

First, I would like to say **THANK YOU!** I consider it an honor that you have chosen to be in my course. I want to thank you in advance for the time and hard work that you will put into this learning experience. One of the keys to being successful in college is to maintain communication with your instructor. Feel free to call, e-mail, or to make an appointment if I can help you be successful in this course. I hope that your grade in this course will reflect the effort you put into it.

Note: The information in the Common Course Syllabus applies to all sections of this course taught by all instructors. The Course Information Sheet that follows includes information that pertains to this section only and it is what you need to help you be successful in this class.

South Plains College: Common Course Syllabus

Department: Behavioral Sciences

Discipline: Sociology and Psychology

Course Number: Psychology/Sociology 2306

Course Name: Human Sexuality

Credits: Semester credit: 3, Lecture: 3, Lab: 0

This course satisfied a core curriculum requirement: Yes, Behavioral Science

Prerequisites: None for campus; TSI reading for INET

Campuses: Levelland, Reese, INET

Textbook: Herdt and Polen-Petit, *Human Sexuality: Self, Society, and Culture*. McGraw-Hill, 2014.

Course Specific Instructions: Campus classes may have additional materials available through Blackboard; INET classes go through Blackboard to enter the course.

Course Description: This course will provide an overview of the broad field of human sexuality. Topics will be covered from various perspectives -biological, psychological, sociological, and anthropological. The goal is for each student to learn factual, scientifically-based information that will provoke thought and contribute to the student's own decision-making on sexual issues outside of the classroom. (Cross-listed as PSYC 2306 and SOCI 2306).

Course Purpose: This course is designed to help students understand the theories and practices of human sexual variation. We will examine sexuality from the perspective of cultural history, examining the evolution of the sexual identities and practices that are familiar to us today.

Course Requirements: Campus students should attend all classes and complete assigned work and exams. INET students should regularly log into the course and complete assignments, quizzes, discussion postings, and other course work as assigned by instructor.

Attendance Policy:

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to

complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

Disability Services Policy: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529. See *South Plains College General Catalog 2015-2016*, pages 53 and 54 for more information.

Academic Integrity Policy: It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

- **Cheating:** Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the text- book or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in an office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of what- ever length, as well as to final examinations, to daily reports and to term papers.
- **Plagiarism:** Offering the work of another as one’s own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identifiable expression of material taken from books, Internet resources, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism.

See *South Plains College Student Guide 2015-2016*, pages 13 and 14 and *South Plains College General Catalog 2015-2016*, page 22.

See instructor’s course information sheet for more information.

Student Conduct Policy:

- Classroom Conduct: Failure to comply with lawful direction of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class may result in the student being dropped from that course.
- See *South Plains College Student Guide 2015-2016*, pages 13 through 18 for full policy covering other areas of conduct including penalties for misconduct and procedures for disciplinary action.

Grade and Academic Discipline Appeals: South Plains College provides two procedures which allow students the opportunity to address grievances of an academic nature.

- Appeal Restrictions: Only final grades or dismissal resulting from academic discipline will be considered. The instructor's teaching ability or expertise will not be considered during the hearing. No grade or disciplinary action can be formally appealed after a period of six (6) months from the date that the student is informed
- Informal Appeal
 - The student should schedule an appointment with the instructor of the course to discuss the final grade or disciplinary action.
 - If the student is still not satisfied, she should schedule an appointment with the appropriate departmental chairperson to discuss the situation. The chairperson may request that the instructor also be present.
 - If the student is still not satisfied, he she should schedule an appointment with the Divisional Dean to discuss the situation. The dean may request that the chairperson also be present.
 - If the student is still not satisfied, he she should be advised of the formal appeal process.
- Formal Appeal: If the student is not satisfied with the results of the informal appeal, s/he should provide the following information, in writing, to the Vice President for Academic Affairs:
 - A request for a formal appeals hearing.
 - A brief statement of what is being appealed.
 - The basis for the appeal.
 - Pertinent facts relating to the appeal.
- The agenda of the appeals hearing will include only those factors documented in the student's appeal request letter. The Vice President for Academic Affairs will determine the date, time and place of the hearing, and notify the student accordingly.
- The Hearing
 - Composition of the appeals committee:
 - Vice President for Academic Affairs will preside over the hearing.
 - Faculty member of the student's choice.
 - Faculty member and student selected by the Vice President for Academic Affairs.
 - President of Student Government Association.
 - Dean of Students.
 - Other persons who should be available at the hearing:
 - The student who requested the hearing.
 - The faculty member involved.
 - Anyone the student or faculty member wishes to be present to substantiate the case.
 - Chairperson and Divisional Dean.
 - Hearing procedure:
 - The committee will hear the student's appeal during which the parties to the controversy and such representatives as desired will present all facts relating to the case. By majority vote, the committee will decide to sustain, amend or reverse the previous decision.
 - The decision of the committee is final and completes the academic appeals procedure.

