INSTRUCTOR INFORMATION
La’Kendra Higgs
Office Phone: 972-860-4593
Email: lhiggs@dcccd.edu
Office Location: B-306
Office Hours: Monday & Wednesday 10:30AM -1:00PM; Friday & Saturday 9:00AM – 10:00AM

COURSE TITLE AND NUMBER: PSYCHOLOGY 2306, Human Sexuality
COURSE HOURS: 3 Credits, 3 Lectures, 0 Labs

CATALOG DESCRIPTION
This course will provide an overview of the broad field of human sexuality. Topics will be covered from
various perspectives – biological, sociological, anthropological, etc., but will focus primarily on the
psychological perspective. The goal is for each student to learn factual, scientifically based information that
will provoke thought and contribute to his/her own decision-making on sexual issues outside of the
classroom. COORDINATING BOARD ACADEMIC APPROVAL NUMBER 4201015325

COURSE RATIONALE
The purpose of this course is to assist the student in his or her understanding of human sexuality. This
would include an appreciation of different approaches to sexuality as well as an awareness of one’s own
sexuality and its impact on overall adjustment to life. Sexuality includes biological, psychological and
sociological aspects. These areas will be delineated and then integrated to help the student formulate an
accepting, healthy outlook on human sexuality.

CORE CURRICULUM INTELLECTUAL COMPETENCIES
1. Reading--the ability to analyze and interpret a variety of printed materials--books, documents, and
   articles--above 12th grade level.
2. Critical Thinking--think and analyze at critical level.

STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will:
1. Identify common myths of human sexual functioning.
2. Identify human sexual behaviors and sexual responses.
3. Explain the relationship between sexuality and developmental changes throughout the lifespan.
4. Describe the causes, symptoms, and treatments for sexually transmitted infections and the behaviors that increase and decrease the risk of contracting an STI.
5. Describe the principles of effective communication and the specific barriers to effective communication about sex and sexuality.
6. Use an academic sexual vocabulary.
7. Discuss cultural differences in sexual attitudes and behaviors.
8. Identify the occurrence and causes of sexual variations.
9. Identify contraceptive methods and how these methods prevent conception.

INSTRUCTIONAL STRATEGY
Internet use, group discussions, internet demonstrations, and assigned activities will be utilized to achieve course objectives.

COMMUNICATION WITH YOUR INSTRUCTOR
I try to review and grade all newly posted material at least once a day. In addition, you can expect me to respond to your emails normally within 24 hours. Be aware that while this is my general and intended practice, it is subject to the changes and chances of life.

TECHNICAL REQUIREMENTS AND SUPPORT (FOR eCampus USERS)
This course requires access to a computer, the Internet and e-mail. If you should have any technical difficulties, send an e-mail to helpdesk@dccc.edu or call 972-669-6402. Also, alert the instructor concerning any technical problems. For additional information on online services available as a Dallas Community College student, go to distance education.

INSTITUTIONAL POLICIES
FINAL WITHDRAWAL DATE: Withdrawing from a course is a formal procedure that YOU must initiate; the instructor cannot do it for you. You may withdraw from a class in either the Admissions office or Advising Center. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel you need to withdraw. The full drop and withdrawal policy is online in the college catalog. The official drop date for this course is November 27, 2019.

For more information about institutional policies, go to Brookhaven’s Policies.

TEXTBOOK

Methods for obtaining books: The local bookstore for this course is the eFollett bookstore located at Brookhaven College - and online here.

- Brookhaven Library (Located in L Building, L-200)
There are typically copies of the textbook on reserve at the Circulation Desk for use in the Library.

**REQUIRED SKILLS**

Online learners may need to adapt to different study approaches since learning at a distance presents new challenges. In an online setting, the process of learning is more complex for several reasons. As an online student, it might be your first experience with instruction that lacks face-to-face meetings, direct contact with peers, or has fewer opportunities for group interaction. You might even confront technical or other difficulties. However, these differences are not insurmountable. In fact, you may find that online learning is one of your best educational experiences.

A key to your success as an online learner is a strong motivation to learn. You will also need to be self-disciplined and able to work both independently and as a group member. Study skills particularly important for distance learners (Ekins, 1988) include:

- organizing study time
- maintaining self-discipline
- acquiring necessary working skills
- studying efficiently by reading effectively and taking notes
- completing assignments on schedule
- gaining test-taking skills

If you are motivated, prepared for class, willing to ask questions, familiar with the delivery systems in use, and encouraged and supported by teachers and fellow students, you will be a successful distance learner. In addition, support from others, ranging from the instructor to the institution, is essential.

**EVALUATION**

**A. Reading & Reviewing:**

After reading each textbook chapter, go to the text companion web site and review the summary outline and glossary for the chapter. This site also houses multiple forms of review materials for each chapter. These review items are closely related to the material you will need to learn to be successful in this class. This information will also help you in completing the online chapter quizzes that are available on the companion website. **Note**: the quizzes are for your review and should NOT be emailed to your instructor. All these support materials will be critical to your preparation and performance on course exams and the required discussion board entries.

