

***** SYLLABUS *****

PRINT AND SAVE THIS

You are responsible for everything contained within this syllabus. Due dates, assignment formats and expectations, and other important pieces of information are described here.

READ IT! KNOW IT! LOVE IT!



Human Sexuality

General Course Information:

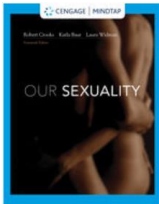
Instructor: Jillene Grover Seiver, Ph.D. (please call me Jill)

Click on the "Inbox" link in the top right corner of the classroom screen. A screen will open:

Email: *In the left side:*
You'll see all of the messages that you've received or participated in.

In the right side:
You can create a new message. Use the address book icon to find your recipient.

Text:



Our Sexuality, 14th edition, by Crooks, Baur, & Widman. Cengage.

You have purchased your eBook with your tuition and fees.

Course Requirements:

Syllabus Quiz:

To ensure that you are familiar with this Syllabus and its requirements, you will complete the Syllabus Quiz. You can open and print the quiz (this will give you practice for the weekly quiz procedure), and then answer the questions based upon information contained within this Syllabus.

- The quiz will give you immediate feedback about which items you missed.
- Once you've completed the Syllabus Quiz, I will be confident that you know the rules and requirements for this class.

Weekly Modules:

I've organized the course assignments into weekly modules. You will find all of the assignments that are due within the next week organized together. Each week, you will complete a quiz, a self-assessment, and a project.

Weekly Quizzes:

There will be a weekly quiz each week. Each will include material covered during the week that the quiz is due.

Quiz format: Quizzes will consist of multiple choice questions selected from the chapter(s) and video(s) covered during the week. Each quiz will contain 25 items and will be worth 25 points.

Quiz procedure:

- Check the system calendar for due dates.

- I recommend that you open the printable version of the quiz and **print it out**.
 - Keep the quiz with you as you read the text, watch the videos, and listen to the Power Point lectures. Mark the answers as you encounter them.
 - Feel free to ask questions in the Student Lounge to see if classmates can help you with any questions you're having trouble with, and you can help classmates, too.
 - Once you have all of the answers marked, re-open the quiz and select, save, and submit your answers.
- The quiz will freeze at 11:59 pm on the due date, so make sure that you begin no later than 11:29 pm.
 - Once the deadline passes, you will receive an error even if you're in the middle of entering answers.
 - Save your answers as you go, so I can submit your answers for you if you don't finish before the deadline.
- Do not use your smart phone to submit your answers; use a reliable computer connection.
- When I update the grade book on Thursdays, I'll release the quiz feedback so you can see which items you missed.

Preparing for quizzes:

- Print out the week's quiz.
- Read the assigned chapter(s) in the text.
- Watch the online Power Point lectures [optional].
- Watch the assigned video(s) [optional].

Making up missed quiz:

- You may not make up quizzes unless *Dire Circumstances* (see definition in Exams section) require that you must miss **the entire week** of the quiz.

Self-assessment Exercises:

- In each weekly module, you'll find the assignment tool for the self-assessment exercise. These assignments are designed to facilitate your self-reflection on issues related to sexuality.
- Complete self-assessment(s) from the chapter(s) that we're covering during the week, and submit your answers to the Self-assessment assignment tool.
- If a link is dead in a particular self-assessment, please let me know so I can try to find a substitute.
- If a quiz or survey asks about a situation with which you are not familiar (e.g. asks about a partner, and you've never had one, or asks about sexual behaviors that you've never engaged in), please answer based on your values on that topic. That is, if you were in that situation, how do you expect that you would act/think/feel?
- *Please note:* I do NOT want to see your answers to the quiz or survey that you are assigned to take. I want to see your answers to the questions that I have asked ABOUT the quiz or survey.
 - Please do NOT tell me your specific score or your answers to any of the questions in the survey or quiz.
 - I do NOT want you to share anything personal or confidential with me; I want you to answer my questions so that I can be confident that you engaged in this exercise each week.
- Each self-assessment will be worth 10 points.

Projects:

- In each weekly module, you'll find the assignment tool for the project. These assignments are designed to relate real-world examples to the content presented in the text.
- Some weeks, you will select one project from a list. Other weeks, there won't be a choice.

