COURSE SYLLABUS
HUMAN SEXUALITY – ONLINE
PSYC 2306 – FALL 2019
Second 8-Week Session (10/22/19-12/12/19)

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Instructor Information
Instructor’s Name: Rebecca Escoto, M.A.
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Office Hours: By appointment only.

The best way to contact me is by email. Please put our class (PSYC 2306) in the subject line to prevent your message from being removed as spam. You can expect a response within 1-2 days, often sooner. If you would like to meet in person, please email me to make an appointment. I will try to arrange with you to meet at a time convenient for both of us.

Course Information
Course title: Human Sexuality
Course details: 2019FA-PSYC-2306-78426 (Second 8-weeks)
Class location: Internet Course (no on-campus meetings)
Credit hours: 3 lecture hours
Course description: Study of the psychological, sociological, and physiological aspects of human sexuality. Students may register for either Psychology 2306 or Sociology 2306 but may receive credit for only one of the two.
Course prerequisites: One of the following must be met: (1) Developmental Reading 0093 or (2) English as a Second Language (ESOL) 0044 or (3) have met the Texas Success Initiative (TSI) Reading standard.

This is a Texas Common Course Number. This is a DCCCD Core Curriculum Course. Coordinating Board Academic Approval Number 4201015325

Note: This course relies, in part, on the use of explicit visual teaching aids such as photos, films, and video clips. These materials portray nudity, masturbation, and examples of sexual behavior. Every effort is made to present those materials in a mature and scientific manner. A person who would be offended by frank discussions and/or visual portrayals of human sexual behavior is not a good candidate for this class.
Required Textbook

*Human Sexuality Today, 8th edition*
by Bruce M. King and Pamela C. Regan | ©2014 | Pearson Education

Core Curriculum of the Colleges of DCCCD:
Psychology 2306 is a Tier 2 course in the Self and Society learning category. "Knowledge and skills learned in Tier 1 are reinforced and applied. The Self and Society category is designed to compare and contrast your knowledge of social behaviors. You will find opportunities to question the roles both you and others play in addressing the issues of our society.” -DCCCD Catalog

Texas Core Curriculum
Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. Psychology 2306, as part of the core curriculum, satisfies the following Core Objectives in Psychology defined by the Texas Higher Education Coordinating Board.

Core Objectives for PSYC 2306
- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for PSYC 2306
Upon successful completion of this course, PSYC 2306 students will be able to:
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.

Course-Level Student Learning Outcomes:
Psychology 2306 students will be able to expect the following outcomes at the end of this course.

1. All students in PSYC 2306 will be able to recognize and understand **BASIC GENDER ISSUES** at an 80% level of achievement/proficiency as measured by an online post-test.

2. All students in PSYC 2306 will be able to understand and apply **BASIC COMMUNICATION SKILLS** in human sexual behavior at an 80% level of achievement/proficiency as measured by an online post-test.

3. All students in PSYC 2306 will be able to recognize and understand basic issues with regard to **SEXUAL ORIENTATION** at an 80% level of achievement/proficiency as measured by an online post-test.

Grading Scale
*Every point counts! When I calculate your final grade, I will just add up all the points you have earned. I do not calculate percentages; therefore, I will not be rounding up. Please keep track of your own scores.*

Total possible points = 550
- Grade of A = 495-550 points
- Grade of B = 440-494 points
- Grade of C = 385-439 points
- Grade of D = 330-384 points
- Grade of F = Less than 330 points

Evaluation Procedures for Grades
- **Syllabus Challenge (Quiz)** = 15 points
- **Chapter Quizzes** 16 @ 10 points each = 160 points
- **Discussions:** 1 @ 5 points & 2 @ 10 points each = 25 points
- **Essays:** 2 @ 25 points each = 50 points
- **Unit Exams:** 3 @ 100 points each = 300 points
- **EXTRA CREDIT:** Post-Test: 10 points

**NOTE:** The instructor reserves the right to include additional assignments, tests, and/or unannounced quizzes, increasing the number of total possible points.
Guidelines for Student Success

All students will participate in the following activities to assure that the Texas Core Objectives for Student Learning are met. Your instructor may include additional activities to enhance your educational experience.

