



HLTH 1023- P01, P02, P03, & P04-Human Sexuality  
Fall 2018

<b>Instructor:</b>	Dr. Marsha Kay Wilson
<b>Section # and CRN#:</b>	HLTH 1023-P01 (10654), P02 (10655), P03 (10656), P04 (10657)
<b>Office Location:</b>	TBA-Displaced due to construction in Wilhelmina Delco Building (Currently in New Science #106/Lab)
<b>Office Phone:</b>	936-261-3421
<b>Email Address:</b>	mkwilson@pvamu.edu
<b>Office Hours:</b>	MTWR 8:45 a.m.-11:00 a.m. Thursday-Office Hours will be scheduled at the Northwest Center on examination days only. If the Professor is not able to keep office hours due to illness or an emergency, make-up office hours will be provided the same week, if possible. Apologies are extended, in advance, should this occur.
<b>Mode of Instruction:</b>	Face to face
<b>Course Location:</b>	<b>P01/P02/P03/P04</b> -New Instructional Gym #8 If not able to find the class, please call 936.261.3900 for assistance.
<b>Class Days &amp; Times:</b>	<b>P02</b> -MWF 11:00 a.m.-11:50 a.m. / <b>P01</b> -MWF 12:00 p.m.-12:50 p.m. <b>P03</b> - TR 11:00 a.m.-12:20 p.m. / <b>P04</b> -TR 12:30 p.m.-1:50 p.m.
<b>Catalog Description:</b>	This course is designed to examine the foundations and characteristics of the American family, factors involved in learning sex roles, biological and emotional motivations, preparation for marriage, family planning and parental roles.
<b>Prerequisites:</b>	None
<b>Required Text:</b>	TBA
<b>iRead Required Text:</b>	N/A-Fall semester alternate assignment provided.
<b>Recommended Text(s):</b>	The Publication Manual of the American Psychological Association. 6th Edition. APA (2010). ISBN: 9781433805615

**Course Goals or Overview:** The overall goals are to provide students with accurate information about human sexuality, develop an awareness of diversity in human sexual behaviors and attitudes around the world, promote acceptance of their own sexuality, and encourage tolerance and respect for the beliefs of others. In particular, each candidate will be able to do the following upon completion of the course:

1. Use a critical analysis of the scientific method as a basis for evaluating sexual information and concepts.
2. Explain biological, cultural and social dimensions of human sexual and reproductive behavior.

## **COMPETENCIES AND STANDARDS:**

This course is aligned with the TExES, CAEP (Council for the Accreditation of Educator Preparation), AAHE (American Association for Health Education), SHAPE (Society of Health and Physical Education), NHES (National Health Education Standards), InTASC-Model Core Teaching Standards determined by the Council of Chief State School Officers (CCSSO) standards in subsequent Table(s) in the syllabus. Assignments will incorporate basic competencies as required by Texas and Federal statutes.

### **CAEP Standards:**

- Standard I:** Content and pedagogical knowledge.
- Standard II:** Clinical partnerships and practice.
- Standard III:** Candidate quality, recruitment and selectivity.
- Standard IV:** Program impact.
- Standard V:** Provider quality, continuous improvement and capacity.

### **TExES Objectives:**

- DOMAIN I:** Personal Health
- DOMAIN II:** Healthy Interpersonal Relationships
- DOMAIN III:** Community and Environmental Health and Safety
- DOMAIN IV:** Health-Related Skills and Resources

### **InTASC Standards:**

#### **The Learner and Learning**

- Standard 1:** Learner Development
- Standard 2:** Learning Differences
- Standard 3:** Learning Environments

#### **Content Knowledge**

- Standard 4:** Content Knowledge
- Standard 5:** Application Content

#### **Instructional Practice**

- Standard 6:** Assessment
- Standard 7:** Planning for Instruction
- Standard 8:** Instructional Strategies

#### **Professional Responsibility**

- Standard 9:** Professional Learning and Ethical Practice
- Standard 10:** Leadership and Collaboration

### **Program Student Learning Outcomes (SLOs): Health**

- SLO 1** Graduates can communicate effectively in written, oral and verbal forms of expression.
- SLO 2** Graduates can plan and implement effective health education programs.
- SLO 3** Graduates can evaluate health programs and coordinate health program services.
- SLO 4** Graduates can evaluate the scientific literature in the discipline, understand and synthesize relevant information.
- SLO 5** Graduates can demonstrate the ability of technologies to support inquiry and professional practice.

