

# Human Sexuality

Psychology 210

**Instructor:** Jillene Grover Seiver, Ph.D

**E-Mailbox:** Click on the "Mail" button on the toolbar, then click on "Create Message." Click on "Browse for Recipients," and select my name from the list and click on the "To" box and click on "submit." Make sure to fill in the "subject" box!

**Required Text:** *Human Sexuality*, 2<sup>nd</sup> edition, by Roger R. Hock

## Course Requirements

### Exams:

There will be two midterms. Each will include material covered since the last exam; none of the tests is cumulative.

#### *Exam format:*

Tests will consist of multiple choice questions selected from the text since the prior exam. Each exam will contain 50 items and will be worth 100 points.

#### *Exam procedure:*

- You will find a study guide for each exam in the Exams folder on the homepage.
- I will submit each midterm to the assessment tool on the Wednesday prior to the exam deadline.
- You may log into the exam at any time during the week that it is available.
- 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. In other words: **Don't open the exam until you're ready to take it.**
- The exam will automatically submit itself at 11:59 pm on the due date, so make sure that you begin no later than 11 pm.
- When I update the gradebook on Thursdays, I'll release the test feedback so you can see which items you missed.

#### *Extra credit on exams:*

You can earn 1 point per chapter towards your midterm score by completing the Extra Credit Quizzes.

- You will find the quizzes in the folder labeled "Extra Credit Quizzes."
- The quizzes are open-book.
  - You may open the quizzes and print them.
  - You may save your answers and return to finish the quiz later.
- The quizzes for the chapters covered on Midterm 1 must be completed by Midterm 1's deadline. The quizzes for the chapters covered on Midterm 2 must be completed by Midterm 2's deadline.
  - Any quizzes taken after the deadline for the midterm that includes that chapter will not count.
  - If you earn at least 50% on a quiz, you will earn 1 pt of credit toward the midterm. 49% or less, no credit.

- These quizzes are extra credit, so if you choose not to complete them, it will not affect your grade at all.

### *Making up missed exam:*

- You may not make up exams unless:
  - There are arrangements made in advance, or
  - Dire circumstances require that you must miss the entire week that the test 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.
  - Computer problems. Have a back-up computer access planned, and move to your backup computer if necessary.
  - 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.
  - Illness/injury of self or other that is not severe enough to visit a doctor.
  - Stressful life events.
  - Any other excuse that seems compelling to you but that is not listed under the "valid reasons" list, above.

### **Discussion Questions:**

You will find a list of discussion questions in the "Discussion Questions" button.

- You will answer two of the questions, and submit your answers to the proper week's Discussion Board.
- Each week's DQs will be worth 25 points.

### *Guidelines for Answering the Discussion Questions*

My lecture notes are presented as part of the Discussion Questions, in which I provide background on relevant issues, followed by questions for discussion. You should read all of the content of all of the Discussion Questions, and then select two questions to answer. When you select the two topics that you're going to address, you need to make sure to answer each of the sub-questions (which are highlighted in *red italics*) completely.

A **complete answer** will contain the following elements:

1. **References to information contained in the text that supports your interpretations.** To refer to the text, you can say "as Hock points out on pg. X," or "Hock says that. . ." The point is to show us that your ideas are grounded in evidence that has been provided by the text.
  - It's OK to disagree with the text, but you need to make it clear that you know what the text said, and then back up your counter-argument with good evidence.
  - Do NOT cite an internet webpage in place of citing the text. The internet is not necessarily a reliable source of information, and thus cannot substitute for text citations. If you want to

include a webpage reference IN ADDITION to a text citation, make sure that you properly cite the webpage, as described in the "Academic Honesty" document in the Course Information button.

- Citing the text is worth 20% per question for a total of 40% per week. I do not say "cite the text" in each question, but that is always a requirement. I will always deduct 20% if there is no reference to the text.
  - You do NOT have to cite the text in each subquestion, but you need to cite it at least once in **each** Discussion Question.
2. **Personal examples that illustrate your interpretations.** These examples can come from your personal experience, or they can come from TV shows you've seen or books that you've read, movies you've seen, things your friends have told you, etc. They may NOT come from the text. The purpose is to help bring your ideas to life and to spur conversation in the classroom. Including personal examples is worth 10% per question, for a total of 20% per week.
  3. **All parts of each question are fully answered.** The questions are not just guidelines for discussion, they are questions that must be answered! Before you submit your answers, make sure that you've directly answered each subquestion within the two Discussion Questions that you've chosen. This requirement is worth 20% per question, for a total of 40% per week.