See *South Plains College Student Guide 2015-2016*, pages 18 and 19.

Equal Rights Policy: All students are entitled to equal rights under the affirmative action and equal opportunity laws. Students are also protected against unjust or biased academic evaluation, but at the same time, they are responsible for

maintaining standards of academic performance established for each course in which they are enrolled. See *South Plains College Student Guide 2015-2016*, page 10.

Course Evaluation: Refer to specific COURSE INFORMATION SHEET for specifics on assigned work and testing.

Student Learning Outcomes/Competencies:

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.

Core Objectives addressed:

- **Communication skills-** to include effective written, oral and visual communication.
 - You will be expected to write and communicate with correct grammar and be able to express ideas to your peers. You will have some written assignments to demonstrate this skill.
- **Critical thinking skills-** to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
 - We will be looking at the different sides of controversial issues and discuss how a person evaluates ideas.
- **Empirical and Quantitative skills-** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
 - Human sexuality involves research and we will discuss data collected by the classics (Kinsey) and the newer areas of professional and popular research techniques.
- **Social Responsibility-** to include the demonstrated intercultural knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.
 - Students will be expected to be able to use information from the class to examine state and federal court and legal decisions as well as look at how human sexuality is an issue globally due to HIV/AIDS, contraception, and maternal health.

CIP Approval Number: 42.0101.53 25

Note: The information in the Common Course Syllabus applies to all sections of this course taught by all instructors. This **Course Information Sheet** contains the requirements for Internet sections including this particular section. This Internet course was developed and is taught by Jeff Ross (Psychology) and Jana Daniel (Sociology) and the syllabus applies whether you are signed up under the Psyc or the Soci prefix. Also, as Course Designers we (Mr. Ross and Ms. Daniel) have made the decision to NOT present the text material in the usual sequential chapter format. The reason for this change is that there are positive aspects and negative aspects to sexuality and the text begins with the positive and ends with the negative. We would like for this course to end with the more positive aspects so be sure to watch the chapter designations in your course work. You will find more explanation below under the heading "Course Work."

SouthPlains College: General Course Syllabus

Psyc/Soci 2306 – Human Sexuality

Asst. Professor Jana Daniel for Soci2306

Assoc. Professor Jeff Ross for Psyc 2306

Summer Sessions 1 & 2 2016

(see separate calendars for the sessions)

Department: Behavioral Sciences

Discipline: Psychology/Sociology

Course Number: PSYC/SOCI 2306

Course Name: Human Sexuality

Credit: 3 Lecture: 3 Lab: 0

Satisfies a core curriculum requirement? No – satisfies an elective requirement for Behavioral Sciences, see specific Degree Plan for your major as there are exceptions.

Prerequisites: TSI reading for INET

Campuses: Levelland, Reese, INET

Textbook: Herdt and Polen-Petit, *Human Sexuality: Self, Society, and Culture*. McGraw-Hill, 2014.

Course Specific Instructions: Campus classes may have additional materials available through Blackboard; INET classes go through Blackboard to enter the course.

Course Description: PSYC 2306/SOCI 2306-- Human Sexuality This course is the study of the physiological, psychological, and sociological aspects of human sexuality.

Course Purpose: This course is designed to help students understand the theories and practices of human sexual variation. We will examine sexuality from the perspective of cultural history, examining the evolution of the sexual identities and practices that are familiar to us today.

Course Requirements: Campus students should attend all classes and complete assigned work and exams. INET students should regularly log into the course and complete assignments, quizzes, discussion postings, and other course work as assigned by instructor.

Course Evaluation: Refer to specific COURSE INFORMATION SHEET for specifics on assigned work and testing.

Attendance Policy: Whenever absences become excessive, and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student may be withdrawn from the course. The typical view of excessive absences is when a student misses more than two weeks of the course.

SOUTHPLAINS COLLEGE

Mission Statement

"In order to accomplish its mission, South Plains College is committed to the following purposes: To provide Student he opportunity to learn as a lifelong endeavor; to acquire skills for communications, critical thinking and problem solving; to explore the use of technology; to express creativity; to experience; and to grow socially."