**Course Student Learning Outcomes:**

Course Learning Outcomes	Competencies (T, R, I)		
	T competenc y is taught	R Competenc y is reinforced	I Competency is utilized/ integrated
Evaluate past and present concepts of human sexuality	T	R	I
Understand factual sexual knowledge and apply this understanding to everyday sexually transmitted infections	T	R	I
Identify the components of sexual therapy and understand the characteristics necessary for effective referral	T	R	I
Understand the components necessary for family stability	T		
Develop positive attitudes regarding human sexuality	T		
Compare and contrast sexual attitudes from the past with sexual attitudes in our modern society	T	R	I
Identify resources which address human sexuality that are culturally specific	T	R	I
Access technology to research issues regarding human sexuality	T	R	I
Evaluate one's own attitude as it relates to human sexuality	T	R	I
Analyze the impact of disease in issues surrounding human sexuality	T		
Describe the impact and consequences of premarital sexual intercourse	T		
Conduct a microteaching exercise regarding a human sexuality while infusing technology	T	R	I

**Human Sexuality Course Objectives:**

Students will be able to:

- Critically examine and evaluate past and present concepts of human sexuality and determine the influence they have on ways of living.
- Understand factual sexual knowledge and apply this understanding to everyday transmitted diseases; principles and mechanisms of biological homeostasis; and characteristics of an emotionally intimate relationship.
- Identify the components of sexual therapy and understand the characteristics necessary for effective referral.
- Understand the components necessary for family stability and sexual adjustments in modern society.
- Develop positive attitudes regarding human sexuality. Compare and contrast sexual attitudes from the past with sexual attitudes in our modern society. Identify resources which address human sexuality that are culturally specific.
- Access technology to research issues regarding human sexuality.
- Demonstrate problem solving and decision-making skills as it relates to human sexuality. Evaluate one’s own attitude as it relates to human sexuality.
- Analyze the impact of disease in issues surrounding human sexuality.
- Describe the impact and consequences of premarital sexual intercourse.

**Course Performance Standards, Knowledge, and Skills:**

**Measurement code:**

- T = Test
- JAC = Journal Article Critique
- CS = Case studies
- RP = Reflection Paper
- TA = Teaching Assignment
- C = Cooperative Learning (discussion, participation)
- I= iRead Book Discussion

<u>Topic</u>	<u>CAEP</u>	<u>TEXES Standards</u>	<u>Measurement</u>
Concepts of Human Sexuality	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domain I	T, CS, TA, JAC, RP, C, i, JAC
Factual sexual knowledge	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domains I-III	C, T, JAC, TA
Sex Therapy	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domains I, II, and IV	T, JAC, TA
Family Stability and Sexual Adjustments	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domains I and II	T, JAC, TA, C

Compare and Contrast sexual attitudes	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domains I-III	T, CS, TA, JAC, RP, C, i, JAC
Culturally specific attitudes	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domain I and II	T, CS, TA, JAC, RP, C, i, JAC
Access technology to research issues	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domains III-V	CS, JAC, TA, C
Problem-solving and decision making skills related to human sexuality	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domains I	T, CS, TA, JAC, RP, C, i, JAC
Consequences of premarital sexual	Standard 1: Content and Pedagogical Knowledge (1.1; 1.2; 1.3; 1.4; 1.5) Standard 4: Program Impact (4.2)	Domain I	C, T

## Major Course Requirements

### Assessment/Grading:

Attendance	33.33%
Assignments	33.33%
Examinations	<u>33.33%</u>
	99.99%

### Evaluation Method:

1. Examinations (8 @ 100 points each)	800 points
2. Case Study Assignment (5 @ 40 points each)	200 points
3. Alternate Assignment (1 @ 200 points)	200 points
4. Journal Article Critique (1 @ 200 points)	200 points
5. Micro Teaching Assignment (1 @ 200 points)	200 points
6. Attendance & Class Participation	800 points
<b>TOTAL</b>	<b>2,400 points</b>

Grade	Scoring Range	Grading Scale
A	90-100%	2,400-2,160 points
B	80-89%	1,920-2,159 points
C	70-79%	1,680-1,919 points
D	60-69%	1,440-1,679 points
F	59-0%	1,439> points

## Detailed Description of Major Assignments:

### Case Study

**200 points**

The teacher educator candidate will complete five case study assignments that deal with human sexuality scenarios. The teacher educator candidate must analyze the case study and develop a plan of action for each case study. A typed explanation of the teacher educator candidate's response is required for each individual case study. A Rubric of this assignment will be provided.