- It is NOT permitted to do more than one project from one list, as a substitute for doing another project on a different list. I have designed the projects to supplement the topics that we will be discussing as you concurrently work on the project. Therefore, you must complete them in order.
- The projects are graded based on three criteria.
 - **Accuracy.** Each project topic requires some factual content. You will lose points for inaccuracies. Make sure to ADDRESS TEXT information in each report. Give the text credit; e.g. say “. . .as the textbook says. . .” This requirement helps to ensure that you will see how the project relates to the topics covered in the text.
 - **Completeness.**
 - You must answer all parts of the assignment that you choose. For example, if a project asks you to solve a problem and then describe your problem-solving strategy, you must do both of those things.
 - Length.
 - Each project has its own unique set of expectations. You’ll know that you’ve completed the project fully when you’ve answered all of the issues and explained your answers/reasoning.
 - Projects must be at least 150 words long.
 - **Timeliness.** Projects are not accepted late, under any circumstances.
 - The assignment tool will literally **lock you out** when the deadline passes, so be prepared to push the “submit” button no later than 11:58 pm on the due date.
 - If the assignment tool allows you to submit after the deadline, I will not give you credit for your submission.
 - Do NOT submit a late project to the next project’s assignment tool, as that will prevent you from being able to submit the next project to that box, and it won’t earn any credit anyway.
 - I will deduct 20% (5 pts) for spelling errors that should have been picked up by spell check, or grammar errors that are egregious enough that grammar check should have picked them up.
- Psychological Scales: In some Projects, I will include a personality scale or other sort of psychological measure for you to complete and score. Your responses on such scales are meant to be kept anonymous, so DO NOT submit your responses or scores to me.
- The purpose of projects is to facilitate your development of empathy for others, your understanding of the influence of socialization on your sexual attitudes, and to solidify your own sexual values, all in the context of the scientific information provided in the textbook. Unlike self-assessments, these assignments are designed to tie the textbook to real-life information, which is why you are required to refer to your textbook in projects.
- Each project will be worth 10 points.

I will return your graded project in the assignment tool, and will send an email with your points and my feedback. The points and feedback will also appear in the gradebook.

Exams:

There will be two midterms. Each will include material covered since the last exam; neither of the exams is cumulative.

Exam format: Exams will consist of multiple choice questions selected from the text since the prior exam. Each exam will contain 50 items and will be worth 200 points.

Exam procedure is the same as quizzes, EXCEPT:

- You will find a study guide for each exam in the Study Guides folder in the Start here! module on the page called “Study Guides.”

- I will submit each midterm to the Midterms area in the Quizzes button on the Wednesday prior to the exam deadline.
- You will have **one hour** to complete the exam, once you have opened it.
 - Opening the exam starts the timer; if you immediately close the exam, the timer will still continue to run, and the system will submit your zero score when 60 minutes elapse.
 - You won't be able to get back in to actually take the exam.
 - In other words: **Don't open the exam until you're ready to take it.**
- Do NOT take your exam on your smartphone, iTouch, tablet, or other such device. They are notorious for losing connectivity just when you need it most.
- Plan to take the exams from memory.
 - As you enter your answers, click the "next" button.
 - If there are items that you're unsure about, and you have time after answering everything else, use that time to look up the answer(s) in the text.
 - Do NOT click the "submit" button until you're completely done entering and reviewing your answers.
 - Do NOT plan to take the entire exam open-book – you will NOT have time.
- Students with disability accommodations:
 - You need to have your college's disability support office email your accommodation letter to me.
 - To ensure that I have received the letter and have set up your exam with proper extended time, please send me an email in the classroom email system no later than one week prior to the exam's deadline.
 - Once you have taken an exam, there is no way for me to retroactively allow you extended time.

Making up missed exam:

- You may not make up exams unless:
 - There are arrangements made in advance with instructor's approval, or
 - **Dire Circumstances** require that you must miss **the entire week** that the exam is available
 - Definition of **Dire Circumstances**:
 - Funeral which requires significant travel, documented by a note from the funeral director
 - Illness of self or someone for whom you are the primary caregiver, documented by a note from a doctor excusing you from school **for the entire week**.
- If a make-up is appropriate, your score will be docked 10%.
- Things that **do not qualify** for make-up exam:
 - Forgetting when the deadline is.
 - Falling asleep while studying, and sleeping through the deadline.
 - Computer problems.
 - Have a back-up computer access planned, and move to your backup computer if necessary.
 - Make sure that you're using a computer with a reliable web connection.
 - Plan ahead – do not begin your exam or quiz right before the deadline. Technology always fails when we rush.
 - Use a web browser that works correctly with the classroom's software.
 - Do not agree to software updates when you're logged in to take a quiz or exam.
 - Do not agree to restart your computer in the middle of a quiz or exam.
 - Travel that takes you out of town, whether for business, missionary work, or pleasure.
 - Being in a different time zone and not realizing that it is midnight here.
 - Changing work schedules or work demands.