**B. Class Discussion Board Postings:**

Students will participate in five online discussions, which will be posted under the course Discussion Board Tab. These five discussions will carry a maximum of 20 points each for a total of 100 points for the semester. The discussions are to be addressed in order and should be completed on an average of one every week throughout the semester. I have posted the assignment in the form of a forum prompt
and each student is required to respond to the prompt by posting a thread of their own on the discussion board. Remember, this discussion activity requires you to login, read all other students’ threads, reply to those threads that most interest you and then to post a thread of your own. You have the ability to edit or remove any thread you post on the discussion board.

The first discussion board is an introduction to the class. Discussion boards 2-5 relate to the four articles available within our course documents tab of eCampus. After reading the article from the documents section that relates to the specific discussion board, write and post a discussion thread of a minimum of three paragraphs. Summarize the key points you consider most important. Cite two key facts or ideas in the form of direct quotes from the reading. Explain why these points are significant. Then add what I call a (1+) statement to your thread in the discussion. A (1+) statement demonstrates your critical thinking by going beyond what the author has already told us and adding some new "twist, or take" on the information. The best ways to demonstrate critical thinking and that you are leaning the terms and concepts from the test book is to utilize those terms and concepts in your response section. Be creative, critical thinking requires thinking “outside of the box”

**FOLLOW THE ABOVE FORMAT FOR EACH OF THE READINGS FOR DISCUSSIONS 2-5.**

In these personal responses, you will demonstrate what you have learned from the articles in light of your new knowledge base acquired from reading the text chapters. **Always read your fellow classmates’ postings and comment when you have any additional ideas** to share. This is part of your contribution to the collaborative learning.

**The class discussions are mandatory.** The five discussion activities are detailed in the course syllabus.

Go to the discussion tab from the main class website and read each of the activities. When you are ready start to participate in the discussion, select “add a thread” to post your ideas. Everyone in the class can see that a new thread has been posted and can respond to your thread.

The five discussion activities are:

1) Class Discussion ONE - Introductions - tell the class about yourself (part of Course Orientation assignments)

2) Class Discussion TWO – Bonobos Sex & Society (Part of Unit 1 assignments)

3) Class Discussion THREE – The Five Sexes Revisited (Part of Unit 2 assignments)

4) Class Discussion FOUR – Great Expectations (Part of Unit 3 assignments)

5) Class Discussion FIVE – In Search of Erotic Intelligence (Part of Unit 4 assignments)

**Discussion Board entries x 20 = 100 points max.**

**IMPORTANT:** Students MUST actively participate in all five (20-POINT) discussion forums for a final course grade. A student’s final course grade may be dropped by a full grade point for lack of discussion participation in a timely manner. In addition to posting your entries, responding to other student writings is a required aspect of your contribution to the collaborative learning in this course.

I would ask that each of you try to get these done along through the course. I have set actual timelines for these, but since I do read all of the threads and respond to some of them via private e-mail and in some cases via the public bulletin board, please be timely in your postings. The idea is that this discussion is for the entire class, so do not bunch them up at the end of the term, as doing so would make it impossible for others to interact with you in the way planned.

C. Four Examinations:
Students will take four examinations online through the "Assignment Tab" using the course calendar listed below with all important course assignments. These exams are 90 minute, timed exams. If taken before the deadline as described in the course calendar below, there will be two alternate forms available for each exam. If after taking an exam (test 1-A) a student is displeased with their score, they may retest, before the deadline, using the second form of the exam (test 1-B). If the retest score is lower than the first testing, the higher of the two grades will be used in the final course point total. The idea is to give you a chance to see what you don’t know, go study those sections that you haven’t mastered and have another attempt at the material. If you simply take two exams back to back you will find there is very high internal validity within the item pools, i.e. you will not do much better the second time around. You must be prepared to complete these exams when you begin them.

D. 15 Quizzes:

Students will take a quiz over each chapter AFTER they have completed the review of the resource materials for each chapter. It is strongly advised that you take the chapter quiz available on the textbook website before taking the chapter quiz that is worth 10 points. This will insure that you are doing well on the 10-point quiz.

E. Psych Article Analysis:

You will read an article about HIV/AIDS rate of contraction among 13 - 24 year olds. You will then answer four questions about the article in essay form writing a minimum of 250 words in standard Written English. It is imperative that you read the GRADING RUBRIC so that you will know what criteria must be met to be awarded the maximum points. **IMPORTANT:** The critical thinking assignment and any other formal writing assignments will be submitted via eCampus and checked for plagiarism through SafeAssign.

F. SLO Test:

You will take a 20 question multiple choice Student Learning Outcomes test at the end of the class. You will have one hour to take the test and it is open book.

G. Extra Credit:

There are numerous articles that you can read under the EXTRA CREDIT menu tab and take the quizzes for the respective articles. You may accumulate up to 40 extra credit points. Any points over 40 will not be accepted in the Final Point Total.