### Journal Article Critique

200 points

Each teacher educator candidate will identify a journal article regarding human sexuality to prepare a journal article critique. The critique should not exceed three typed pages. This assignment is to be submitted to the instructor typed and accompanied by a copy of the article utilized to develop the critique. A Rubric of this assignment will be provided.

### Reflection Paper Assignment/iRead Book Assignment

200 points

The teacher educator candidate will complete a well thought out reflection paper that deals with a human sexuality scenario. The teacher educator candidate must analyze the scenario and develop a plan of action for the scenario. This assignment must be typed. Specific details will be provided separately. A Rubric of this assignment will be provided.

### Micro Teaching Assignment

200 points

The teacher educator candidate will be divided into small groups. Each group will be assigned a human sexuality topic from our text to teach to the class. The teacher educator candidate will utilize technology. The teacher educator candidate will prepare a lesson plan and develop an assessment tool to assess student knowledge. The teacher educator candidate will be assessed by their peers as well as the Professor. A Rubric of this assignment will be provided.

### **Substitution Assignment-NOT ADDITIONAL ASSIGNMENT**

200 points

**The instructor MAY substitute one of the aforementioned assignments with a compare and contrast of abortion laws between two states. Each candidate will have Texas as one state and one other state to be assigned by the Professor. The student will research and report the requirements/restrictions/laws of the two states and prepare a paper to discuss the candidates' findings. Professor will visit with candidates during the first week of classes to determine if substitution will occur. A Rubric of this assignment will be provided if assigned.**

### Course Procedures or Additional Instructor Policies

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an "artifact" which will serve as evidence that course objectives are met in upper-division courses. More information will be provided in your upper-division courses. For general information, you can visit Taskstream via the link in eCourses.

If you are more than 15 minutes late, please do not enter the classroom. It is extremely disruptive. Consequently, you are not required to wait beyond 15 minutes for the Professor. You may leave after signing a roll sheet should this occur (If it does, it is the result of an unplanned personal or family illness. Or may be due to traffic as a result of an accident and the Professor was not able to notify the class. Please accept my apologies, in advance, should this occur. An explanation will be given upon **return**.

***NOTE: No grade of "C" or below will be accepted toward certification. NO ASSIGNMENTS WILL NOT BE ACCEPTED FROM ANYONE OTHER THAN THE CANDIDATE UNLESS PRIOR APPROVAL.***

***Duplication of exams is prohibited!! No typed Exams will be accepted unless otherwise stated by the Professor!!! Please be advised student will receive an "F" for violation (non-negotiable)- Each teacher educator candidate is responsible for all work that is covered in class, whether the teacher educator candidate is present or not. ALL ASSIGNMENTS WILL BE RETAINED BY THE PROFESSOR-GRADE DISPUTES MUST BE PROVIDED IN WRITING WITHIN ONE WEEK AFTER THE SEMESTER ENDS. Thank you!***

## Fall 2018 Tentative Calendar

Date		Assignment Due Date (by end of week)
Week 1	Introductions and assessments Components of Human Sexuality Human Sexuality and Religion	
Week 2	Communication and Sexuality History of Human Sexuality	Examination #1
Week 3	Attraction, Love and Partnerships	Case Study #1
Week 4	Female and Male Anatomy	Case Study #2 Examination #2
Week 5	Fertility Management & Conception, Pregnancy and Childbirth	
Week 6	Gender Identity and Gender Roles	Journal Article Critique Examination #3
Week 7	Sexual Response, Dysfunction and Therapy & Childhood and Adolescent Sexuality	Case Study #3
Week 8	Biological Sexual Development MID-TERM EXAMINATION #4	
Week 9	Adult Sexuality	
Week 10	Sexuality in Disability and Illness	Case Study #4 Examination #5
Week 11	Variations in Sexual Behavior	
Week 12	Sexual Pleasuring	Examination #6
Week 13	Sexually Transmitted Infections	Case study #5
Week 14	Commercial and Coercive Sex	Micro Teaching Presentations Assignment Examination #7
Week 15		Micro Teaching Presentations Assignment Continued Reflection Paper Assignment
Week 16	FINAL EXAMINATION #8	