- Illness/injury of self or other that is not severe enough to visit a doctor.
- Stressful life events, including illness/injury of someone for whom you are NOT the primary caregiver (e.g. boyfriends/girlfriends, siblings, parents, etc.).
- Incarceration
- Failure to arrange for a quiet space to complete the exam, performing poorly on the exam, and wanting to do it again.
- Any other excuse that seems compelling to you but that is not listed under the "dire circumstances" list, above.

Documentary Videos:

Check the Calendar below for the week's video assignment. I have included the direct web links for the videos so you can just click and view.

*****WARNING*** Some of the videos contain explicit content. Assume they all do.**

I have also included weblinks in the weekly modules to several brief videos that illustrate concepts that I address in my online lectures.

Extra Credit:

Integration of *documentaries* and our text

- Select up to five of the *documentary* videos that you have viewed this quarter. You can use any video from any point during the quarter.
- The list of videos that are associated with each week can be found in the weekly modules.
- Pose a question that comes to mind while viewing the video(s). Find evidence *in the textbook* that answers your question(s).
- For each question:
 - Explain why your initial question was posed – e.g., was the narrator or expert was unclear in his/her explanation, did he/she use an unfamiliar term that was confusing, had we not gotten to that topic yet in lecture/readings?
 - Provide information from the textbook that answers your initial question. Include page number(s) and quotations or paraphrases.
 - Do NOT cite outside sources.
 - Give proper credit to the textbook for the information you got from it.
 - Place direct quotes in quotation marks
 - Even better – paraphrase the textbook's ideas into your own words, and give it credit for the ideas.
 - Show that you now understand the concepts by providing an example from everyday life. It could be an example from TV/books/movies/music, or it could be from someone you actually know.
 - Each question/answer is worth 5 points of extra credit. You must submit your questions NO LATER THAN the day that Midterm 2 is due.

Academic integrity:

It is assumed that all students will maintain the highest academic integrity. Cheating of any sort, including copying on tests, falsifying records, plagiarism, etc. will not be tolerated, and suspected cheaters will be reported to the Dean of Academic Education.

It is plagiarism (cheating) to copy and paste information directly from a website into your projects or case studies. If you want to cite a website, you need to reword the information, then give the website credit for the ideas you got from it. Make sure to include the URL when you reference websites.

Finally, it is incorrect to use ideas from the textbook and fail to mention that you got the idea from the text.

Grading Criteria:

| Assignment | Points | Total Category Pts | Percent |
|------------------|---------|--------------------|---------|
| Syllabus Quiz | 1 @ 25 | 25 | 3% |
| Weekly Quizzes | 7 @ 25 | 175 | 24% |
| Self-assessments | 7 @ 10 | 70 | 10% |
| Projects | 7 @ 10 | 70 | 10% |
| Midterms | 2 @ 200 | 400 | 54% |
| | Total | 740 | 100% |

Grading palette:

| | | |
|----|------------|-----|
| A | 93.5-100% | 4.0 |
| A- | 89.5-93.4% | 3.7 |
| B+ | 86.5-89.4% | 3.3 |
| B | 83.5-86.4% | 3.0 |
| B- | 79.5-83.4% | 2.7 |
| C+ | 76.5-79.4% | 2.3 |
| C | 73.5-76.4% | 2.0 |
| C- | 69.5-73.4% | 1.7 |
| D+ | 66.5-69.4% | 1.3 |
| D | 63.5-66.4% | 1.0 |
| D- | 59.5-63.4% | 0.7 |
| F | <= 59.4% | 0.0 |

Each week, I'll report your points to the online gradebook (found inside the My Grades button) that will show your points to date. You can divide your total points earned by the total points possible so far, so that you'll always know how you're doing in the class.

I strongly recommend that you calculate your own percentage, using the formula:

$$((\text{Total Pts Earned})/(\text{Total Pts Possible So Far})) * 100 = \text{Percent in class so far}$$

The percentage provided by the online gradebook is not necessarily reliable. I compute final grades using an Excel spreadsheet which is always accurate.

The online gradebook sometimes gives incorrectly pessimistic feedback about the class' overall performance, as it includes incomplete assignments as zeros.

Incompletes and Hardship Withdrawals:

These options are reserved for students who, through unforeseeable circumstances, cannot complete a course that they were passing. If you wish to request one of these grading options, the following criteria must be met:

- **You are passing the class at the time of the request.**
- You must make your request in writing, explaining the circumstances and including any documentation.