Student Learning Outcomes/Competencies:

1. Identify common myths of human sexual functioning.
2. Identify human sexual behaviors and sexual responses.
3. Identify the relationship between sexuality and developmental changes throughout the lifespan.
4. Identify the causes, symptoms, and treatments for sexually transmitted infections and the behaviors that increase and decrease the risk of contracting an STI.
5. Identify the principles of effective communication and the specific barriers to effective communication about sex and sexuality.
6. Demonstrate an academic sexual vocabulary.
7. Identify cultural differences in sexual attitudes and behaviors.
8. Recall the occurrence and causes of sexual variations.
9. Identify contraceptive methods and how these methods prevent conception.

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- **Empirical and Quantitative skills-** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. o Human sexuality involves research and we will discuss data collected by the classics (Kinsey) and the newer areas of professional and popular research techniques.
- **Social Responsibility-** to include the demonstrated intercultural knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. o Students will be expected to be able to use information from the class to examine state and federal court and legal decisions as well as look at how human sexuality is an issue globally due to HIV/AIDS, contraception, and maternal health.

Coordinating Board Academic Approval Number 42.0101.53

First, we would like to say **THANK YOU!** I consider it an honor that you have chosen to be in my course. I want to thank you in advance for the time and hard work that you will put into this learning experience. One of the keys to being successful in college is to maintain communication with your instructor. Feel free to call, e-mail, or come by during office hours if I can help you be successful in this course. I hope that your grade in this course will reflect the effort you put into it. –Jeff Ross

Note: The ***Course Information Sheet*** and contains the requirements for Internet sections including this particular section. This Internet course was developed and is taught by Jeff Ross (Psychology) and Jana Daniel (Sociology) and the syllabus applies whether you are signed up under the Psyc or the Soci prefix. Also, as Course Designers we (Mr. Ross and Ms. Daniel) have made the decision to NOT present the text material in the usual sequential chapter format. The reason for this change is that there are positive aspects and negative aspects to sexuality and the text begins with the positive and ends with the negative. We would like for this course to end with the more positive aspects so be sure to watch the chapter designations in your course work. You will find more explanation below under the heading "Course Work."

Course Information Sheet

Psyc/Soci 2306 Internet Sections

Human Sexuality

Instructor: Jeff Ross
Office: RC 405 H, Building 4 Reese Campus
Office Hours: During the summer session, office visits are by appointment only.
E-mail: jross@southplainscollege.edu but the Blackboard course Message/Email will be what we will be using to communicate about the course.
Telephone: (806) 716-4033 (but I am not in my office regularly so e-mail is preferred)
Textbook: Herdt and Polen-Petit, *Human Sexuality: Self, Society, and Culture*. McGraw-Hill, 2014.

Attendance Policy: See Common Course Syllabus. Since this course is a virtual classroom, attendance will be taken according to the following:

- Participating in class discussion by posting to the discussion board.
- Submitting Unit assignments.
- Taking chapter quizzes on or before the noon due dates.
- Turning in Learn Smart assignments.

Late work: There is no late work accepted. Due dates are each Wednesday and Friday by **NOON** except for Ch 15 which is due Tuesday, 7/11.

Administrative Drop Policy: Please communicate with me if you know of a situation that will impact your participation for any period of time. Due to Financial Aid and South Plains College requirements for participation/attendance a student who fails to 3 weeks of discussions, fails to submit three unit assignments, or fails to log into the course for 2 consecutive weeks or fails to submit work for 2 consecutive weeks during the semester may be dropped with a grade of "X" or "F" from the course. If missed assignments occur after the final drop date the grade will be the grade earned.

Blackboard Learn 9 is the computer software used to deliver this course <http://southplainscollege.blackboard.com/>. It is essential that you have reliable access to the Internet. It is not necessary to purchase or own your own computer but you should have a backup plan in place should you encounter computer problems. There are open computer labs available to all enrolled SPC students on all campuses. It is also the student's responsibility to have the required computer skills to complete this course. Should you encounter technical difficulties contact the SPC technical support at (806) 716-2180 and/or blackboard@southplainscollege.edu. **Be sure to include course and section number information** when contacting technical support. Also, inform your instructor of any technical issues you may have. A note, contact your instructor for any questions you have about course content as technical support is only for issues to do with computer issues or Blackboard performance.

If you are new to the online course environment I encourage you to use the Student Orientation course that is set up for you and the Student Tutorials in MySPC. Check out the resources above before you contact technical support or the instructor. You will find links to the Student Tutorials and Frequently Asked Questions (FAQs) in the Start Here area of your course under the Technical and Student Support link.