Unit Divisions:
The course is divided into three units. In an eight-week session, it is vital that YOU keep up with tentative due dates, so you do not get behind in this class. In each unit, you will complete chapter quizzes, a discussion board and two parts of a unit exam. In the first two units, you will also have an essay assignment to complete. The course calendar (Appendix A) shows the suggested “due dates” for quizzes and essays to help keep you on track. Print out the calendar and check off tasks as you complete them. All of the assignments including the discussion board, chapter quizzes, essay and unit exam are due before 9 p.m. on the date that unit closes. You can work ahead, but you cannot go backward. There will be an opportunity to re-take one exam (multiple-choice part only) during the last week.

Syllabus Challenge:
(15 points)
There will be a quiz over information in this syllabus (called a Syllabus Challenge) located in the “Start Here” section on eCampus. Complete the Syllabus Challenge as soon as possible so you are familiar with the expectations of the course right away. This quiz is used as the attendance certification assignment and should be completed before the census date (August 31st for the first 8-week session). It will only be available during the first unit and cannot be made up later.

Discussion Board:
(1 @ 5 points & 2 @ 10 points each = 25 points total)
Students will participate in three (3) discussion board forums to allow students to engage with other students in the class. The first discussion board is worth 5 points since it is a simple “introduction” discussion. The other two discussion boards are worth 10 points each, since you are expected to read the appropriate section of the textbook before writing your response. You should not be able to see how other students have responded until you have submitted your own initial post.

You will need to read the textbook to familiarize yourself with the topic and then write your own detailed response in the discussion board. You will then need to read the responses to your classmates’ discussion posts and respond to three of them. Simple, one-word responses are not acceptable. Please respond with 2-3 sentences. I expect students to interact with each other in a respectful, academic manner. Click on the Discussion Board tab and follow the instructions to complete the Introductions Discussion Board as soon as possible. See Appendix B for the Discussion Board topics.
Chapter Quizzes:  
(160 points total)
Students will read the assigned chapters from the text and take chapter quizzes over the material. There are sixteen (16) chapter quizzes. Each quiz is 10 questions long and students have one hour to complete each attempt. Taking chapter quizzes is part of the formative learning process. Students will have three chances to master the material in each chapter before the unit closes. A score of 70% is recommended (but not required) for students to advance to the next quiz. The recorded score will be the highest score achieved.

All quizzes are open-book/open-notes. Questions will be either multiple-choice or true-false format. I use a large pool of questions, which are chosen randomly for each attempt. Therefore, students will not likely see the same question twice. Taking chapter quizzes is part of the formative learning process.

For best results, read the chapter, review the presentation, and take the quiz. The next day, after a period of rest, review the chapter again and take the chapter quiz a second time. You should see your score increase on the second try. You can save the third attempt of a chapter quiz until a few days before you take the unit exam. This time, the chapter quiz is also a good review before you take the unit exam. All three attempts can only be completed before the unit closes. Once the unit closes, quizzes are no longer available and cannot be made up later.

Late submissions:
All quizzes, discussions, essays, and the unit exam are due no later than 9 p.m. on the day the unit closes. Anything not submitted by that time will earn a score of zero (0). Students are encouraged to keep up with the suggested due dates on the calendar, so they do not get behind. Nothing will be accepted after the unit closes.

Essays:
(2 @ 25 points each = 50 points total)
Students will write two (2) essays to demonstrate your understanding of textbook readings. Each essay needs to be about 350-500 words in length and should completely answer the questions. Students are expected to define terms and provide examples to show their understanding of the concepts. Please use several short paragraphs with clear, concise sentences. Please use correct spelling and grammar. If you cite specific research, be sure to include bibliographic information, even from our textbook, such as: (King & Regan, 2014, p. 75). Do not cite researchers who are cited in the textbook unless you have researched those sources on your own. Just cite the textbook. If you use online citations,
be sure to include a link to the specific research (I will check!). Incomplete sources are a form of plagiarism and are not allowed. Use several short paragraphs to explain your answer. Do not give me a list of bullet points. (See Appendix C for Essay Topics). Do NOT worry about any other APA formatting guidelines. This is a simple essay, not a research paper. Do not write an abstract or include a running header.

