**Prin of Human Sexuality 1 - PSYC-C165-001**

|  |  |
| --- | --- |
| **Offered By: Coastline Community College (CCC Fall 2012)** **Term:** CCC Fall 2012 (Aug. 27, 2012 thru Dec. 16, 2012)  **Instructors:** Gayle Berggren **Start Date:** Aug. 27, 2012 **End Date:** Dec. 16, 2012  **CRN:** 83658.201223  **Description:** Formerly PSYC C148. This course offers an analysis of the social, psychological, and biological factors that shape the human sexual experience. Topics include sexual behavior, gender issues, sexual orientation, male and female sexual anatomy, contraception and reproduction, sexual dysfunction and therapy, sexually transmitted disease, and differing social values attached to these topics. Graded or Pass/No Pass option. | http://seaportmedia.coastline.edu/Sections/6345/SectionImage.jpg |

**Course Syllabus**

**NOTE:**

The course ID number for this course was recently changed from Psych 148 to Psych 165 so that all Human Sexuality courses in the Coast District can have the same course numbering; neither the content or transferability has changed. You may notice that the quizzes and tests are still identified with the old number; this is unavoidable and we are sorry for any confusion this may cause.

**HOW THIS COURSE WORKS**

You will be expected to keep up with weekly assignments on your own, but do not consider yourself to be working "alone;" you will be part of an "online learning community." In addition to reading the textbook, watching video clips on the textbook-companion Website, visiting interesting Internet Websites for further exploration, and completing other assignments, you will be participating in online discussion groups with other class members. Topics for each week's lesson have been posted to the Discussion Forum for discussion by students in the course. You will be expected to respond to my posting that week and to your peers' responses.

**All assignments and required readings are listed in the Lesson Schedule and each week's Lesson Comment Box with their due dates.** I will also post reminders in the announcement function and through emails. We will remain in contact primarily through group and private e-mails.

**Please note: A class week is defined as the period of time between Monday 12:01 a.m. PST and Sunday 11:59 p.m. PST. So, if an assignment is due Sunday at 11:59 p.m., this gives you the week and weekend to work on your assignment or to respond to a discussion board.**

**COURSE EXPECTATIONS**

***1. Discussion Forum Expectations***

**YOU WILL HAVE UNTIL MIDNIGHT ON SUNDAY (e.g., after 11:59 p.m. on Sunday) TO POST YOUR DISCUSSION FORUM RESPONSES EACH WEEK.** The Discussion Forums will close at 12:00 a.m. and will not allow you to make a late posting after Sunday evening. I assign your scores weekly, therefore, if you do not post by midnight on Sunday, your discussion forum points will not be awarded for that week. Please respond to the discussion forum topic that corresponds to the Lesson and week on your weekly Lesson Schedule (e.g. don't go ahead of the schedule). All discussion topics are listed in the weekly Discussion Forum, which you can access from the Class Discussion Forums tab or from the weekly course lesson link. You are REQUIRED to participate in all 16 discussion forums. Since some of the discussion topics may make some students feel uncomfortable or embarrassed about participating, please keep in mind that there is no lack of honor in simply stating, "my friend says that she has found," etc., instead of saying "my" experience is . . . ," etc. This IS ACCEPTABLE for your discussion board participation if it makes you more comfortable.   
  
Postings must be substantial and thoughtful. Responses should not be addressed to the instructor but should, whenever possible, be addressed in response to the thoughts and ideas of other students. A substantial post responds to the question in a way that clearly supports a position, begins a new topic (related to the discussion question), or somehow adds to the discussion by critically reflecting on what is being discussed or that moves the discussion in a new direction. Simply logging on and saying "I agree" is not considered a substantive post. **Discussion Forum is graded on a scale of 1-10 each week for signing on, as well as for quality of, quantity, content, and shared facilitation. No sign-in by midnight Sunday at the end of the weekend: no points for that week.**

I expect each of you to take the role of facilitators, and I expect to take a "back seat" role (I "lurk," but usually do not participate, since I feel my presence changes the tone and direction of otherwise very rich, rewarding student discussion). **First** of all, there are no right or wrong answers to discussion topics. They are meant to broaden your understanding through your own discussion of issues and through "hearing" what others have to "say." Some topics are intentionally provocative. **Second**, I want you to learn to be not only supportive to other learners, but to be aware of other people as learners, and to learn how to ask each other "expansive questions." You will, in essence, each be taking the role of facilitator each time you log on. **Third**, I want to encourage you to nurture other students, particularly if they have shared a difficult personal experience (as often happens in psychology class). You might respond by replying "thank you for sharing-we can all learn from your experience," or "I have had a similar experience," or some other authentic, meaningful, supportive response.