Computer Requirements:

Browser Plug-ins and Security Software

Most Web educational experience will require the use of several additional browser plug-ins. If you encounter any problem, **contact technical support** at blackboard@southplainscollege.edu or at (806)716-2180. It is required that you have an anti-virus program on your computer. You may also need Adobe Acrobat for several readings and a multimedia player such as Windows Media Player.

MINIMUM Software requirements:

Microsoft Word or another word processing program capable of saving files in RTF (Rich Text Format).

Web Browser – Mozilla Firefox free download at <http://www.mozilla.com/en-US/firefox/new/> or do a search for Firefox.

Internet Explorer is **NOT** recommended for this version of Blackboard. However, the videos typically play better on IE so you may need to switch browsers for various aspects of the course.

If you plan on using a browser supplied by your Internet service provider (for example, AOL or WebTV) make sure it is the most recent version. We cannot guarantee that all course features will function properly.

Your course may require special (free) plug-ins to access Streaming Media, PDF files, or other web components.

Antivirus software

More computer requirements:

Since this course are entirely online, participants are expected to have at least an elementary knowledge of their microcomputer operating system and basic knowledge of software and tools such as a word processor, e-mail, an Internet browser, and search engines.

Course Work:

See Course Calendar for deadlines.

You MUST submit the Online Participation Agreement Quiz before the rest of the course work will be available to you.
This quiz is worth 10 points.

Then, the first deadline you have the work in Introduction Module that is due. The material here will familiarize you with the e-mail, discussion, and assignment tools. There are a possible 80 points available in this module.

The chapter sequence for this course is 1, 2, 4, 5, 13, 6, 7, 8, 9, 10, 11, 12, 3, 14, and 15. See top of Course Information Sheet for explanation.

There are four types of assignments required for this course: chapter quizzes, brief written assignments, Learn Smart assignments, and class participation/discussion postings.

All course work is in your Learning Modules.

Online Participation Agreement Quiz: This is a quiz that you **MUST** take and earn full points on it before the remainder of the course work will become available to you. It is worth 10 points.

LearnSmart Modules: There is a LSM for each of the chapters. LearnSmart requires access to McGraw-Hill Connect. Further information concerning Connect and LearnSmart are located in the Blackboard course. The 15 LSMs are worth 20 points each for up to 300 points. Do the chapter LSM before the chapter quiz. The LSMs will help prepare you for the quizzes.

Chapter Quizzes: DO NOT TAKE QUIZZES ON YOUR CELL PHONE!

There is a twenty question multiple choice quiz for each of the 15 chapters in the text book that the course will cover. These are located in the Learning Modules and are available to you from the beginning of the semester. The 15 chapter quizzes are 30 minute timed quizzes. These are "open book" quizzes but you will probably not have enough time to look up all the answers without reading and studying the material prior to taking the quiz. I recommend that you do the chapter LSM before taking the chapter quiz for each chapter. Do not click on the link until you are ready to take the test as once you enter the quiz and get out of it, you cannot re-enter the quiz. Quizzes will not be accepted after you surpass the time limit or after the deadline so plan ahead. There are 15 quizzes at 20 points each for up to 300 points. Late quizzes aren't accepted.

Assignment: There is an Introduction Assignment that includes e-mailing contact information through the Blackboard Course – e-mail link located on the left-hand side of your course home page and submitting an essay covering your Internet course and general online experience. This assignment will be worth 20 points.

Class Participation/Discussion Board postings: For the first deadline, June 7 you will have an original discussion post due for the Introduction discussion to introduce yourself and an original post for the Chapters 1 & 2 discussion. You then have at least 2 replies due on the next deadline for the Introduction discussion and 2 for the chapter discussion. After the first deadline you will have 4 more discussions due with deadlines on Wednesday for the original posts and Friday for the reply posts. For each of the Chapter Discussion you will have will have a video to watch which is related to the textbook material. You will need to discuss the connection between the video and text material and may include individual thoughts or comments. See further instructions in the Discussion Board tool of Blackboard and below in the Discussion section of the syllabus. Also, be sure to use the psychological/sociological perspective as described later in the syllabus. The primary goal for this portion of the course is to "talk" about what you are learning so it is more appropriate to be informal and conversational in these discussions. In the initial postings your goal is to link the examples from the video to the theories and concepts presented in the textbook. This is also the place to include personal experiences and/or reactions. For the reply postings you should ask questions to encourage other students to think more deeply, constructively disagree at times, apply textbook/course information to others comments, and share your own experiences that relate to the topic of discussion. If you repeat yourself in your reply messages you will only receive partial credit. Also, simply stating "I agree" is not detailed or complex enough to earn points. See more details and rubric in the Discussion section of this syllabus. These are worth 50 points each - 20 for the original post and 15 for each of the reply posts for up to 250 points. Drop policy applies if you fail to participate in discussions for any 2 weeks, fail to submit 4 Learn Smarts, fail to submit 4 quizzes, or fail to submit course work for 9 consecutive days.