There are two ways to submit your essay.

1. **Preferred Method:** Click on "Write Submission" to type or paste your essay directly into the text box provided (DO NOT TYPE YOUR ESSAY INTO THE COMMENTS SECTION). Spell check and editing tools are available in the text box.

2. **Optional Method:** Click on "Browse My Computer" to upload your essay in one of the following formats: DOC, DOCX, TXT, RTF, or PDF. Please note: Essays that are written on Apple devices must be saved in one of the listed formats in order to be graded. Other formats cannot be opened and will receive a score of zero (0).

**Unit Exams:**  
(300 points total)

There will be three unit exams. Each exam will be worth 100 points and will consist of 45 multiple-choice (2 points each) and 1 short answer question (worth 10 points, scored by the same criteria as the regular essay assignments). All exams are open-book/open-notes. Questions will come from a large pool of questions and will be chosen randomly for each attempt. Therefore, students will not likely see the same question twice.

**Part 1: Multiple-Choice (90 points)**
Students will have two chances to take the first part of the unit exams before the unit closes. The recorded score will be the higher score achieved. You will have 90 MINUTES to take Part 1 of the Unit Exam. This gives you about 2 minutes per question, so budget your time wisely. This is a *summative assessment*.

**Part 2: Short Answer Question (10 points)**
There are four possible short answer questions for each unit exam. You will only have 30 minutes at the time of the exam to submit your response and you will only get ONE CHANCE. The short answer question is your chance to communicate your critical thinking and the knowledge you have acquired in this unit. Take your time *PRIOR to taking the exam* to think about each possible question and write a thorough response to each one. At the time of the exam, you will be given one question chosen randomly. **Do not submit a response to another question.** It will be given a score of zero.

Like the essay assignments, your short answer response in the unit exam needs to be about 250-400 words in length and should completely answer the questions. Students are expected to *define terms* and *provide examples* to show their understanding of the concepts. Please *use several short paragraphs* with clear, concise sentences. Please
use correct spelling and grammar. If you cite specific research, be sure to include bibliographic information, even from our textbook, such as: (King & Regan, 2014, p. 75). Do not cite researchers who are cited in the textbook unless you have researched those sources on your own. Just cite the textbook. If you use online citations, be sure to include a link to the specific research (I will check!). Incomplete sources are a form of plagiarism and are not allowed. **Use several short paragraphs to explain your answer.** Incomplete sources are a form of plagiarism and are not allowed. Use an actual essay format, not a list of bullet points.

**Scoring Guidelines for Short Answer Question (10 points)**

- Completely answers questions 2 points
- Defines all terms and/or concepts 2 points
- Provides examples and/or evidence supporting response 2 points
- Uses several short paragraphs with clear, concise sentences 2 points
- Uses proper citations and APA formats 1 point
- Response is within length guidelines (250-400 words) 1 point

To facilitate the short answer question part of the exam, I suggest you prewrite a response before you open the exam. You can type an outline, or you can write the whole response in a separate document and save it in TXT format. Then, when you open Part 2 of the exam, you will see which question you need to respond to. Simply retrieve the document, select your response to the designated question, and copy/paste it into the textbox on the exam. Take a few minutes to double-check your spelling (there is a spell-checker in the textbox) and make corrections before submitting your response (see Appendix D for all possible short answer questions for each unit exam).

**NOTE:** APA format is required for citing references only. I expect your short answer response to be written in essay format, without any extra APA elements such as a Running Header or Abstract.

Exams are due before 9 p.m. on the day the unit closes so be sure you are done in time. There are NO MAKE UP EXAMS for the short answer part of the exams. Since these are graded individually by me, scores should show up within a week. Email your instructor if you have questions.

**Make-up Exams:**

If a student misses a deadline for an exam (when the unit closes), a grade of zero will be given. Students will be allowed to makeup one exam (Part 1 ONLY), either a missed exam or just an exam you would like to re-take for a higher grade. Makeup exams will be available on eCampus during the last week of class, as indicated on the class calendar. You must notify your instructor by October 14th if you plan to makeup an exam.
How do you dispute the accuracy of a quiz/exam question?

