to focus on everything that was covered – choose the topics that stand out most to you and focus on those in depth. You should cover at least 3-4 different topics from the course.

Starters:

- What did you find interesting/exciting?
- What surprised you?
- What shocked you?
- What made you feel uncomfortable?
- What did you unlearn?
- What are you still wondering about?
- How does this information relate to your past/present/future?
- How might this information impact your life?

You are not required to use APA format/style, however reflection should be proof-read for grammar and spelling, as well as appropriate paragraph usage. Papers that are less than 6 pages of full text will not receive full credit. (Extra spaces, line breaks, spaces between paragraphs, larger fonts, or line spacing above 2.0 will not count towards the 6 pages of content – don't bother!!)

Reflection Paper Rubric:

The reflection paper focuses content related to the course materials	10
The reflection paper is at least 6 pages long, and has been proofread for typos, spelling and grammar.	10
The reflection paper thoroughly connects the materials presented in class or in the reading to personal experience and opinion.	40
The topics covered in the reflection are done so in an in-depth manner that reveals personal insight and exploration.	40

Grading Formula

A = 100 – 93 B+ = 89 – 87 C+ = 79– 77 D = 60 – 66
A- = 92 –90 B = 86 – 83 C = 76 – 70 F = 59 – 0
B- = 82 – 80 D+ = 67 - 69

The Secret of How To Get a Good Grade In This Course:

√ *Do your assignments!!* You really do have to do all of your assignments, yes ALL. In this class, there are no assignments for the sake of doing work – each assignment is for a reason and to help you learn about sexuality.

- √ *Plan your work!!* You will not be able to complete all of the work for this course on the last day – you will need to plan for about 30-40 hours of work over the three weeks of the course, including reading time.
- √ *Read the textbook!!* The assignments builds on these readings, and does not replace what is in the textbook. You are responsible for reading the assigned chapters for every week.
- √ *Have questions? ASK!!* Check the syllabus and ask me!! You can't get answers to questions you don't ask. I really want you to succeed in this course, so please do ask your questions about assignments or materials.

COURSE SUCCESS POLICIES:

Confidentiality

You are expected to keep any and all information shared by your peers in this course confidential. You should not discuss it or share it outside of the course – including copying and pasting anything, posting about it on social media, or mentioning it outside of the course. Likewise, whatever you share with me will be confidential. There are two important exceptions to this:

1. If you share with me that you are considering harming yourself or someone else, I will connect with the Counseling Center for a referral.
2. Course admins do have access to what you submit via the course. It is my experience that course admins generally do not view your specific assignments.

Course Communications

All announcements related to the course will be sent through Blackboard to your WPU email address. You are responsible for checking your email regularly.

Attendance

You **must** login to the course and post in the discussion at least 2 days a week. Failure to do so will have an impact on your attendance grade for the course. You get 3 points per week for logging in at least 2x, engaging respectfully with your peers, and contributing to the discussions.

Late Work

Assignments are to be completed and handed in by the end of the course on January 14th. No late work will be accepted for the course.

If something comes up and you cannot complete the work on time, you have to let me know *in advance*. While I do understand that things happen, extensions are a once in a while thing, and are only allowed in extenuating circumstances, (such as extensive illness, death of a family member, and other events that are beyond a

student's control). Procrastinating on one's course work is not an acceptable reason, even when combined with an extenuating circumstance. In the event of an extenuating circumstance, please notify me as soon as possible.

Written Work

Written assignments are to be typed double-spaced in a document with 1-inch margins, in size 12 font, using Arial or Times New Roman font. Be sure to save your document in process every few minutes, use your autosave feature, and create back-up copies during the writing process and store them somewhere other than your computer's hard drive. All written work (excepting reflection papers) is expected to comply with APA style formatting and citations.

Extra Credit

Extra credit asks students to go above and beyond the time required for the course, and often requires extra time and resources, which may not be equally available to all students. As such, there are no extra credit assignments offered as a part of this course. Students who are struggling with their grades or work in this course are very strongly suggested to seek out the professor for support and guidance early in the term since students have less opportunities to fix their grade as the course progresses.

Incompletes

Incompletes in this course are rarely granted, and are only allowed in extenuating circumstances, (such as extensive illness, death of a family member, and other events that are beyond a student's control). Procrastinating on one's course work is not an acceptable reason, even when combined with an extenuating circumstance. In the event of an extenuating circumstance, please notify the professor or an appropriate academic school authority as soon as possible.

Conduct

Students are expected to conduct themselves in professional and appropriate ways at all times during their studies. This includes maintaining appropriate and respectful interactions with their professors, their peers and any guest speakers/lecturers who may join the classroom experience.

Learning Accommodations

Students with documented learning challenges who are in need of special accommodations, should speak to me about this the first day of class. We will work together to make the arrangements that will permit you to do your best in this course. To be fair to all students, accommodations will be limited to students who have formally documented disabilities through Disability Services on campus.

Academic Integrity

Students are expected to be familiar with and abide by the University Academic Integrity Policy. Examples of unacceptable academic behavior include cheating, plagiarism, and all other forms of academic fraud. Engaging in plagiarism is a

violation of that policy, as is cheating on an exam. Violations of academic integrity have consequences that negatively impact your academic record and status at WPU. *By virtue of handing in assignments (physically or electronically) in this course, the student acknowledges that they fully understand and have abided by the academic integrity policy of William Paterson University.*

Plagiarism is: “the copying from a book, article, notebook, video, or other source material whether published or unpublished, without proper credit through use of quotation marks, footnotes and other customary means of identifying sources or passing off as one’s own the ideas, words, writings, programs, and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism will also include submitting, without the consent of the professor, an assignment already tendered for academic credit in another course” (William Paterson University, 2010.)

Examples of plagiarism:

1. Cutting and pasting from websites without citing the sources.
2. Copying verbatim or paraphrasing without citing the source.
3. Completing an assignment in a group that was not assigned as a group project and then handing in the results for individual credit.
4. Submitting graded work from one class in another class for credit, without the permission of the professor.
5. Copying homework from a fellow student.

A student found cheating on an exam will receive a “zero” for that exam. A student who plagiarizes a paper will receive a “zero” for the paper. If cheating or plagiarism is found on a second paper or exam, the student will automatically fail the course. Any act of plagiarism will result in a report being filed with the Dean of Students and a copy inserted into the student’s file.

Course Contract

Please sign and return this to Professor Green by the start of the second class. I have fully read this syllabus independently, and/or have reviewed the content with the instructor on the first day of class.

- I understand that this syllabus serves as a contract between myself as a student, and Professor Green, the professor of this course.
- I understand that by virtue of handing in any assignments for this course, I am acknowledging that I fully understand and have abided by the Academic Integrity Policy of this college.
- I further understand that during this course, I will be engaging with materials of a sexual nature – which I may find personally or emotionally challenging. I understand that this a part of the learning process, and that if I am experiencing significant distress, that I should approach Professor Green directly with my concerns.
- I agree that I am either over the age of 18, or I have the express, written permission of a parent/guardian to be taking a college-level sexuality course.

Student Name: _____
Student Signature: _____
Date: _____
Age: _____ Date of Birth: _____

Contact Information:

E-mail: _____
Phone: _____
Cell Phone: _____

Please write anything you would like me to know on the back of this form.
(Any attendance concerns, document disabilities, course content related concerns, or any ways that I can help you succeed in this course, etc).