All written assignments should be presented using the conventions of Standard Written English. (This means no "texting" abbreviations or shortcuts!)

Writing Tips:

1. All written work should be typed or computer generated, double spaced, with one inch margins in a standard 12 pt. font. Please use Word for attachments.
2. Any references used should be listed at the end of the paper using APA style and within the body of the text according to APA procedure. Using reference material without proper documentation constitutes plagiarism which is a serious academic offense. Wikipedia is not considered a valid academic source. Do not use it!
3. For the assignments in this class, it is better to write using first or third person pronouns. Therefore it is appropriate to use "I, me, mine" or "he, she their, we." It is not appropriate to use "you" or "your." Please avoid writing in 2nd person.
4. Be sure to proofread your work for grammatical and spelling errors. Use the "Test editor is ON" button within the email, assignments, and discussion functions to run a spell check. However, the editor will not find all types of errors so it is your responsibility to proofread your work. Also remember that "healthy" paragraphs are usually comprised of at least three sentences organized around a central idea.

Academic Integrity: See Common Course Syllabus. Students found guilty of plagiarism in this course will receive a grade of zero (0) for the work in question for the first offense and will be dropped from the course with an "F" should a second offense occur. For further information and examples please see <http://www.southplainscollege.edu/information-for/current-spc-students/library/cslibrary/vl/plagiarism.php> or <http://tlt.its.psu.edu/plagiarism/tutorial>

Student Appeals: See College catalog or the common course syllabus above

Student Conduct: See Common Course Syllabus section. Also, please note that this is an online environment and others will see your comments posted to the discussion board area and/or in e-mail communications. Do not post any pictures, comments or data that others may find offensive. Since this is an on-line classroom, any e-mails or correspondence sent by the instructor to a student or students are considered lawful directions.

Accommodations: See **Disabilities Services Policy** in the Common Course Syllabus

Equal Opportunity: See Common Course Syllabus section. In addition, in this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to

learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

South Plains College strives to accommodate the individual needs of all students in order to enhance their opportunities for success in the context of a comprehensive community college setting. It is the policy of South Plains College to offer all educational and employment opportunities without regard to race, color, national origin, religion, gender, disability or age. In addition, this instructor will not tolerate remarks nor gestures that can be construed to be sexist, racist, heterosexist or in any way disparaging to another person in this classroom. Students who exhibit such behavior will be dropped from the class with a semester grade of "F" regardless of race, ethnicity, sex, religion, or sexual orientation. In short, "Bigotry will not be tolerated." (Student Guide)

Psychological/Sociological perspective: Students will use what is termed the Psychological/Sociological Perspective since you are now students of Psychology/Sociology. This perspective stresses the social context in which people live and steps away from what is termed "person blaming." Sociologists look beyond individuals and individual experiences. This perspective strives to understand human behavior by placing it within its broader social context. Depending on a person's characteristics including gender, age, race, sexual orientation and religion among others, we each have different experiences. Sociologists using this perspective (and that includes you, the student) evaluate people and behaviors in terms of what is typical or atypical (or not typical) by studying society and finding general patterns of behavior. They do NOT judge others or their behaviors with terms such as good/bad, moral/immoral or right/wrong. Do NOT use these terms in your assignments or discussion posts or you will lose points.

OTHER INFORMATION:

Open Computer Lab: There is an Open Computer Lab located on the Levelland campus in the new Technology Center. It is available to all students, with priority given to those students enrolled in computer classes. Computers are also available on the Reese Center, Lubbock, and Plainview campuses. Check with libraries and labs for hours.

Technical Problems/Support: If you are having computer problems, you have to let me know. I will try to help you in any way that I can. Please remember that it is your responsibility to have a backup plan if your computer goes down. Please have this plan in place now and do not wait until it is a crisis situation. If you lose your assignments due to bad flash drives, computer crash, or your dog ate your homework, there is nothing I can do about it. **THIS IS YOUR WARNING TO HAVE A BACKUP PLAN IN PLACE.**

SPC Technical Support Contact: E-mail at Blackboard@southplainscollege.edu or phone (806) 716-2180.

