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PUBH 3430: Sexuality Education

Helen Bland

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Georgia Southern University
Department of Health Policy & Community Health
Jiann-Ping Hsu College of Public Health
PUBH 3430: Sexuality Education
Fall 2021 Term B

Instructor: Helen Bland, Ph.D.
Office: Hendrix 1024
Office Phone: 912-478-5137
Office Hours: Tuesdays 9:00-11am, 1:00 – 3:00pm
Email: hwbland@georgiasouthern.edu

Before Beginning this Course or no later than Day 1:

- **Attendance Verification Quiz (mandatory or dropped from the class) Bonus 2 points.**
Under quizzes, complete the Georgia Southern Attendance Verification (one question only, same for all of your classes BUT you must do it for each class).
- **Introduction Discussion (3 bonus points!)**
Under, the ‘Communications’ button, there is a “Discussions” Link. Open this link and go to the topics “Introductions” Please post your brief introduction in reply to the prompts given and post your picture on your profile – so it shows up on all your correspondence. Post an appropriate, professional picture of yourself. This should be a head shot in appropriate attire. You can edit your profile, **click on Class List** and then go to your name and edit. **Please note: Due Day 1.**

Pre-requisite: HLTH 1520-Healthful living, sophomore status and above. This course is a useful elective for students majoring in Health Education and Promotion, Psychology, Child and Family Development, Exercise Science, Justice Studies, and Recreation. Regardless of your major or future employment intentions, sexuality affects ALL of us and from womb to tomb, it is a life process.

Catalog Description - “Explores contemporary issues in human sexuality and prepares future health professionals to conduct sexuality education with diverse populations in a variety of settings (i.e., school, community, or worksite). Content is intended to help students increase their knowledge of sexuality, improve their ability to educate about and promote sexual health and develop skills to increase their comfort level in discussing human sexuality” (2021-2022) *Georgia Southern University Undergraduate and Graduate Online Course Catalog*. This is NOT a personal Human Sexuality course in the traditional sense. PSYC 3237: The Psychology of Human Sexuality would be a better fit, if that type of course desired.

Textbook Required:

Carroll, J. L. (6/e.) (2019). *Sexuality Now: Embracing Diversity*. Cengage Publishing.
ISBN # 978-1337404990. **Please use this edition, it has been significantly changed. All quiz questions will come directly from this book and you cannot pass the quizzes without this book.**

BSPH Core Student Learning Outcomes:

At the end of this course, students will be able to complete the following:

1. Explore personal values and biases regarding human sexuality and sexual behavior.
2. Enhance personal comfort level in discussing topics related to sexuality.
3. Demonstrate respect and sensitivity to others whose viewpoint on sexuality issues differs from one's own.
4. Demonstrate methods for communicating about sensitive sexual issues using appropriate language and terminology.
5. Describe traditional and contemporary concepts of sexuality education.
6. Discuss the need for comprehensive, collaborative sexuality education programs.
7. Examine the political and cultural climate surrounding sexuality education in the U.S. and internationally.
8. Identify effective qualities of a sexuality educator
9. Demonstrate the ability to develop age-appropriate sexuality education programs.
10. Demonstrate a minimum level of content knowledge related to sexuality.

CEPH BSPH Competencies

Public Health Communication

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

Information Literacy

The ability to locate, use, evaluate and synthesize public health information

Instructor Objective: It is my aim to provide every student with a meaningful learning experience, a greater awareness of the personal impact of sexuality on our lives, and to instill a sense of passion to educate people of all ages and abilities about sexuality education. Please use the Discussion to ask questions if you are confused on a subject, I am sure if you are wondering about something so is one of your classmates.

Course Ground Rules: Ground rules are a REQUIRED set of agreements, or explicit group norms, about how this class will operate to protect personal, students', instructors', and group rights. Because of the personally sensitive topics and diverse value perspectives within a sexuality education class, emotions sometimes run high and personal boundaries can be easily and unintentionally violated. Every person in this class (students, instructor, and guest speakers) is expected to agree to the following ground rules:

- *Confidentiality* – Nothing that occurs or is said by an individual will be shared outside of this class/ course setting. This rule may be voided by the instructor, only if required by law or special circumstances.
- *Avoiding generalizations.* Please use “I” statements – Sweeping statements about groups or issues (e.g. “All women [or men] are...”) will be avoided. Please accept ownership of your opinions by beginning statements with “I” rather than “you”, “they”, or “those people”.

