Human Sexuality Syllabus
Brookhaven College

Instructor Information
Name: Bill Sigsbee, MA, LPA
DCCCD Email: bSigsbee@dcccd.edu
Office Phone: 972-860-4360
Office Location: K206
Virtual Office Hours: Monday-Thursday 7:30 - 8:50 am
Division Office and Phone: Social Sciences, 972-860-4130

Course Information
Course Title: Human Sexuality
Course Number: PSYC-2306
Section Number: 23411
Semester/Year: 2020SP
Credit Hours: 3
Class Meeting Time/Location: Online
Certification Date: 04/16/20
Last Day to Withdraw: 05/06/20

Course Prerequisites
College level ready in Reading.

Course 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. This course is cross-listed as SOCI 2306. The student may register for either PSYC 2306 or SOCI 2306 but may receive credit for only one of the two.

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.

Texas Core Objectives
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials
ISBN 978-0-07-803547-0
Additional information can be found on the publisher's website.

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Graded Work
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.
Summary of Graded Work

<table>
<thead>
<tr>
<th>Graded Work</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>4 @ 100 Points</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>15 @ 10 Points</td>
</tr>
<tr>
<td>Discussions</td>
<td>5 @ 20 Points</td>
</tr>
<tr>
<td>SLO Test</td>
<td>1 @ 40 Points</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
</tr>
</tbody>
</table>

Final Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>621 – 690</td>
<td>90 – 100%</td>
<td>= A</td>
</tr>
<tr>
<td>B</td>
<td>552 – 620</td>
<td>80 – 89%</td>
<td>= B</td>
</tr>
<tr>
<td>C</td>
<td>483 – 551</td>
<td>70 – 79%</td>
<td>= C</td>
</tr>
<tr>
<td>D</td>
<td>414 – 482</td>
<td>60 – 69%</td>
<td>= D</td>
</tr>
<tr>
<td>F</td>
<td>0 – 481</td>
<td>0 – 59%</td>
<td>= F</td>
</tr>
</tbody>
</table>

Description of Graded Work

Class Discussion Board Postings

Students will participate in five on line 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 log-in, post your own thread first, then read other classmates' posts and respond to at least one of them for full credit.

The first discussion board is an introduction to the class. Discussion boards 2-5 relate to the four articles available within our Discussion Boards tab of e Campus. 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’ve learned from the articles in light of your new knowledge base acquired from reading the text chapters. Always read your fellow students postings and comment when you have any additional ideas to share. This is part of your contribution to the collaborative learning. You are required to respond to at least one fellow classmate’s thread for full credit.

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’re ready start to participate in the discussion, select “create thread” to post your ideas. Everyone in the class can see that a new thread has been posted and can respond to your thread.

Note: you are able to delete any posting you make in the eCampus system.

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.

Please note: 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 have set actual due dates for these, and 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.

Four Examinations

Students will take four examinations online through the Units 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 end of class on May 14, using the second form of the exam (test 1-B) or the third form of the exam (test 1-C). 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.

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 which is worth 10 points. This will ensure you do well on the 10 point quiz.

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.

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.

Late Work Policy
All Unit Assignments are due with their respective deadline with neither exceptions nor extensions.

Other Course Policies
Distance education learners may need to adapt to different study approaches since learning at a distance presents new challenges. In a distance education setting, the process of learning is more complex for several reasons. As a distance student, this 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 distance learning is one of your best educational experiences.

A key to your success as distance 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. Also, support from others, ranging from the instructor to the institution, is essential.

COMMUNICATION WITH YOUR INSTRUCTOR

I try to review and grade all newly posted material at least once a day. Also, you can expect me to respond to your e-mails normally within 24-48 hours. Be aware that while this is my general and intended practice, it is subject to the changes and chances of life.

Institutional Policies

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more. [Brookhaven Institutional Policies](#)

Course Schedule see course schedule menu button for complete course schedule.