Anti-virus Software: Please make sure that your computer has an up-to-date antivirus software program installed.

Grading scale:

There are 900 possible points to earn in the course. The grading scale is: A = 810 – 900, B = 720 – 809.9, C = 630 – 719.9, D = 540 – 629.9, F = 0 – 539.9

| | |
|-------------------------------------|------------|
| Online Participation Agreement Quiz | 10 points |
| Introduction Discussion | 30 points |
| Introduction Assignment | 10 points |
| 15 Learn Smarts @ 20 | 300 points |
| 15 Chapter Quizzes @ 20 | 300 points |
| 5 Discussions @ 50 | 250 points |
| Total points | 900 points |

PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO TURN ASSIGNMENTS IN OR YOU MAY HAVE PROBLEMS! Remember the saying "TECHNOLOGY HAPPENS"!

See calendar for all deadlines.

Discussion topics are the videos listed for each chapter under the Discussion Topics link on your Content Page. To receive points for participation you must post an original message and two reply messages.

Original message requirements:

- Original discussions are due each **Wednesday at noon**. Original messages posted after noon on the due days will NOT be given credit.
- At least 300 words in length.
- Do NOT simply tell what the video is about.
- Make direct connections between the video AND text information.
- Include personal experiences and/or reactions. CAUTION: remember to use the psyc/sociological perspective in all of your course work.
- Worth up to 20 points each.

Reply message requirements:

- Due each **Friday at noon** except the final deadline is a Tuesday.
- At least 100 words per reply in length
- Ask questions to encourage other students to think more deeply. Just asking, "What do you think?" will not earn full points.
- Share your own experiences that relate to the topic of discussion.
- Constructively disagree at times.
- Refer to class course work (text or video information) and apply the information or ask other students how they are applying course information.
- If you repeat yourself in your reply messages you will not earn full points.
- Worth up to 15 points each.

You will not be given full credit for postings that do not meet the above criteria. Also, the use of short, choppy sentences put down that do not show careful thought will NOT earn you full credit. It is appropriate to use sentences like, "I agree" but those sentences do not meet the requirements for grading purposes. See the Grading section for more information. You also must use the sociological perspective (see Assignment Policy/Material Requirements section above) or you will lose points or may be dropped from the course (see Equal Opportunity section). All Discussion topics will be listed on Discussion page and in the Learning Module links.

- The primary goal of this portion of the course is to "talk" about what you are learning so it is more appropriate to be informal and conversational in these postings and spend more time polishing the weekly assignments.
- The postings will be graded within the deadline period that they are posted – you must post EACH deadline to receive credit for that week. Each deadline is divided into a separate Topic on the Discussion Board Page to help you keep up with the postings. Let me know if you have any questions.
- For each discussion topic (except Introduction post), you will post at least 3 times – an original post and two replies. If there is not a video available for a chapter you are to post on a topic in the chapter. You are also expected to read the posts of others – this is taken into consideration when grades are posted.

Grading for discussions

Original posts will receive up to 20 points and Replies will receive up to 15 points each for a possible 50 total points per chapter. There will be 1 Introduction and 4 discussions over chapters a possible 250 points for this session. The Introduction posting itself is worth up to 50 points and you are required to post replies to at least two other students' introduction. To receive full credit you need to include all of the points about yourself included in the introduction instructions. For the other postings see the following:

***RUBRIC/EXPECTATIONS** – to help you do the best you can, I am giving you a grading rubric for the discussion postings and replies.

Original Posts:

- Approximate 20 point post includes posts that have: thoughtful commentary that specifically includes references and/or discussion to the reading, video, and module material; personal connections when relevant; introduces new ideas and questions; and/or thoroughly addresses the topic. Post was on-time, includes at least the minimum word count, and is spelling/grammatically correct.
- Up to 10 points will be deducted for not making the clear link between text information and video information.
- Posts will be graded on word count with proportional points deducted for failure to meet the word count. Example, if the post has 100 words that is one-half the required word count and the most that point would earn would be 10 points.
- Points will also be deducted for spelling/grammar errors, use of judgmental terms, etc.
- 0 point posts includes incorrect or partial posts, no reference to relevant material, irrelevant ideas, frequent spelling/grammar errors, was not posted on-time, and/or no post.