Sometimes a student will question the accuracy of a quiz/exam question and wonder if they really got it wrong. Every effort is taken to be sure that all questions are accurate, but mistakes do happen. With many multiple choice and true/false questions for each chapter, there are a lot of questions to double-check! However, I do respect your desire to confirm your learning.

TIPS:

★ Remember, you can take quizzes up to three times each. I highly recommend you take each quiz all three times. Try to space each attempt several hours apart or even on different days. Most weekly readings are about 30 pages long. Taking a quiz three times in one hour is not likely to give you a much better score. The questions might be different, but the content is the same. Take a quiz and if you don’t do as well as you would like, read through your notes, use the PowerPoints and take advantage of the study website before you try it again.

★ Watch out for questions that ask for “EXCEPT” (as in, “all of the following ... except”) or “NOT TRUE” (“which of the following is not true for ...?”) – These can sometimes be tricky. Generally, with these types of questions, you will find three of the choices specifically in the text with the fourth one being “hard to find.” That one is usually the exception the question is looking for.

Here is the procedure for disputing a question in an online assessment:

1. Copy the wording of the question and all the answer choices into a document so I can see the exact question. Telling me it was #4 on Quiz 3 doesn’t tell me anything since questions are given in random order on both quizzes and exams.

2. Indicate which answer you put as correct (the one that was marked wrong).

3. Research in your textbook the support you find for why YOUR answer is the correct one.

4. Cite the page number and location of the support you found in the text.

5. Put all of this into an email and give me at least a week to do the research. There is no guarantee that you will earn your points, so I recommend you go ahead and take the quiz again (using the above tips to help you!)

★ Telling me that you can’t figure out why you got it wrong will not work. You need to be able to explain why YOUR answer is the correct answer and back up your explanation with evidence from the textbook.
Student Responsibilities
1. Students need to log in to eCampus class regularly.
2. Check your email daily and communicate any concerns you have with your professor. *Be sure your email address in eCampus is accurate.* Also, be sure any emails from your professor won’t go into your junk mail folder. It is your responsibility to ensure satisfactory email communication with your instructor.
3. When sending an e-mail to your professor, the subject line must include your name, course number, and a brief description of your message. Also, be sure to sign your name in the email! If this process is not used, your email may be lost. You can expect a reply within a day or so, if not sooner.
   ~ Example: John Doe, PSYC 2306, Quiz #3
4. Be aware of deadlines for journals, chapter quizzes, and unit exams. Use the calendar in Appendix A to help you keep track of deadlines.
5. Keep in mind that all the quizzes, essays, discussions, and the exam must be completed before the unit closes. You will notice that the calendar has suggested due dates for each quiz, essay, etc. However, these are only suggested due dates. For example, there are a few holidays this semester. You may not want to do classwork on a holiday. If that is your situation, I recommend you work ahead so that your work is done well before the unit closes. I do not extend deadlines for students. It is not fair to the rest of the class. You know all your due dates for all assignments. It is your responsibility to get the work done on time.

Using eCampus
This course is conducted online via Blackboard 9.1 on eCampus. If this is your first time to access eCampus, follow directions just below the login area. Our class will become available about a day or two before the start of the semester. If you do not see the class within a week of our start date, please contact the instructor (REscoto@dcccd.edu) for more information.

After the semester begins, if you have trouble with eCampus, please contact eCampus technical support at 972-669-6402 or 1-866-374-7169 with the following information. Keep this information handy just in case you have trouble later and cannot access eCampus to find it again!

Having the right information and keeping needed information handy can help us improve our technical help support system:
1. Name of course (Example: Psychology 2306; it will be helpful to have the course rubric e.g. PSYC)
2. Section number of primary course (Example: 78426)
3. Name of instructor (ESCOTO)
4. Name of student and student identification number
5. Day and time when trouble started
6. Specific information about the problem that is occurring
7. What server are you on? There is an uppercase white letter in the upper right corner of eCampus indicating which server you are on (e.g. B, C, etc.)
Institutional Policies

Institutional Policies relating to this course can be accessed from this [link](#).