***Netiquette/* Please follow these general rules for the Discussion Forum:**

* Check the discussion forum often and respond appropriately and on subject.
* Do not use all capital letters or people will think you are SHOUTING!
* Use care when using humor, because it can be misinterpreted as criticism. Use emoticons such as :-) or ;) to let others know you're being humorous.
* Do not forward someone else's message without their permission -- it is considered very rude.
* Be professional and careful, and wait 24 hours before replying if you are angry.
* Offensive postings or postings that threaten the well-being of others in the discussion board environment will be removed.
* Postings that plagiarize any part of another student's posting will be removed and perpetrators will be referred for disciplinary action.
* Postings that utilize material or ideas from the Internet (often very interesting and useful!), the textbook, a journal, the newspaper, or any other author's material that is not originally your own, even if the material is "re-worded" then re-posted must include the source of the material, otherwise you may violate the college Academic Honesty Policy (plagiarism). If you copy material exactly, it should be included in quotes; this gives proper credit to the original author.

***2. Weekly Textbook Readings***

The weekly Lesson Schedule lists the assigned textbook chapter(s) that you need to read each week. Please do not get behind on your readings, as the Discussion Forum assignments are usually based upon these readings.

***3. Video Assignments***

The weekly Lesson Schedule lists the assigned Videos that you need to watch at the textbook companion website (the "Sex Source Online" site). These are very short video segments (about 1-3 minutes) that will support what you have been reading in your textbook. A password is required to access these videos, and they are accessed from a within the main Textbook Companion Website. See the section below to get yourself signed in.

***Signing on to the Website to Watch Videos***

To access the Sex Source Online videos you will first need to register. Please follow the instructions below. 

Click on SexSource Online link <http://www.mhhe.com/sexsource>

Click Student edition.

Once inside the website, to watch a video find the menu bar on the left side of the screen (the small bar that says "choose one." Click the down arrow, and the main category will appear. First select the main category, then the specific video. A written summary of the video with some questions appear (**YOU ARE NOT REQUIRED TO ANSWER THE QUESTIONS OR TO SEND THE ANSWERS TO ME**). Click the blue hyperlink, and the movie will begin.

***4. Textbook Companion Website***

Visits to this Website: [www.mhhe.com/yarber7e](http://www.mhhe.com/yarber7e) will provide study assistance (practice quizzes, chapter summaries, drag and drop exercises for practice, etc.); this is an optional activity. Use the dropdown menu to select the chapter that you want to work on. The "Sex Source" site is available from this website; it is password-protected and is discussed above.

***5. Written Assignments***

There are two required written assignments. You will submit assignments to the electronic Dropbox, from a hot-link on the course menu bar or within the course lessons. Uploading instructions are provided in the "How to Turn in Assignments Section" below.

**Assignment 1**

**Toys and Gender Stereotypes**

As children, we get many messages about being male and female from the toys we play with and see. First read Chapter 5, then either go to a toy store, look through a toy catalog, or watch TV commercials aimed at children on Saturday morning. Then answer the following questions:

* Describe toys aimed at boys and at girls. What makes them seem “gendered?” Use some “action” words or adjectives to describe boys’ toys and girls’ toys.
* Describe the differences in the packaging/marketing of toys for each gender.
* What were the messages (either clear or subtle) about how boys or girls should act?
* Try to find a “neutrally” gendered toy. Describe it and perhaps how it is marketed. Why can either gender play with it?
* Did you go to a toy store, look at a catalog, or watch ads? What percent of toys were aimed at each gender? Why do you think this is the case?
* When you were a child, did your parents purchase you gender-based toys? Why or why not? Were there benefits or drawbacks to their actions?
* If you are a parent, or a parent to be, did you/do you/will you “channel” your children by directing their attention to specific toys that are differentiated by gender (dolls or trucks, etc.)? Why or why not?
* As a result of taking this class, do you think you would change your behavior (e.g., try to direct your child to more “gender neutral” toys)? Why or why not? Please explain.
* There are several theories about gender learning. What do you think is accomplished in society by having gender-based toys?
* What did you learn by doing this assignment?

To receive full points on this paper, identify each question you are answering. This assignment should be typed, double spaced, and at least three pages long, in 10 or 12 pt. font. Due no later than the end of Lesson 7.

**Assignment 2**

**Demonstrate Application of Sexual Principles or Concepts to Your Everyday Life**

After reading most of the chapters of the book, select one sexual topic that you would like to apply to your own life or someone close to you, and summarize it (AIDS, pregnancy, communicating your needs to a partner, contraception, talking to your kids about sex, etc.). Tell what you learned about the topic, then convey how what you learned applies to YOUR life, or how you would apply what you learned to other people in your life (family members, partners, lovers, etc.).

