Human Sexuality Syllabus
North Lake College
Spring 2020 – Second 8-weeks

Instructor Information
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Office Location: G-531
Office Hours: By appointment only.
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Course Information
Course Title: Human Sexuality
Course Number: PSYC-2306
Section Number: 70427
Semester/Year: Spring 2020
Credit Hours: 3 lecture hours
Class Meeting Time/Location: Internet Course (no on-campus meetings)
Official Start Date: 03/30/2020
Certification Date: 04/03/2020
Last Day to Withdraw: 05/04/2020
Last Day of Term: 05/13/2020

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. (3 Lec) Coordinating Board Academic Approval Number 4201015325

**Student Learning Outcomes**

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.

**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

Due to the COVID-19 pandemic, Pearson Education publishing company is providing students with an access code for the materials in this course. This access code will be provided in eCampus.

by Bruce M. King and Pamela C. Regan | ©2019 | Pearson Education

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

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. 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>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>1 @ 15 points</td>
<td>15 points</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>16 @ 10 points each</td>
<td>160 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>1 @ 5 points &amp; 2 @ 10 points each</td>
<td>25 points</td>
</tr>
<tr>
<td>Essays</td>
<td>2 @ 25 points each</td>
<td>50 points</td>
</tr>
<tr>
<td>Unit Exams</td>
<td>3 @ 100 points each</td>
<td>300 points</td>
</tr>
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</table>

TOTAL: 550 points

Final Grade

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percentages</th>
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<tr>
<td>A</td>
<td>495-550</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>440-494</td>
<td>80-89.9%</td>
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<td>C</td>
<td>385-439</td>
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<td>D</td>
<td>330-384</td>
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</tr>
<tr>
<td>F</td>
<td>0-329</td>
<td>0-59.9%</td>
</tr>
</tbody>
</table>
Description of Graded Work

Unit Divisions:

The course is divided into three units. It is vital that YOU keep up with the suggested due dates for all assignments, 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 schedule on pages 10-11 shows the suggested “due dates” for quizzes and essays to help keep you on track. In eCampus, you will also have access to a printable checklist and weekly announcements to remind you of these due dates. Print out the checklist 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. You will need to email your instructor directly to request which exam you would like to retake for a higher score.

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Deadline/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Chapters 1-5</td>
<td>April 14, 2020 @ 9 p.m.</td>
</tr>
<tr>
<td>Unit 2: Chapters 6-11</td>
<td>April 28, 2020 @ 9 p.m.</td>
</tr>
<tr>
<td>Unit 3: Chapters 12-16</td>
<td>May 12, 2020 @ 9 p.m.</td>
</tr>
</tbody>
</table>

Syllabus Quiz: 15 points

There will be a quiz over information in this syllabus located in the “Start Here” section on eCampus. Complete the Syllabus Quiz 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. This term’s census date is April 3rd. This quiz will only be available during the first unit and cannot be made up later.

Quizzes: 160 points

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 PowerPoint 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.

**Discussions: 25 points**

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. You will NOT receive a grade for any discussion board unless you have submitted your response and replied to at least three other students in the discussion board before the unit closes. Discussion board topics are posted in eCampus.

<table>
<thead>
<tr>
<th>Discussion Board Topics</th>
<th>Initial Post Due Date</th>
<th>Replies Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sex Education &amp; Introductions</td>
<td>3/31/2020</td>
<td>4/2/2020</td>
</tr>
<tr>
<td>2. Gender Discussion</td>
<td>4/15/2020</td>
<td>4/17/2020</td>
</tr>
<tr>
<td>3. Internet Dating</td>
<td>4/29/2020</td>
<td>5/7/2020</td>
</tr>
</tbody>
</table>

**Essays: 50 points**

Students will write two (2) essays to demonstrate your understanding of textbook readings. Each essay 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. Use several short paragraphs to explain your answer. Do not give me a list of bullet points.
Essay Topics | Due Date
--- | ---
1. Anatomical Structures | 4/6/2020
2. A Healthy Pregnancy | 4/21/2020

Scoring Guidelines for Essays (25 points)

- Completely answers all questions 5 points
- Defines all terms and/or concepts 5 points
- Provides examples and/or evidence supporting response 5 points
- Uses several paragraphs with short, 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

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.

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 or in Google Docs 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:**

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). 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. 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. All of the possible short answer questions for each unit exam are posted in eCampus.

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 score. 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 March 10th if you plan to makeup an exam.

Late Work Policy
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.

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.
★ 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.
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!)

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. 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 (http://ecampus.dcccd.edu/). 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: 70427)
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 using the link below. These
policies include information about tutoring, Disabilities Services, class drop and repeat
options, Title IX, and more.