I have included the power point slides from my lecture sections as supplements under the documents section. These slides cover some concepts that are not in our text and therefore will NOT be part of our exams. Use them as support materials only since they are no substitute for reading the text. These slides are read only and cannot be copied nor saved.
GRADERS
The total points for all required course activities will determine your final semester grade. The grading system is based on the following average points:

**GRADING CRITERIA**
Grades are assigned based on the following point system and participation in all required class activities.
5 Discussion Board Entries @ 20 = 100 points max.
4 Exams @ 100= 400 points max.
15 Quizzes @ 10 points each= 150 points maximum
4 Essay Questions @ 10 points = 40 points maximum
20 SLO questions @ 2 points ea. = 40 points maximum

730 points max.

**GRADING SCALE**
The Final Course Grade is based on the Total Points earned according to how well the assignments are completed.

<table>
<thead>
<tr>
<th>Grading Scale Based on 730+ Possible Points</th>
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<tbody>
<tr>
<td>657 - 730+ Points = A</td>
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<tr>
<td>584 - 656 Points = B</td>
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<tr>
<td>583 - 511 Points = C</td>
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<tr>
<td>510 - 483 Points = D</td>
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<td>0 - 437 Points = F</td>
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<td>No Participation after Drop Date = N</td>
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**COURSE CALENDAR**

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>DUE DATE</th>
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| Week 1 Oct. 21 – Oct. 27 | Course Orientation (located in Start Here)  
Orientation Quiz  
Class Discussion ONE – Introductions – tell the class about yourself | • All due 11:59 p.m. on SUNDAY, Oct. 27 |
<p>| Week 2 Oct. 28 – Nov. 3 | UNIT 1                                                                 | READ: Ch. 1-Ch. 5                                      |
|             | Chapter 1: Cultural, Historical &amp; Research Perspectives               |                                                        |
|             | Chapter 2: Female Sexual Anatomy &amp; Physiology                           |                                                        |
|             | Chapter 3: Male Sexual Anatomy &amp; Physiology                                    |                                                        |
|             | Chapter 4: Human Sexual Arousal Response                                 |                                                        |
|             | Chapter 5: Developmental and Social Perspectives on Gender              |                                                        |</p>
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<th>WEEK</th>
<th>TOPIC</th>
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<tr>
<td>Week 3 Nov. 4 – Nov. 10</td>
<td>UNIT 2</td>
<td>READ: Ch. 6-9</td>
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<td>Chapter Quizzes 1-5</td>
<td>• Exam 1 (covers Ch. 1-5)</td>
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<td>Class Discussion TWO – Bonobos Sex &amp; Society</td>
<td>• All due 11:59 p.m. on SUNDAY, Nov. 3</td>
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<td>Question 1 of PSYC ARTICLE ANALYSIS</td>
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<td>Week 4 Nov. 11 – Nov. 17</td>
<td>Chapter Quizzes 6 - 9</td>
<td>• Exam 2 (covers Ch. 6-9)</td>
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<td>Class Discussion THREE – The Five Sexes Revisited</td>
<td>• All due 11:59 p.m. on SUNDAY, Nov. 17</td>
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<td>Question 2 of PSYC ARTICLE ANALYSIS</td>
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<td>Week 5 Nov. 18 – Nov. 24</td>
<td>UNIT 3</td>
<td>READ: Ch. 12 - 13</td>
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<td>Chapter 6: Sexuality in Infancy, Childhood And Adolescence</td>
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<td>Chapter 7: Adult Sexuality &amp; relationships</td>
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<td>Chapter 8: Sexual Individuality and Sexual Values</td>
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<td>Chapter 9: Sexuality, Communication, &amp; Relationships</td>
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<td>Week 6 Nov. 25 – Dec. 1</td>
<td>Chapter Quizzes 12 - 14</td>
<td>• Exam 3 (covers Ch. 12-14)</td>
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<td>Class Discussion FOUR – Great Expectations</td>
<td>• All Due 11:59 p.m. on SUNDAY, Dec. 1</td>
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<td>Question Three of PSYC ARTICLE ANALYSIS</td>
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<td>Week 7 Dec. 2 – Dec. 8</td>
<td>UNIT 4</td>
<td>READ: Ch. 15-17</td>
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<td>Chapter 12: Solitary Sex &amp; Shared Sex</td>
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<td>Chapter 13: Sexual Orientation, Identity &amp; Behavior</td>
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<td>Chapter 14: The Spectrum of Human Sexual Behavior</td>
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<td>Week 8 Dec. 9 – Dec. 12</td>
<td>Chapter Quizzes 15 - 17</td>
<td>• Exam 4 (covers Ch. 15 – 17)</td>
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<td>Class Discussion FIVE – In Search of Erotic Intelligence</td>
<td>• SLO TEST</td>
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<td></td>
<td>Question Four of PSYC ARTICLE ANALYSIS</td>
<td>• All Due 11:59 p.m. on THURSDAY, Dec. 12</td>
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