- *Openness and sharing personal experience* – Openness and honesty is important in this class. However, there is no pressure or requirement for you to reveal so much of your personal experience that you make yourself or others feel excessively uncomfortable.
- *Integrity* – There is no such thing as a “dumb question” in this class. You are encouraged to ask any questions, even if they may seem strange, weird, “stupid”, etc. Be assured, 90% of the time, you will not be alone in wanting to know the answer. ☺
- *Respecting and appreciating differences* – It is okay to disagree with someone’s expressed opinion(s) in this class, but you will not judge or show disrespect to others’ beliefs or values.

Class Policies:

Class Preparation & Participation – Although this is an online course, you are still expected to complete the daily activities with the same integrity as an in class course.

This course is set up that typically there is **something due almost every day at 10:00pm, Monday - Friday.**

If you haven’t submitted SOMETHING by 10:00pm, you have probably missed an assignment! Attendance, attention, and participation are expected for each online meeting. To fully participate in course discussions, activities, and assignments, you should read and review the necessary materials before completing each Module’s tasks. This course is a 3 hour credit course and requires an additional 2 - 3 hours work per day.

Grading

		<u>Grade</u>	<u>Pts.</u>	<u>Percentage</u>
I. Assignments (6 @ 20 pts.)	120 points			
II. Discussions (8 @15 pts)	120 points	A =	410-455pts	90 - 100%
III. Quizzes (7@20)	140 points	B =	365-409pts	80 - 89%
IV. Final (50 pts)	50 points	C =	320-364pts	70 - 79%
V. Professional Pts (25)	25 points	D =	275-319pts	60 - 69%
TOTAL	455 points	F	0–274pts	0 - 59%

Course Structure

Every Module has 3 tasks:

- Discussion
- Assignment
- Quiz

Discussions are to be reflective, thoughtful and insightful. Mainly your own opinions on issues. Read the outlined expectations below to see how you earn points.

Assignments are the **WORK LOAD** of the course, think of them as mini-research papers. For each paper, you will need to back up what you write and think **with sources cited and a reference page.** Use APA formatting. When you write, any ideas or thoughts you present should be back up by data

sources you have found in literature. So you are going to have to do some outside searching and reading. The quality of the paper submitted will reflect the work you put into it and the knowledge you have gained.

Quizzes tell me if you are keeping up with the readings. You will do fine if you read the articles from the textbook **before** you start them, you will be given only one hour, with no re-dos. The material is dense and complex.

Outlined below are more specifics for each of the tasks.

I. Assignments:

Assignments are the workload in this class. **They are expected to be papers with source citations.** There are a total of six assignments assigned a value of 20 points each. Student responses should incorporate the article readings and any weblinks in the learning module(s) for the assignment topic, a minimum of **4 sources, using APA formatting style.** The sources should be broken up with two considered “professional” and two are “lay”. Lay sources come from anywhere on the internet – magazines, newspapers, websites, news sources, etc (just Google it!). These are the fun sources and give an idea of contemporary thought. Professional sources are from governmental sources and websites, journal articles or textbooks. These are more statements of facts and reliable sources (you can use Google Scholar). These 4 sources should be in addition to what I have provided to you.

The length of your response while important is expected to correspond to the breadth and depth of the assignment. Assignments will be evaluated utilizing a grading rubric with specific objectives and levels of criteria. **There is a grading rubric – read it before doing the assignments.** You will need a reference page as the last page of each assignment. Use APA formatting.

I can only accept documents that are submitted as .doc or .docx files. No assignments are accepted as .pdf, in emails or as an attachment to an email. The originality checker is on for all assignments (see discussion at the end of this syllabus). **All homework assignments will have a 10 pm deadline on the schedule date.** Late assignments are accepted for assignments only, but you will receive point deductions – 1 day late 10% off of graded paper; 2 days late 20% off of graded paper, and 3 days late “0” points for them. Discussion and quizzes are not accepted late. Assignments are not accepted via email or attachments on emails and will receive 0 points if submitted this way.

II. Discussions:

Discussions are intended to serve as a forum in which participants provide critical insight to the current issues surrounding sexuality education. In some cases, they may mirror the individual assignments, in other cases, an additional issue related to the topic is explored. There are will be **eight discussions.**

Discussions are worth 15 points each. Point breakdown is as follows:

- Post of quality original answer (<250 words) = 5 points)
- 3 insightful follow up posts = 3 points (5 point each)
- Mechanics of the post = 2 points
- Reading others’ posts (minimum 12) = up to 3 points.
- TOTAL: 15 points.

You must read a minimum of 12 (or the maximum number excluding yourself) of messages in the discussion. Do not hit “read all” response button to the discussion. Each student will post a total of four times: one original (response to discussion item), and three follow-up responses to fellow classmates. Your responses should be succinct, however thorough enough for you to be understood by both other class participants and the instructor. Please respond in complete sentences. **One-line/sentence answers are not acceptable.** No late discussions accepted.