North Lake Institutional Policies (http://www.northlakecollege.edu/syllabipolicies)

Course Schedule

Keep in mind that all the quizzes, essays, discussions, and the exam must be
completed before the unit closes. You will notice that the course schedule, below,
includes due dates for each assignment. However, these are only suggested due dates.
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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
<th>Assignment</th>
<th>Due Dates</th>
</tr>
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<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
<td>Syllabus Quiz</td>
<td>03/30/20</td>
</tr>
<tr>
<td>Sex Education and Introductions</td>
<td>1</td>
<td>Discussion #1 - Initial Post</td>
<td>03/31/20</td>
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<tr>
<td>Introduction</td>
<td>1</td>
<td>Quiz 1</td>
<td>04/01/20</td>
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<tr>
<td>Sex Education and Introductions</td>
<td>1</td>
<td>Discussion #1 - Replies</td>
<td>04/02/20</td>
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<td>Attendance Verification</td>
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<td>Topic</td>
<td>Chapter</td>
<td>Assignment</td>
<td>Due Dates</td>
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<tr>
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<td>------------</td>
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<td>Sexual and Reproductive Anatomy</td>
<td>2</td>
<td>Quiz 2</td>
<td>04/03/20</td>
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<td>Anatomical Structures</td>
<td>2</td>
<td>Essay #1</td>
<td>04/06/20</td>
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<td>Hormones and Sexuality</td>
<td>3</td>
<td>Quiz 3</td>
<td>04/07/20</td>
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<td>Sexual Response Cycle</td>
<td>4</td>
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<td>04/08/20</td>
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<td>Sexually Transmitted Diseases and Infecions</td>
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<td>Quiz 5</td>
<td>04/09/20</td>
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<td>Unit 1</td>
<td>1-5</td>
<td>Exam 1</td>
<td>04/13/20</td>
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<td>Unit 1</td>
<td>1-5</td>
<td>Unit 1 Closes @ 9pm</td>
<td>04/14/20</td>
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<tr>
<td>Gender Discussion</td>
<td>8</td>
<td>Discussion #2 - Initial Post</td>
<td>04/15/20</td>
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<tr>
<td>Birth Control</td>
<td>6</td>
<td>Quiz 6</td>
<td>04/16/20</td>
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<td>Gender Discussion</td>
<td>8</td>
<td>Discussion #2 - Replies</td>
<td>04/17/20</td>
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<td>Pregnancy and Childbirth</td>
<td>7</td>
<td>Quiz 7</td>
<td>04/20/20</td>
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<td>A Healthy Pregnancy</td>
<td>7</td>
<td>Essay #2</td>
<td>04/21/20</td>
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<td>Gender Identity and Roles</td>
<td>8</td>
<td>Quiz 8</td>
<td>04/22/20</td>
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<td>9</td>
<td>Quiz 9</td>
<td>04/23/20</td>
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<td>Life-Span Sexual Development</td>
<td>10</td>
<td>Quiz 10</td>
<td>04/24/20</td>
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<td>Adult Sexual Behaviors and Attitudes</td>
<td>11</td>
<td>Quiz 11</td>
<td>04/24/20</td>
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<td>6-11</td>
<td>Exam 2</td>
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<td>6-11</td>
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<td>04/28/20</td>
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<tr>
<td>Internet Dating</td>
<td>12</td>
<td>Discussion #3 - Initial Post</td>
<td>04/29/20</td>
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<td>Love and Relationships</td>
<td>12</td>
<td>Quiz 12</td>
<td>04/30/20</td>
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<tr>
<td>Sexual Problems and Therapy</td>
<td>13</td>
<td>Quiz 13</td>
<td>05/01/20</td>
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<td>Last day to withdraw from this class</td>
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<td>Drop Date</td>
<td>05/04/20</td>
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<td>Paraphilias and Sexual Variants</td>
<td>14</td>
<td>Quiz 14</td>
<td>05/04/20</td>
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<td>15</td>
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<td>05/06/20</td>
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<td>Discussion #3 - Replies</td>
<td>05/07/20</td>
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<td>16</td>
<td>Quiz 16</td>
<td>05/08/20</td>
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<td>Unit 3</td>
<td>12-16</td>
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<td>Unit 3</td>
<td>12-16</td>
<td>Unit 3 Closes @ 9pm</td>
<td>05/12/20</td>
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<tr>
<td>Last day of class</td>
<td>1-16</td>
<td>Post-Test &amp; Makeup Exam</td>
<td>05/13/20</td>
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