Please address these areas:

* Clearly state the sexual behavior or problem you would like to change in yourself or an area you would like to address with another person. (e.g.. "I would like to more clearly communicate my sexual needs with my partner. I don't do it at all now." Or, "I am worried about getting AIDS. I need to become more careful in several areas." Or, "I need to be be more open to talking about sex with my pre-teen children." Give examples.
* Summarize the important points your textbook makes regarding your topic. You may use facts from the Internet if you wish, just be sure you use scientific principles, not unproven facts, when you make up your plan.
* Using concepts, principles, or techniques outlined in your textbook related to the topic you have selected, outline or discuss a plan you might follow so you can improve upon the sexual behavior you have identified.
* Reflect upon what information or insights you gained from doing this assignment that were particularly significant to you. Was there any information you were hesitant to accept? What was it, and why were you resistant?
* Do you think this exercise might change your behavior in the future? Provide your reasons for the change or lack of change.

To receive full points on this paper, identify each part of the assignment you are addressing.This assignment should be typed, double spaced, at least three pages long, in 10 or 12 pt. font. Due no later than the end of Lesson 13.

Please use the Dropbox links to submit your assignments. They are located in a lesson file located in the Lessons link, just above Lesson 1. I DO NOT accept e-mailed assignments.

***6. Extra Credit***

***You may earn UP to 30 extra credit points in this way:***

* The Coastline Virtual Library [Virtual Library](http://www.coastline.edu/library/page.cfm?Linkid=1533) has several peer-reviewed journals related to sexuality. You may summarize up to three articles at 10 points each, for a total of up to 30 points extra credit. Your summaries should be in your own words, each at least two pages long, double spaced, using 10 or 12 pt. font. To get to the articles, use the instructions in the "Extra Credit Assignment" section which is located in the Lessons section of your course, just above Lesson 1 on the course menu bar. Select articles of interest to you related to sexuality. Please provide the name of the article, the date it was written, the author's name, and the name of the journal article in which the article originally appeared. Submit your extra credit assignment to the Dropbox, no later than the end of the week during Lesson 14.
* **Summary of how to earn extra credit points**: Article Summary=10 pts + Article Summary=10 pts+ Article Summary=10 pts = 30 Extra Credit points **total**.

***7. Quizzes, Midterm Exam and Final Exam***

There are four Quizzes, a Midterm, and a Final Exam.

**Quizzes**

There is one 10-point, "course orientation quiz" that you will complete after you have read through the syllabus and introductory material on the website; its purpose is to be sure you are familiar with the course requirements and that you become familiar with how to take an online quiz. You *may take this quiz twice*, but **all other course quizzes and exams may only be taken one time**. You can find more information about this quiz and how to take it by clicking the "Course Quizzes/Exam" Link, which you will find in the Course Links Menu.

In addition to the "Course Orientation Quiz," there are four Content Quizzes, a Midterm, and a Final Exam.

The four quizzes will be open book, forty questions each. The schedule for taking each quiz is covered in the Lesson Schedule. Quizzes are accessed online from the "Course Links" menu bar on the course website, or from the Lesson Schedule. Before you attempt the online quiz, first print out a hard copy of the quiz so that you will have time to look up your answers in your textbook and mark your answers on the hard copy. After you are satisfied with your answers, go back to the Quiz link to take the exam, then simply fill in your answers online. To print the hard copy, from inside the Course Links Menu Bar, click the "Course Quizzes/Exam" link, then you will get a list of quizzes. Click the quiz you need; then click the "Enter Quiz/Exam" button, scroll down a little, then click the "Preview" button, and you will then see a copy of the quiz. **You are allowed to submit your answers to the online quiz only one time.** You will receive quiz results on the screen immediately after completing your quiz. Your instructor cannot solve technical problems -- if you have technical difficulties in completing the online quizzes, please call the Distance Learning Department during their business hours at (714) 241-6216. You can also leave them an email at [dlearning@coastline.edu](mailto:dlearning@coastline.edu%20).

**Midterm and Final Exam**

The Midterm examination will be multiple-choice (Part A: 80 questions worth one point each, timed for 110 minutes) with one essay question (Part B: worth 10 points, timed for 25 minutes). **The midterm exam (Parts A and B) will be taken online; you will need to click two separate links to complete the full exam.** All questions will be drawn from the textbook. *A Midterm Pre-Exam Review Guide is available in Lesson 6* (prepare for the exam by annotating this guide with notes and textbook page numbers where answers may be found*)*. While considered an "open-book" exam, you should be fully prepared to complete this exam without the use of your textbook or other notes; i.e., you will not have time to look up very many answers in your textbook. Please refer to the "Exam Information" section in the Course Links menu bar of the course home page for more information about taking the Mid-Term Exam. The links to both exams may be found in the "Course Quizzes/Exams" link on the Course Links menu on the course home page.