Replies:

- There will be at least two replies worth 15 points each, that explicitly references ideas in the post, gives personal commentary in a constructive way, may correct an incorrect posting in a respectful way, elaborates on the ideas and questions posed in the post, reflects a good understanding of the course material, and/or brings up course material that the original post did not include but was relevant. Post was on-time, includes at least the minimum word count, and is spelling/grammatically correct.
- Approximate 10 point reply includes brief elaboration of the ideas and questions posed in the post and/or a personal response that may or may not clearly tie to the original post but relevant to the module. Post was on-time, includes at least the minimum word count, and contains a minimal number of spelling/grammar errors.
- Posts will be on word count with proportional points deducted for failure to meet the word count. Examples, if the post has 35 words that is about one-half the required word count and the most that post would earn would be 8 points.
- Points will also be deducted for spelling/grammar errors, use of judgmental terms, etc.
- 0 point reply includes brief encouragement, a statement of agreement or disagreement, unclear or offensive responses, frequent spelling/grammar errors, was not posted on-time, and/or no reply.

****NOTE:** Simply restating what someone else has stated will not earn you points. You need to put thought into your postings, bring in course work, and a personal connection to receive the maximum points. Correct grammar or syntax is important so be sure that you spell/grammar check AND proofread your posts.

*Adapted from On-line Teaching: Best Practices, by Professor Marisol Clark-Ibanez, Ph.D and Linda Scott.

Drop policy: You will be dropped from the course if you fail to participate in the discussion forum for any two (2) deadlines, fail to submit four (4) Learn Smarts, fail to submit four (4) quizzes, or fail to submit course work for 9 consecutive days.

ONLINE ETIQUETTE:

A few words about communication and online discussion are in order. As you imagine, some conversations easily become emotional, especially if we touch on people's deeply held beliefs. Unfortunately, online posting can mislead one into thinking that cyberspace is an "anything goes" kind of forum. This isn't the case. Civil interaction is as much expected here as in the "traditional" classroom. Below I provide some guidelines for communicating more effectively online. I will deduct points from posts that violate the spirit of these suggestions. IF I DEEM THE COMMENTS ESPECIALLY OFFENSIVE I WILL DROP YOU FROM THE COURSE.

Keep in mind:

- There will be disagreement and this is good, otherwise we will be bored.
- Disagreement can be very constructive; it encourages us to reconsider our own positions and either recommit, expand, or discard them.
- I must at all times hear/see you debating the IDEA and not making a personal attack on an individual. Note that this is a skill to learn like any other – how to debate and get your point heard.

· Personal insults and attacks impede the development of critical thought. Avoid "you" statements, which can be more easily interpreted as accusations ("you don't know what you're talking about", "the problem is people like you," etc., etc.). Try, instead, to use "I" statements ("I disagree with your position on "X" or "I find that Durkheim was actually saying blah...").

· In addition, people have to be given the benefit of the doubt on occasion. Because this is an online class and we cannot see each other's facial expressions or hear the tone in our voices, it is important to clarify issues that are confusing. Before jumping to a conclusion and putting words in someone's mouth, ask them to clarify their point. And if someone asks you to restate your opinion, do not be afraid to restate it.

· Finally, I will be most impressed with individuals who can incorporate course materials into their posts. A key skill you should leave college with is the ability to support your positions; this online forum is an appropriate place to hone this skill. Refer to readings and module material to support your points.

| Human Sexuality | | | | | | |
|--|--------------------------|----------------------|---|-------------------------------------|----------------------------|-----------------|
| Online Calendar and Coursework Checklist - Summer I 2017 | | | | | | |
| All course work activities listed below are REQUIRED. | | | | | | |
| <div style="border: 1px solid black; padding: 5px;"> It is recommended that you begin the coursework immediately as the work takes several hours per week to complete. Students are strongly urged to work ahead of the deadline as work is not accepted after the deadline passes. Deadlines are every Wednesday and Friday at NOON unless otherwise noted in the calendar. The first item of course work is to submit to Online Participation Agreement Quiz listed in the Learning Module section. Students must submit the quiz as required before the rest of the coursework will be made available. </div> | | | | | | |
| Students are encouraged to print this checklist and use it throughout the semester. | | | | | | |
| Must be completed with a score of 100% before the remainder of the course work will be available to you. | | | | Online Participation Agreement Quiz | | |
| Week # | Due date | Chapter | Coursework Activity | Check when submitted | Enter score when submitted | Possible Points |
| Prior to first deadline | To view remaining work. | | Online Participation Agreement Quiz | | | 10 |
| Week 1 | Prior to deadlines below | Chapters 1 & 2 | Read the chapters & watch or read material for discussions. | | | |
| | June 7, Wednesday | Introduction | Original Introduction post | | | 10 |
| | " | Chapters 1 & 2 | Original discussion post | | | 20 |
| | June 10, Friday | Introduction | 2 reply posts to introduction posts. | | | 20 |
| | " | Introduction | Assignment | | | 10 |
| | " | Chapters 1 & 2 | 2 reply posts | | | 30 |
| | " | Chapter 1 | Quiz | | | 20 |
| | " | Chapter 1 | Learn Smart Activity | | | 20 |
| | " | Chapter 2 | Quiz | | | 20 |
| " | Chapter 2 | Learn Smart Activity | | | 20 | |
| Week 2 | Prior to deadlines below | Chapters 4 , 5, & 13 | Read the chapters & watch or read material for discussions. | | | |
| | June 14, Wednesday | " | Original discussion post | | | 20 |
| | June 16, Friday | " | 2 reply posts | | | 30 |
| | " | Chapter 4 | Learn Smart Activity | | | 20 |
| | " | Chapter 4 | Quiz | | | 20 |