In the case of an Incomplete, the circumstances must be acute. That is, they must be something that prevents completion of the course within the current quarter, but that would be resolved in time for the student to complete the course work within the next quarter.

In the case of a Hardship Withdrawal, the circumstances must be ongoing, such that the student would not be able to complete the course work within the following quarter. In other words, a student could not request a hardship withdrawal and then retake the course the following quarter.

Qualifying circumstances for Incompletes and Hardship Withdrawals *are limited to*:

- Death in the immediate family (spouse, child, parent) documented by a funeral director's note.

- Significant illness or injury (documented by a doctor's note) of self or a person for whom the student is primarily responsible.
- Relocation outside of the area.

What To Do If You Can't Log Into The Classroom Webpage

I hold you responsible for submitting your assignments on time, assuming that the classroom is working correctly. Ninety-eight percent of the time, the classroom is working fine. Occasionally, the classroom goes down, preventing all students from accessing the classroom.

Most of the time when students can't get into the classroom, it's because they are trying to access it through a school homepage and that page is down, or because there is something wrong with the student's ISP.

To avoid the first problem, you should add the appropriate direct address to your "favorites" list:

<https://pierce.instructure.com>

Don't rely on the college webpage to always be able to click on the link there, because sometimes that webpage goes down. You'll be unable to log into the classroom, even though the classroom is up and available. Remember: If the classroom is available, you're responsible for getting your work into it.

Unless there is a system-wide event that is preventing all of us from accessing the classroom, I will not extend deadlines for students who have difficulties accessing the classroom. You need to make sure that you've left yourself enough time prior to the deadline to be able to cope with technical difficulties that may arise. And you need to arrange for back-up computer access (e.g. the public library, your college, a friend's house, your computer at work) so that if your primary computer has problems, you will still be able to keep up with your work.

Scroll down for reading assignments. . .

Reading/Video Assignments:

Remember: All assignments are due by 11:59 pm on their due date.

| Week | Date | Chapter | Title | [Optional] Videos Assume they're all explicit For Extra Credit | Assignments |
|------|----------|-----------|--------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 0 | 6/21-23 | Zero Week | | | Syllabus Quiz Post bio |
| 1 | 6/24-30 | 1 | Perspectives on Sexuality | | Monday: Self-assessment due Tues: Project 1 Wednesday: Week 1 Quiz due |
| | | 2 | Sex Research | | |
| 2 | 7/1-7 | 3 | Female Sexual Anatomy & Physiology | My Big Breasts & Me | Monday: Self-assessment due Tues: Project 2 Wednesday: Week 2 Quiz due |
| | | 4 | Male Sexual Anatomy & Physiology | My Penis & Everyone Else's | |
| | | 6 | Sexual Arousal and Response | | |
| 3 | 7/8-14 | 5 | Gender Issues | Dr. Money and the Boy with No Penis | Monday: Self-assessment due Tues: Project 3 Wednesday: Week 3 Quiz due Midterm 1 available Covers Ch 1-9 |
| | | 7 | Love and Communication | Guys and Dolls (intimacy) | |
| 4 | 7/15-21 | 8 | Sexual Behaviors | Wonderland: Virtual Adultery | Monday: Self-assessment due Tues: Project 4 Wednesday: Week 4 Quiz due Midterm 1 due 11:59 pm |
| | | 9 | Sexual Orientations | The Worst Thing about Coming Out | |
| 5 | 7/22-28 | 10 | Contraception | Life's Greatest Miracle | Monday: Self-assessment due Tues: Project 5 Wednesday: Week 5 Quiz due |
| | | 11 | Conceiving Children | | |
| | | 12 | Sexuality During Childhood and Adolescence | Raging Teens | |
| 6 | 7/29-8/4 | 13 | Sexuality and the Adult Years | | Monday: Self-assessment due Tues: Project 6 Wednesday: Week 6 Quiz due Midterm 2 available Covers Ch 10-18 |
| | | 14 | Sexual Difficulties and Solutions | | |
| | | 15 | Sexually Transmitted Infections | Unsafe Sex & STIs | |
| 7 | 8/5-11 | 16 | Atypical Sexual Behavior | Zoo (bestiality in Enumclaw) A Place for Paedophiles | Monday: Self-assessment due Tues: Project 7 Wednesday: Week 7 Quiz due Midterm 2 due 11:59 pm |
| | | 17 | Sexual Coercion | Sex for Sale: American Escort | |
| | | 18 | Sex for Sale | Porndemic | |