Etiquette is the same as a live classroom. Please be respectful of your fellow students’ opinions. Refer to netiquette info below.

Please refer to the Course Schedule for the due date of the original post and follow-ups, they change by week. This means that the discussion thread must be completed **by 10 pm on that day.**

The dates you post are listed clearly on the Course Schedule page. The number of times you post and whether it was an original response is available for me to see for grading purposes. **There are no-make-up allowances for discussions.**

Establishing NETIQUETTE PLEASE READ CAREFULLY!

Answering specific questions: When responding to a discussion post, please note the person to whom you are responding (2nd, 3rd & 4th posts). The discussions function similar to the live classroom-please be respectful of opinions of others and remember it is acceptable to agree to disagree with another opinion.

III. Quizzes:

Each section will have a quiz of 20 questions totaling 20 points that will be straight from the chapter readings and the videos. All the quizzes will open at 6:00pm on the day prior to due date and will close at 10:00pm on due date throughout the course (check your Course Schedule!). **No late quizzes accepted.**

The quizzes are due at completion of the corresponding unit. Please do not wait until the last minute to complete the quizzes. Quizzes will have a 60 minute time limit. **No make-up quizzes are given!** Once you open a quiz, you must complete the entire quiz. You will not be allowed to go back on questions or re-open quizzes. You will be successful if you have read the articles in the textbook prior to taking the quiz.

IV. Final:

A comprehensive final will be given during the university scheduled time. The final will be given online via Folio (50 points).

V. Professional Points

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. See page 7 below. Up to 25 points over the semester.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Undergraduate & Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not in Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

Folio and Assignments

All assignments will be posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-0882). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work.

Late assignments are accepted but you will receive point deductions – 1 day late 10% off of graded paper; 2 days late 20% off of graded paper, and 3 days late “0” points for them. Please note that late discussion and quizzes are not accepted. Assignments are not accepted via email or attachments on emails. Assignments submitted this way will receive “0” points. All assignments are open the first day of class and you always may turn them in early. I would suggest that you set a goal of not going to bed the night before an assignment is due until you have submitted something.

WiFi Interruptions: Please note that WiFi interruptions are NOT an accepted excuse for something being late or incomplete.

Everything is open the first day of class – don’t wait until the last minute to turn them in. Make sure that you are in a secure/stable internet space to take quizzes - like WiFi and a "hot spot" as a back-up. I do not reopen the quizzes. I suggest not waiting for the evening - we frequently get lightening storms.

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to call, text, or e-mail me at anytime.

Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
- Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH 3430), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills,
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc. (Please note: this is hard for me to determine online!)
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

Unprofessional behavior will impact your final grade in this course.

PUBH 3430 | Course Schedule

This schedule represents the topic schedule for **Fall Semester B 2021**

Date/Week	Topic Reading/Assignment/Discussion/Quiz	Due Date
Module 1 – Social and Cultural Foundations Readings: Chapters 1-3 (pages 2 – 53)		
Wed. 10/6	M1 Attendance Verification QUIZ !!! (2 bonus points) M1 Introduction Discussion – Answer questions and post photo in settings (3 bonus points).	M1 AV Quiz: 10/6 @ 10:00pm Intro Discussion: 10/6@ 10:00pm
Thurs. 10/7	Module 1 Lectures Chapter 1 Exploring Human Sexuality: Past and Present Chapter 2 Understanding Human Sexuality: Theory and Research M1 Discussion: D1 Ghost of Sexuality Past	D1 - Original Post: 10/7 @ 10:00pm
Fri. 10/8	Quiz 1 over Chapters 1 – 2 M1 D1: Reply to 3 Others	Q1: 10/8 @ 10:00pm D1: Follow Up Posts 10/8 @10:00pm
Module 2 – Communication and Gender Identity Readings: Chapters 3 – 4 (pages 54-103)		
Mon. 10/11	Module 2 Lectures Chapter 3 Communication and Sexuality Chapter 4 Gender Development, Gender Roles and Identity	
Tues. 10/12	Discussion: D2 Slang Original by 10/22	D2 - Original Post: 10/12 @ 10:00pm
Weds. 10/13	M2 Assignment 2:	Work on Rough Draft
Thurs. 10/14	M2 Discussion 2 Slang: Replies to 3 Others	D2 – Follow Up Post: 10/14 @ 10:00pm
Fri. 10/15	Quiz 2 over Chapters 4 and 5 M2 Assignment 2 – Submit Final Paper	Q2: 10/15 @ 10:00pm A2: 10/15 @ 10:00pm
Module 3 – Biological Foundations Readings: Chapters 5 and 6 (pages 104-153)		
Mon. 10/18	Module 3 Lectures Chapter 5 Female Sexual Anatomy and Physiology Chapter 6 Male Sexual Anatomy and Physiology	
Tues. 10/19	Discussion: D3	D3 - Original Post: 10/19 @ 10:00pm
Weds. 10/20	Assignment A3	Work of Rough Draft
Thurs. 10/21	M3 D3 Replies to Others, Follow ups by 10/29	D3 – Follow Up Posts: 10/21 @ 10:00pm
Fri. 10/22	M3 Quiz 3 over Chapters 5 and 6 M3 Assignment 3 – Submit Final Paper	Q3: 10/22 @ 10:00pm A3: 10/22 @ 10:00pm
Module 4 – Intimacies and Relationships Readings: Chapters 7 and 9 (pages 154-175, 204-231)		
Mon. 10/25	Module 4 Lectures Chapter 7 Love and Intimacy Chapter 9 Adult Sexual Relationships	
Tues. 10/26	M4 Discussion: D4 Marriage and Desire / Dating Apps	D4 - Original Post: 10/26 @ 10:00pm
Wed. 10/27	M4 Assignment: A4 Family Relationships /Love Styles	Work on Rough Draft
Thurs. 10/28	M4 D4 Replies to Others, Follow ups by 11/5	D4 – Follow Up Posts: 10/28 @ 10:00pm