| | | | | | | |
|---|--------------------------|-------------------------|---|--|--|----|
| | " | Chapter 5 | Learn Smart Activity | | | 20 |
| | " | Chapter 5 | Quiz | | | 20 |
| | " | Chapter 13 | Learn Smart Activity | | | 20 |
| | " | Chapter 13 | Quiz | | | 20 |
| | | | | | | |
| Week 3 | Prior to deadlines below | Chapters 6, 7, & 8 | Read the chapters & watch or read material for discussions. | | | |
| | June 21, Wednesday | " | Original discussion post | | | 20 |
| | June 23, Friday | " | 2 reply posts | | | 30 |
| | " | Chapter 6 | Learn Smart Activity | | | 20 |
| | " | Chapter 6 | Quiz | | | 20 |
| | " | Chapter 7 | Learn Smart Activity | | | 20 |
| | " | Chapter 7 | Quiz | | | 20 |
| | " | Chapter 8 | Learn Smart Activity | | | 20 |
| | " | Chapter 8 | Quiz | | | 20 |
| | | | | | | |
| Week 4 | Prior to deadlines below | Chapters 9, 10, 11 & 12 | Read the chapters & watch or read material for discussions. | | | |
| | June 28, Wednesday | " | Original discussion post | | | 20 |
| | June 30, Friday | " | 2 reply posts | | | 30 |
| | " | Chapter 9 | Learn Smart Activity | | | 20 |
| | " | Chapter 9 | Quiz | | | 20 |
| | " | Chapter 10 | Learn Smart Activity | | | 20 |
| | " | Chapter 10 | Quiz | | | 20 |
| | " | Chapter 11 | Learn Smart Activity | | | 20 |
| | " | Chapter 11 | Quiz | | | 20 |
| | " | Chapter 12 | Learn Smart Activity | | | 20 |
| | " | Chapter 12 | Quiz | | | 20 |
| | | | | | | |
| Week 5 | Prior to deadlines below | Chapters 3 & 14 | Read the chapters & watch or read material for discussions. | | | |
| | July 5, Wednesday | " | Original discussion post | | | 20 |
| | July 7, Friday | " | 2 reply posts | | | 30 |
| | " | Chapter 3 | Learn Smart Activity | | | 20 |
| | " | Chapter 3 | Quiz | | | 20 |
| | " | Chapter 14 | Learn Smart Activity | | | 20 |
| | " | Chapter 14 | Quiz | | | 20 |
| | | | | | | |
| Weeks 6-Note: all work is due Tuesday at noon. | Prior to deadlines below | Chapter 15 | Read the chapter | | | |
| | July 11, Tuesday | Chapter 15 | Learn Smart Activity | | | 20 |
| | " | Chapter 15 | Quiz | | | 20 |

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|--|--|--|--|--|---|-----|
| <p>Notice: This checklist is subject to change. Students will be notified of any changes through course e-mail and/or an announcement.</p> | | | | | 0 | 900 |
|--|--|--|--|--|---|-----|

Instructions for using the worksheet: Print off the worksheet. As you progress through the semester, record the points you earn on each activity in the course. At the end of each grading period add up your points for All of the activities at that point in the semester. Then divide the points earned by the total points available through that time period. Example: at the end of Week 2 you have earned 305 points. Divide that by 350 and you have .8714 or 87.14% for a B average AT THAT POINT. Complete your calculations at the end of each grading period and you will have your average as you progress through the course. You can use the same calculation at the end of the semester for an average or you can check the total points you have earned against the grade scale in the syllabus.