**Drop Policy**

If you are unable to complete this course, you must officially withdraw by **Wednesday, November 27, 2019**. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

**Appendix A: Class List of Due Dates**

These are suggested due dates for each activity. Use this course list to help you keep track of suggested due dates and grades. Remember that all unit work is due before the unit closes. **You can work ahead but once a unit closes, you cannot go back.**

- 10/22 Syllabus Challenge
- 10/24 Quiz 1
- 10/25 Discussion #1
- 10/29 Quiz 2
- 10/30 Essay #1
- 11/1 Quiz 3
- 11/5 Quiz 4
- 11/8 Quiz 5
- 11/12 Exam #1
- 11/13 Unit 1 closes at 9 p.m.
- 11/15 Quiz 6
- 11/18 Discussion #2
- 11/19 Quiz 7
- 11/20 Quiz 8
- 11/21 Essay #2
- 11/22 Quiz 9
- 11/25 Quiz 10
- 11/25 Quiz 11
- 11/26 Exam #2
- 11/27 Unit 2 closes at 9 p.m.
- 12/2 Quiz 12
- 12/3 Quiz 13
- 12/4 Discussion #3
- 12/5 Quiz 14
- 12/6 Quiz 15
- 12/9 Quiz 16
- 12/10 Exam #3
- 12/11 Unit 3 closes at 9 p.m.
- 12/12 Post Test
Appendix B: Discussion Board Topics

Each student will write a complete, scholarly response to the discussion topic. Your response needs to be about 125-150 words in length and should completely answer the questions. You should not be able to read the other responses until you have written your own response. Please use standard written English with correct spelling and grammar (i.e. no “text-speak” or slang that is not clearly defined).

The follow-up part of the discussion is due about a few days later. This is when students will read the rest of the responses to the discussion topic. You will find some who agree with you and others who don’t. I am hoping all of them will be interesting to read! To complete the assignment, you need to reply to THREE other classmates. Replies should be respectful and intelligent, more than a single word or two, and interesting for the rest of us to read.

Once you have completed the entire assignment – by giving your original response and then replying to three others – I will be able to start grading them. Grades will be based on how well you have followed these instructions and expressed yourself accordingly. If you follow all of these guidelines, you can expect to earn full credit. Incomplete work will receive a grade of zero (0).

1. **Sex Education & Introductions.** (5 points) First, please introduce yourself to the class. Next, discuss your experiences with sex education in school. Include answers to the following topics: What did you learn, and at what age? Do you feel that the sex education you received was adequate? Was it age-appropriate and realistic? Did you get all your questions answered? What do you wish was taught?

2. **Gender Discussion.** (10 points) First, tell us what gender you identify with. Second, go to this [website](#) and take the “Bem Gender Test.” This test will give you a result of Masculine, Nearly Masculine, Androgynous, Nearly Feminine, or Feminine. If you feel comfortable sharing, please tell us how you scored. Were you surprised by the results? Do you think the results are accurate? Why or why not?

3. **Internet Dating.** (10 points) Do you believe it is possible to develop intimacy with someone you’ve never met in person? Why or why not? What types of people might benefit from Internet dating and why? Discuss the pros and cons of online dating, including any safety issues.

The Discussion Board is a judgment-free zone. I expect my students to be respectful of their classmates’ responses in all discussion boards. Email me directly if you have any concerns.
Appendix C: Essay Topics

Each essay needs to be about 250-400 words in length and should completely answer the questions. Students are expected to define terms in the essay and provide examples to show their understanding of the concepts. Please use several short paragraphs with clear, concise sentences. Please use correct spelling and grammar. If you cite specific research, be sure to include bibliographic information, even from our textbook, such as: (King & Regan, 2014, p. 75). If you use online citations, be sure to include a link to the specific research (I will check!). Please use APA format for citing ALL references. Incomplete sources are a form of plagiarism and are not allowed.

1. **Anatomical Structures.** In this chapter, you learned about some anatomical structures in men and women that develop from the same tissue during embryonic (first 2 months of pregnancy) development. Name two pairs of these structures and describe how they are similar in structure and function. (Unit 1: Chapter 2)

2. **A Healthy Pregnancy.** Read chapter 7 and answer the following questions about teratogens and critical periods during pregnancy. What are the complications that can occur if a pregnant woman drinks alcohol, smokes cigarettes, and/or uses illicit or prescription drugs during pregnancy? (Unit 2: Chapter 7)

You can either type your essay directly into the text box (click on "Write Submission") or you can upload a file with your essay (click on "Browse My Computer," find your file and click "submit"). Be sure to use one of the following formats when saving your file: DOC, DOCX, TXT, RTF, PDF.