*This calendar is a guide for instruction. The Professor reserves the right to modify the calendar anyway she desires to meet the needs of the candidates or the needs of the Professor. Examination dates and assignment due dates may be changed by the Professor. No late work will be accepted unless previous arrangements have been made. Video presentations will be utilized throughout the semester to enhance student learning.*

### Student Support and Success

#### John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity,

leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

### **The Learning Curve (Center for Academic Support)**

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

### **The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

### **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286



### **Office of Diagnostic Testing and Disability Services**

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

### **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

### **University Rules and Procedures**

#### **Disability Statement (Also See Student Handbook):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

#### **Academic Misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

#### **Forms of Academic Dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on

an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

### **Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

### **Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

### **Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

### **Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class

during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### ***TECHNICAL CONSIDERATIONS***

#### ***Minimum Recommended Hardware and Software:***

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

#### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

#### ***Netiquette (online etiquette):***

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

#### ***Technical Support:***

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

#### ***Communication Expectations and Standards:***

E-mails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

***Discussion Requirement:***

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

Prairie View A&M University  
Health and Kinesiology

Please be advised that cheating and plagiarism will not be tolerated in the Department of Health and Kinesiology. Please read, sign and date this form. Thank you in advance, for your cooperation.

THE DEFINITION OF CHEATING IS:

Cheating is defined as using, or supplying information that is not authorized by the instructor in taking an examination or completing assignments assigned by the instructor. Cheating is also turning in someone else's work as that of your own.

THE DEFINITION OF PLAGIARISM IS:

Plagiarism is a unique form of cheating where a person turns in someone else's work and represents it as being their own. This would include: 1) purchasing term papers and turning them in as if they were original work, 2) using a paper that had previously been turned in, 3) copying passages verbatim from books, articles, etc. and, 4) submitting material for grades in which the student has not done the work required.

Consequences of these actions are severe, ranging from failure of the assignment to failure of the course. Repeated offenses could even result in expulsion.

I have read and understand the above policy.

Course Name \_\_\_\_\_ HLTH-1023 Human Sexuality \_\_\_\_\_  
Course Section/Time \_\_\_\_\_

\_\_\_\_\_  
Please print your name legibly.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Dr. Marsha Kay Wilson*

*August 25, 2018*

\_\_\_\_\_  
Professor

\_\_\_\_\_  
Date

Prairie View A&M University  
Health and Kinesiology

Please read, sign and date this form. Thank you, in advance, for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein. I also acknowledge and understand the syllabus has multiple addendums, subsequently identified in this document, thoroughly explained by the professor.

- (1) "While attendance is reflected as 33% of the students' grade, be advised excessive absences will result in an "F" as per the student handbook."
- (2) "The calendar is an initial guideline for assignment due dates. The Professor reserves the right to make modifications, as necessary, based on the needs of the students and/or the needs of the Professor."
- (3) "If a personal emergency occurs during my office hours or class time, please accept my sincere apologies, in advance. If an emergency occurs, an attempt to make up office hours during the same week will be made. Additionally, my office hours may change to accommodate the responsibilities associated with a student organization."
- (4) I will not "snapchat," "tweet," or use "instagram" post(s) regarding content covered in class to protect the privacy of my classmates and/or the Professor.
- (5) I will not text or use my phone during class as not to disrupt my classmates.
- (6) I understand I may not enter class 15 minutes beyond the time class begins as not to disrupt my classmates or the Professor.

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Please print your name legibly.

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Signature

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Date

Course Name \_\_\_\_\_ HLTH-1023 Human Sexuality \_\_\_\_\_

Course Section/Time \_\_\_\_\_

*Dr. Marsha Kay Wilson*

*August 25, 2018*

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Professor

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Date