The Final examination will be made up of just multiple-choice questions (100 questions worth one point each). All multiple-choice questions will be drawn from the textbook. **The final examination will be taken online**, from a link in the Course Links menu bar. This exam will be timed for two hours. While considered an "open-book" exam, you should be fully prepared to complete this exam without the use of your textbook or other notes; i.e., you will not have time to look up very many answers in your textbook. *A Final Pre-Exam Review Guide is available in Lesson 14* (prepare for the exam by annotating this guide with notes and textbook page numbers where answers may be found*)*. (Note: questions will be presented in "random" order, not in textbook chapter order.) Please refer to the "Exam Information" section in the Course Links menu bar of the course home page for more information about taking the Final Exam. The links to both exams may be found in the "Course Quizzes/Exams" link on the Course Links menu on the course home page.

**Exam Make-Up Policy**

If you do not take your online Midterm or Final Exam during the week when they are scheduled, you will need to contact me for permission to have the exam link reopened; since taking your exam late is unfair to other students who take their exams on time, your test score will be reduced by 10%. If you do not contact me to make-up your exam within seven days of the last day your exam was offered, your test score will be reduced by an additional 10%. I will lift these penalties only for exceptional circumstances, such as serious illness, death in the immediate family, or invitation to speak at the Kinsey Institute.

***8. Succeeding***

Remember, you earn up to 10 points for each of 16 Discussion Forum participations, and your grade on Discussion Forums is based upon shared facilitation and participation in online discussion.

Let me know immediately if you are experiencing difficulties for any reason.

**Academic dishonesty**: may be punished by failure in this course, and/or expulsion from the college. Students who are caught cheating on quizzes or exams, or plagiarizing in assignments or in discussion boards will be reported to appropriate college authorities for disciplinary action. Note: telling me that a "family member died" in order to get more time to study for a midterm exam is a form of academic dishonesty. Please do not do it. For more information refer to the "Academic Honesty Policy" in the college catalog or the "Need Help" Menu Bar from the course home page.

Visit this site for information about how to succeed using [Coastline College Services](http://seaportmedia.coastline.edu/Objects/12287/71_83658/PreviousSection/succeeding%20with%20services.doc). Visit this site for information about how to succeed using [Coastline College Resources](http://seaportmedia.coastline.edu/Objects/12287/71_83658/PreviousSection/college%20resources.doc).

***9. "Student Summary"***

This is an online grade book available from the course home page where you can keep track of your progress in the course. I generally enter assignment and discussion board scores on Mondays. Please keep an eye on your scores. If a score for your assignment has still not been posted after about a week since you submitted it, please let me know, as I may have overlooked it! Your quiz and exam scores (except for essays) should automatically enter the grade book after submission. If they do not, please let me know.

***10. Study Suggestions***

Carefully read this syllabus. Thoroughly explore the course Web pages, and print out a copy of the course Lesson Schedule section for easy weekly reference.

The textbook companion Website has excellent study aids. Each week you should visit the site to look at chapter summaries, to take practice quizzes, and to take time to explore the various recommended Websites that might be of interest to you. The Website address is: [www.mhhe.com/yarber7e](http://www.mhhe.com/yarber7e) .

**Midterm and Final Review Guides**--I have prepared both the Midterm Review and the Final Review guides to assist you in focusing your studies for both the Midterm and the Final Exams. You should print out these documents and use them while you study for the exams. Annotated Review guides should be very useful to you during the online Midterm and Final Exams, in case you might want to quickly check back to a specific page.

This site provides an excellent selection of study assistance on such subjects as: Time Management, Learning, Learning with Others, Online Learning/Communicating, Problem Solving, Thinking, Studying, Classroom Participating, Reading, Research, Project Management, Preparing for Tests, Writing, Vocabulary and Spelling, Learning Styles Self-Assessment, and many other areas, and it is available in 30 different languages: <http://www.studygs.net/index.htm>

This site provides information about studying, taking tests, and how to avoid test anxiety:  
<http://counseling.uchicago.edu/page/managing-test-anxiety>  
  
This course has been developed with preview notes, chapter notes, Internet links for your review, and discussion board activities. In addition to reading your textbook chapters each week, completing your quizzes in a timely manner, studying for your midterm and final exam (which might include visiting your companion textbook site for practice quizzes or drag and drop activities) you should be studying for this course AT LEAST nine hours a week.