#### **Answer format.**

- Put both of your answers in one message. I have a tendency to overlook second answers that appear in a second thread or as a reply to another thread.
- DO NOT attach your answers to a thread; put your answers right into the body of the thread.
- Include the question number and relevant questions from my original discussion list in your answers.

The easiest way to accomplish this is to:

1. Copy and paste my questions from the Assignment board into your word processor. That way, you can work offline.
2. Delete the background information so that only the relevant questions are left.
3. Type your answers after the questions.
4. Save your work on your own computer. That way you'll never get stuck having to retype answers that get deleted by accident when you're in the middle of typing online.
5. Copy and paste your answers right into the body of a new thread in the Weekly Discussion Board.

**Timeliness.** Each week, submit your answers by midnight on Sunday. I will deduct 10% for each day that your DQs are late up until midnight on Wednesday. Answers submitted after that will be worth no points at all.

These policies are in place for the discussion questions every week. During Week 1 I will give you lots of feedback about whether you are meeting the requirements adequately or not. As the quarter progresses, I will cut back on the details in my feedback. So make sure to follow the guidelines and apply my feedback from Week 1 to your future answers.

**Instructor's Answers:** Each week I will post my answers to the DQs. Check them out! Feel free to comment on them.

**Feedback:** I will provide feedback to your weekly DQs directly on the gradebook. You will find your points and a box containing comments from me.

## Projects:

You will need to complete six projects, and submit them to the assignment tool by 11:59 pm on Wednesday of the week that they are due. Each project will be worth 5 points.

- Some weeks you will get to select one project from the choices listed; other weeks there is just one choice.
- It is NOT permitted to do more than one project from one list, as a substitute for doing another project later. 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 pass/fail.
  - If you submit your project on time and it is completed fully, you will receive full credit for the project.
  - If your project is late, isn't handed in at all, or is incomplete, you won't receive any credit for that project.
    - Projects are not accepted late, under any circumstances.
    - 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 that I raised in the topic's question.
  - 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.

I will return your graded project in the assignment tool, with your points and my feedback.

## Presentations:

You will produce an online presentation based upon an article from the list of readings. The presentation will be worth 20 points. This assignment is going to help you to become more critical consumers of information and better writers. It should be a fun, very educational, experience.

You will select an article from the list of 30 choices, first come, first served. Send me an email with your top three choices (article number and author); I will reply with the article that you've been assigned. I will update the list regularly so you will know which articles are still available for selecting.

I've divided the list into three groups, so that every two weeks, a group of articles will be presented. Those of you who select an article from Group 1 will post your presentations by Wednesday of Week 2, those who select an article from Group 2 will post your presentations by Wednesday of Week 4, and the articles from Group 3 will be posted by Wednesday of Week 6.

## Grading Criteria

Your presentation must be posted in the Discussion Area in the folder labeled "Article Presentations" by midnight on Wednesday of the week it is due.

I will grade the presentations based on

- accuracy (35%)
- completeness (35%), and
- creativity (30%).

Take a moment to read through the presentations each week. They should be interesting and creative, and will enhance your understanding of the current topics.

## Guidelines for Preparing Presentations

After you have read your chosen article, evaluate it, making sure to address each of the following issues:

- **Main point of the paper.** Provide a summary so that your classmates who weren't assigned to read the article can understand what it was about. Please do not reiterate every detail that was in the original paper; just give us the main points.
- **Information that you didn't already know.** Focus especially on facts that you didn't find in the text, to emphasize why it was important to read this article to supplement the text.
- **How this article illustrates a concept that we've been studying.** Tie the article back to information that we all share from reading the text. This helps us to understand how the new information from the article expands the information contained in the text.
- **Relate this article to your own personal experience.** Give an example of how your own experience (with your own personality or that of someone you know, or even a TV character) is well-described or poorly described by this article.
- **Creativity.** You can write your report in the form of a script for a TV news report, as a talk show format, as a discussion among friends, a conversation between a doctor and patient, or any other device that would be engaging for me and your classmates to read. To enhance your presentation, you can include links to websites or better yet, insert pictures or other media right into the presentation. Have fun, and try to ensure that I have fun, too! I've had students do a "Dear Diary," format, others have done a romance novel-style presentation, while others have created scripts for a sitcom. Use your creativity! I will enable attachments in this discussion board so you can use Power Points and other file types.