**Grading Guidelines**

Your work will be graded along a continuum, ranging from excellent to unacceptable work. Below is a description of the grading rubric. (25 points total for each essay)

- Completely answers questions 5 points
- Defines all terms and/or concepts 5 points
- Provides examples and/or evidence supporting response 5 points
- Uses several short paragraphs with clear, concise sentences 5 points
- Uses proper citations and APA formats 3 points
- Essay is within length guidelines (250-400 words) 1 point
- Originality report (based on SafeAssign results) 1 point

**Essays must be submitted before the unit closes.**

**No late essays will be accepted.**
Appendix D: Short Answer Questions on Unit Exams

Students will have one short answer question on each unit exam. The question will come from a set of four (see below) and will be chosen randomly for each student when you open Part 2 of the Unit Exam. This is your chance to communicate your critical thinking and the knowledge you have acquired in this unit. Take your time to think about each possible question and write a thorough response to each one PRIOR to taking the exam. At the time of the exam, you will be given one question chosen randomly. **Do not submit a response to another question.** It will be given a score of zero.

Like the essay assignments, your short answer response in the unit exam needs to be about 250-400 words in length and should completely answer the questions. Students are expected to **define terms** and **provide examples** to show their understanding of the concepts. Please use correct spelling and grammar. If you cite specific research, be sure to include bibliographic information, even from our textbook, such as: (King & Regan, 2014, p. 75). Do not cite researchers who are cited in the textbook unless you have researched those sources on your own. Just cite the textbook. If you use online citations, be sure to include a link to the specific research (I will check!). Incomplete sources are a form of plagiarism and are not allowed. **Use several short paragraphs to explain your answer.** Do not give me a list of bullet points.

**NOTE:** APA format is required for citing references only. I expect your response to be written in essay format, without any extra APA elements such as a Running Header or Abstract.

**Grading Guidelines (10 points)**
- Completely answers questions 2 points
- Defines all terms and/or concepts 2 points
- Provides examples and/or evidence supporting response 2 points
- Uses several short paragraphs with clear, concise sentences 2 points
- Uses proper citations and APA formats 1 point
- Response is within length guidelines (250-400 words) 1 point

**Unit 1: Chapters 1-5**
1. Describe some of the historical reasons for circumcision of the penis. Discuss the advantages and disadvantages, along with the position of the American Academy of Pediatrics. (Chapter 2)

2. Describe the hormonal events that take place during the menstrual cycle. Explain some differences between menstrual cycles and estrous cycles. (Chapter 3)

3. Describe desire and explain the reasons for adding a desire phase to Masters and Johnson’s model. (Chapter 4)

4. What are the complications if an individual is not treated in the initial stage of gonorrhea, chlamydia, and syphilis? (Chapter 5)
**Unit 2: Chapters 6-11**

1. How do the hormonal methods of contraception work? Discuss their effectiveness and some possible side effects. (Chapter 6)

2. Describe the biological and environmental factors that influence development of gender identity. (Chapter 8)

3. Discuss the problems in defining sexual orientation and explain the difficulty researchers have estimating the prevalence of sexual orientation. (Chapter 9)

4. Describe some of the major changes that take place in boys and girls during puberty and the hormones associated with these changes. (Chapter 10)

**Unit 3: Chapters 12-16**

1. Define and explain hypoactive sexual desire and hypersexuality. Discuss any controversies about labeling people with these disorders. (Chapter 13)

2. Describe the three ways that researchers have tried to define what is considered "normal" and "abnormal". What is an example of a sexual behavior that was abnormal in the past but is considered normal now? Explain. (Chapter 14)

3. Describe some characteristics of pedophilic child molesters and discuss how society should handle them once they are caught. (Chapter 15)

4. Discuss the pros and cons of punishing prostitutes or punishing their customers as a means of regulating prostitution. (Chapter 16)