***11. Textbook***

* The textbook is available at the Coastline Bookstore at [Coastline Bookstore.](http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=-1&storeId=142904&demoKey=d&catalogId=10001)
* Yarber, W. L., Sayad, B. W.*,* Strong, B., *Human Sexuality: Diversity in Contemporary America*, 7/e, McGraw Hill., 2010.
* One copy of the textbook is available for **free** use (on-site study only - no check-out) at the Information Commons at Coastline's Garden Grove Center.
* The textbook is available as a rental through the college bookstore at an approximately half the cost of a purchasing a used textbook; please click the above link for details about textbook rentals.

***12. Equipment/Technology***

If you are a local student encountering problems with your equipment or your Internet Service Provider, you can access both computers and the Internet at Coastline's learning centers; the Garden Grove Information Commons has an especially large and accessible computer lab.

To get telephone assistance with a technical problem, call our helpline number (714-241-6304). You may first wish to check the answers to many "technical" questions that are addressed on our Distance Learning website (downloading files, spam blocker problems, etc.). Find it at <http://dl.coastline.edu/technicalhelp.htm>. Our technician may be able to identify the nature of your computer problem over the phone, but you will need to contact your local computer service department or Internet service provider for specific work needed.

***13. Withdrawals***

Please call me if you encounter problems -- academic or personal -- which make you consider withdrawing from this course. I am here to help you succeed. (Especially in these times of governmental scarcity, you should not withdraw, once you actually got enrolled into a course!!) If you must withdraw, however, be aware that *it is your responsibility* to officially withdraw. To withdraw use your MyCCC webpage. Under "Registration Tools," click "Add or Drop Classes." Check the drop deadline dates in the "Important Dates" link from the Course Links Menu bar.

***14. How to Turn in Assignments and Extra Credit***

Put your name on the top of your assignment so I can see it while I am reading it. Complete your assignment in a word processing program. Click the hot link listed below or on the Lesson Schedule (or just below) and an electronic fill-in form will appear. Please name your assignment "Assignment 1," "Assignment 2," or "Extra Credit" (or etc.). Click the upload button and it will be sent to me. You will receive a confirmation email (please fill in your email address precisely) that your assignment has been sent. I read your paper and it is then stored electronically.

Please use the Dropbox links to submit your assignments. They are located in a lesson file located in the Lessons link, just above Lesson 1. Alternately, you can use the Dropbox link in the left menu bar from the course home page. I DO NOT accept e-mailed assignments.

***15. Sex Therapist "I-Am-Not"***

Please do not ask your instructor for sexual therapy or sexual advice; that is beyond the scope of this course. I would, however, like to direct your attention to a very interesting and educational website that answers ALL types of questions about sex. It is called "Go Ask Alice" and is operated by Columbia University. Questions are answered by nurses, psychologists, and doctors. You can also search a vast collection of past questions and answers.

<http://www.goaskalice.columbia.edu/Cat6.html>

Another excellent source of information about sexual health, contraception, and sexually transmitted disease, etc., is Planned Parenthood. They have centers in most communities and are very affordable. You can also visit their website for information.

<http://www.plannedparenthood.org/>

I teach psychology but I am not a qualified mental health therapist. If you are in need of assistance I will be glad to assist you in locating appropriately trained mental health specialists. I would also like to direct your attention to several Websites below that you might find useful or that might direct you to more specific information available in your geographic area.

Psych Central is Dr. John Grohol's Mental Health Page, a "personalized one-stop index for psychology, support, and mental health issues, resources, and people on the Internet, since 1992." The resources page has an extensive list of sites related to abnormal psychology. There is a depression screening quiz, community support forums, medication library, e-therapy, Sunday night online therapy, quizzes and tests ("Do I need therapy?," obsessive-compulsive, anxiety, etc.), and a list of resources with telephone numbers. <http://psychcentral.com>

This site gives information about a variety of mental health topics, and explains how to locate affordable hellp in your area: <http://www.nimh.nih.gov/health/topics/index.shtml>

This site lists phone numbers for every type of self-help group imaginable; it has an advice column, a community links bulletin board for mental health chatting, self-help groups, plus information about many mental health topics. It also has self-help tests and questionnaires (depression, anger, mania, adult ADD, etc.). <http://mentalhelp.net> It also has a useful "Online Self-Help Book." Get to it by clicking "Select Topic," then select "Psychological Self-Tools," then "Online Self-Help Book."

Thank you for enrolling in this course! With your suggestions and input, I will continue to endeavor to improve this course.