## Psychological Scales:

In some Discussion Questions and Projects, I will include a personality scale or other sort of psychological measure for you to complete and score. Consider these to be like in-class activities, meant to edify you and to illuminate what we're discussing. Your responses on such scales are meant to be kept anonymous, so DO NOT submit your responses or scores to either the Discussion Area or to me.

## 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. Each quarter, I have students who run out of time to complete their DQs, so they copy and paste their classmates' work into a message and try to pass it off as their own work. Please be on the lookout for signs that another student has copied your work! Because I can never be sure who copied from whom, I tend to assume that the people whose work is copied are as guilty of cheating as those who had done the copying. You don't want to lose points or be expelled from class because you didn't alert me when someone copied your work. And you don't want to go down the avenue of the students who I've caught copying -- I failed them in my class and reported them to their college, encouraging the school to expel them for academic dishonesty.

Similarly, it is plagiarism (cheating) to copy and paste information directly from a website into your answers. 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 Hock text and fail to mention that you got the idea from the text. I require that you cite the text in every answer, so make sure to not only mention terms and concepts that you got from the text, but to mention that the term or idea came from the text.

Having said all that, I have had pairs of students who attend the same community college and who studied together for this class. It is perfectly alright for you to study for the tests together, but it is important that you take the test on your own. By discussing the questions and working out the answers together, you can really gain great insight into the topics.

## Grading Criteria:

Assignment	Points	Percentage
Scavenger Hunt	1 @ 25	6%
Midterms	2 @ 100	47%
Projects	6 @ 5	7%
Discussion	6 @ 25	35%
Presentation	1 @ 20	5%
Total	425	100%

### Grading palette:

A	94- 100%	4.0
A-	90- 93%	3.7
B+	87- 89%	3.3
B	84- 86%	3.0
B-	80- 83%	2.7
C+	77- 79%	2.3
C	74- 76%	2.0
C-	70- 73%	1.7
D+	67- 69%	1.3
D	64- 66%	1.0
D-	60- 63%	0.7
F	<= 59%	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.

### Weekly Schedule:

(All assignments are due by 11:59 pm on the day they are due)

<b>Sundays</b>	Discussion Answers
<b>Wednesdays</b>	Projects
<b>Wednesday in Weeks 3 and 6</b>	Midterms
<b>Wednesday in Weeks 2, 4 or 6</b>	Presentations

I suggest that you transfer these assignments onto a paper calendar to keep next to your computer.

## Reading Assignments

Week	Dates	Topics	Chapters
0	6/28-6/30	Familiarize w/ classroom; complete Scavenger Hunt and post Bio	
1	7/1-7	Studying Human Sexuality Sexual Anatomy The Physiology of Human Sexual Responding	1 2 3
2	7/8-14	Love, Intimacy, and Sexual Communication Contraception	4 5
3	7/15-21	Sexual Behaviors Sexual Problems and Solutions Sexually Transmitted Infections	6 7 8
4	7/22-28	Conception, Pregnancy, and Birth Gender	9 10
5	7/29-8/4	Sexual Orientation Sexual Development throughout Life	11 12
6	8/5-11	Sexual Aggression and Violence Paraphilias The Sexual Marketplace	13 14 15

## 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 Bellevue College area.

## What To Do If Youb Can't Log Into The WebCT Vista 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. Twice in the two years that we've

been using Vista it has gone down, preventing all students from accessing the classroom. Most of the time that students can't get into the classroom, it's because they are trying to access it through BC's 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 this address to your "favorites" list:

<http://vista.bcc.ctc.edu/webct/entryPageIns.dowebct>

To avoid the second problem, you should have a back-up computer planned and available so you can get your work submitted on time. You can use public libraries, the computers on BCC's campus, a friend's or family member's computer, or sneak a little schoolwork in while at work. But you can't use "computer problems" as an excuse for missing a class deadline.