Course Prefix: HUPF, Course No 1023, Course Title: Human Sexuality
Summer 2020

Instructor: Trenae Tavie
Section #: Z01
Office Location: 109 Athletic bldg
Office Phone: 936-261-3900
Email Address: tdtavie@pvamu.edu
Office Hours: M-Th Virtual Hours 9am-12pm

Mode of Instruction: Online
Course Location: Online
Class Days & Times: Online
Catalog Description: 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

Prerequisites: None
Co-requisites: None

Recommended Texts:

Student Learning Outcomes:

<table>
<thead>
<tr>
<th></th>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critically examine and evaluate past and present concepts of human sexuality and determine the influence they have on ways of living.</td>
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<td>2</td>
<td>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</td>
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<td>3</td>
<td>Identify the components of sexual therapy and understand the characteristics necessary for effective referral.</td>
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<td>4</td>
<td>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</td>
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<td>5</td>
<td>Demonstrate problem solving and decision-making skills as it relates to human sexuality. Evaluate one's own attitude as it relates to human</td>
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</table>
Analyze the impact of disease in issues surrounding human sexuality
Access technology to research issues regarding human sexuality

**COMPETENCIES AND STANDARDS**
This course is aligned with the Texas and NCATE (AHHE) standards as per the following table. Assignments will incorporate these basic competencies as required by Texas and Federal statute.

**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

<table>
<thead>
<tr>
<th>Topic</th>
<th>NCATE</th>
<th>TEES Standards</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Human Sexuality</td>
<td>Standard I: Key Elements (A, C, D, E)</td>
<td>Domain I</td>
<td>T, CS, TA, JAC, RP, C, i, JAC</td>
</tr>
<tr>
<td></td>
<td>Standard VIII: Key Element (A,B)</td>
<td></td>
<td></td>
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<tr>
<td>Factual sexual knowledge</td>
<td>Standard I: Key Element (A, C, D, E)</td>
<td>Domains I-III</td>
<td>C, T, JAC, TA</td>
</tr>
<tr>
<td></td>
<td>Standard VIII: Key Element (A)</td>
<td></td>
<td></td>
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<tr>
<td>Sex Therapy</td>
<td>Standard I: Key Elements (B)</td>
<td>Domains I, II, and IV</td>
<td>T, JAC, TA</td>
</tr>
<tr>
<td></td>
<td>Standard VIII: Key Element (A, B)</td>
<td></td>
<td></td>
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<tr>
<td>Family Stability and Sexual Adjustments</td>
<td>Standard I: Key Elements (B)</td>
<td>Domains I and II</td>
<td>T, JAC, TA, C</td>
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<td></td>
<td>Standard VIII: Key Element (A, B)</td>
<td></td>
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<tr>
<td>Compare and Contrast sexual attitudes</td>
<td>Standard I: Key Elements (A, C, D, E)</td>
<td>Domains I-III</td>
<td>T, CS, TA, JAC, RP, C, i, JAC</td>
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<td></td>
<td>Standard VIII: Key Element (A,B)</td>
<td></td>
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<tr>
<td>Culturally specific attitudes</td>
<td>Standard I: Key Elements (A, C, D, E)</td>
<td>Domain I and II</td>
<td>T, CS, TA, JAC, RP, C, i, JAC</td>
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<td></td>
<td>Standard VIII: Key Element (A,B)</td>
<td></td>
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<tr>
<td>Access technology to research issues</td>
<td>Standard VIII (Key Element B)</td>
<td>Domains III-V</td>
<td>CS, JAC, TA, C</td>
</tr>
<tr>
<td>Problem-solving and decision making skills</td>
<td>Standard I: Key Elements (A, C, D, E)</td>
<td>Domains I</td>
<td>T, CS, TA, JAC, RP, C, i, JAC</td>
</tr>
<tr>
<td>related to human sexuality</td>
<td>Standard VIII: Key Element (A,B)</td>
<td></td>
<td></td>
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<tr>
<td>Consequences of premarital sexual</td>
<td>Standard I: Key Elements (C, D, E)</td>
<td>Domain I</td>
<td>C, T</td>
</tr>
<tr>
<td>intercourse</td>
<td>Standard VIII: Key Element (A,B)</td>
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</table>

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## Major Course Requirements

### Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Examinations</td>
<td>100</td>
<td>2/200</td>
</tr>
<tr>
<td>2) Case Study / Homework Assignments</td>
<td>25</td>
<td>4/100</td>
</tr>
<tr>
<td>3) Réflexion assignement (iRead)</td>
<td>25</td>
<td>1/25</td>
</tr>
<tr>
<td>4) Miro Teaching assignment</td>
<td>25</td>
<td>1/25</td>
</tr>
<tr>
<td>5) Quizzes</td>
<td>5</td>
<td>10/50</td>
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<tr>
<td><strong>Total:400</strong></td>
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</table>

### Grading Criteria and Conversion:

- **A** = 360-400 points
- **B** = 320-359
- **C** = 280-319
- **D** = 240-279
- **F** = 240>

### Case Study

**25 points**

The teacher educator candidate will complete four 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

**25 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 (iRead )

**25 points**
Micro Teaching
Assignment
25 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.

Semester Calendar
Week 1:
Chapter 1: Perspectives on Human Sexuality
Assignments: Pre-Test, Quiz, and Action Assignment
Chapter 2: Studying Human Sexuality
Assignments: Quiz and Forum
Chapter 3: Female Sexual Anatomy, Physiology and Response
Assignments: Quiz and Forum
Week 2:
Chapter 4: Male Sexual Anatomy, Physiology and Response
Assignments: Quiz, Forum, and Action Assignment
Chapter 5: Gender and Gender Roles
Assignments: Quiz
Chapter 6: Sexuality Over the Life Span
Assignments: Quiz and Forum
Week 3:
Chapter 7: Love, Intimacy, and Sexuality
Assignments: Quiz, Forum, and Midterm Exam
Chapter 8: Perspectives on Human Sexuality
Chapter 9: Perspectives on Human Sexuality
Week 4:
Chapter 10: Perspectives on Human Sexuality
Assignments: Pre-Test, Quiz, and Action Assignment
Chapter 11: Perspectives on Human Sexuality
Assignments: Pre-Test, Quiz, and Action Assignment
Chapter 12 &13: Perspectives on Human Sexuality
Chapter 14 & 15: Perspectives on Human Sexuality
Assignments: Post- Test and Final
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
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</thead>
<tbody>
<tr>
<td>K 1 – Knows and understands how to use existing and personal research to analyze and assess educational problems.</td>
<td>S 1 - Demonstrates intellectual curiosity through creative and collaborative projects.</td>
<td>D 1 - Demonstrates the ability to find and implement new information, best practices and educational concepts.</td>
</tr>
<tr>
<td>K 2 – Knows how to apply and interpret fundamental principles of assessment.</td>
<td>S 2 - Uses critical reflection to improve professional practice.</td>
<td>D 2 - Values professional interactions.</td>
</tr>
<tr>
<td>K 3 – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development.</td>
<td>S 3 - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement.</td>
<td>D 3 - Demonstrates ethical behavior in personal and professional relationships.</td>
</tr>
<tr>
<td>K 4 – Knows the importance of diversity in a global educational context.</td>
<td>S 4 - Creates learning environments that foster respect, safety, and trust.</td>
<td>D 4 - Acts in a manner that demonstrates the belief that all children can learn.</td>
</tr>
<tr>
<td>K 5 – Knows and understands how to use new and existing technologies to continuously enhance teaching and learning among diverse populations.</td>
<td>S 5 - Demonstrates the effective use of current technology in teaching and learning.</td>
<td>D 5 - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations.</td>
</tr>
</tbody>
</table>
New University Policies and Regulations
*Effective fall 2011

New Policy: Withdrawal from the University (Undergraduates Only): When an Undergraduate student withdraws from all classes…
  • A registration hold will be placed on the student’s record.
  • Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

New Policy: +/- Transfer Grades Regulation (Undergraduate and Graduate):
  • The + and/or – WILL NOT be considered in the evaluation. The grade transferred will report as grade earned, for example C- will transfer as a C.
  • This regulation IS NOT retroactive.
  • This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

Grade Replacement Regulation (Undergraduate Students Only):
  • Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
  • Students would have to request to replace the course by the Census Date (12th class date) of the following semester.
  • Grades repeated but not replaced will be averaged in the cumulative grade point average.

Administrative Drop (All Students):
  • Students who do not attend “at least one day” of class by tenth class day, will be administratively dropped from that course. PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.
  • If a student is subsequently dropped from ALL of their courses; they will automatically be WITHDRAWN from the university.
  • Students will be notified of their Administrative Drop via email.

QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR’S OFFICE AT (936) 261-1049.
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:**
Emails 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
Department of Health and Human Performance

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

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

The Definition of Plagiarism
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.
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.
I have received a copy of the syllabus for this course.

________________________________________
Please print your name

________________________________________
Signature