Fri. 10/29	M4 Quiz 4 over articles 4.1-4.5 (Textbook pages 104-123) M4 Assignment 4 – Submit Final Paper	Q4: 10/29 @ 10:00pm A4: 10/29 @ 10:00pm
Date/Week	Topic Reading/Assignment/Discussion/Quiz	Due Date
Module 5 – Gender and Sexual Diversity Readings: Chapters 10 and 11 (pages 232-298)		
Mon. 11/1	M5 Module 5 Lectures Chapter 10 Sexual Expressions Chapter 11 Sexual Orientation	
Tues. 11/2	M5 Discussion: D5 Gender Bender Original by 11/10	D5 - Original Post: 11/12 @ 10:00pm
Weds. 11/3	M5 Assignment A5 Gender and Success	Work on Rough Draft
Thurs. 11/4	M5 D5: Replies to 3 Others	D5 – Follow Up Posts: 11/4 @ 10:00pm
Fri. 11/5	M5 Quiz 5 Chapters 10 and 11 M5 Assignment 5 – Submit Final Paper	Q5: 11/5 @ 10:00pm A5: 11/5 @ 10:00pm
Module 6 – Sexual Health and Well-Being Readings: Chapters 12 and 13 (pages 296-371)		
Mon. 11/8	Module 6 Lectures Chapter 12 Pregnancy and Birth Chapter 13 Contraception and Abortion	
Tues. 11/9	M6 Discussion: D6	D6 - Original Post: 11/9 @ 10:00pm
Weds. 11/10	M6 Assignment A6 Contraceptives	Work on Rough Draft
Thurs. 11/11	M6 D6: Replies to 3 Others	D6 – Follow Up Posts: 11/11 @ 10:00pm
Fri. 11/12	M6 Quiz 6 Chapters 12 and 13 Assignment 6 – Submit Final Paper	Q6: 11/12 @ 10:00pm A6: 11/12 @ 10:00pm
Module 7 – Sexualities and Social Issues Readings: Chapters 15 and 17 (pages 398-429, 454- 487)		
Mon. 11/15	Module 7 Lectures Chapter 15 Sexually Transmitted Infections Chapter 17 Power and Coercion	
Tues. 11/16	M7 Discussion: D7 Domestic Violence	D7 - Original Post: 11/16 @ 10:00pm
Weds. 11/17	M7 Assignment: A7 Violent Sexual Behaviors	Work on Rough Draft
Thurs. 11/18	M7 Replies to 3 Others	D7 – Follow Up Posts: 11/18 @ 10:00pm
Fri. 11/19	M7 Quiz 7 Chapters 15 and 17 M7 Assignment 7 – Submit Final Paper	Q7: 11/19 @ 10:00pm A7: 11/19 @ 10:00pm
Module 8 – Wrap Up and Review Readings: Articles 7.1-7.13		
Mon. 11/29	M8 Bonus Activity	BP: 12/4 @ 10:00pm
Tues. 11/30	M8 Discussion 8:	M8 Original Post 11/30 @10:00pm
Weds. 12/1	M8 Discussion 8: Reply to 3 Others	M8 D8 – Follow Up Posts: 12/1
Final Week, December 7th – 12th		
Fri. 12/3	Comprehensive Final Chapters	Final: 12/3 @10:00pm

Name: _____

PUBH 3430: Sexuality Education
Grading Sheet

Assignment	Possible Points	Points Earned
Quizzes		
Quiz 1	20	_____
Quiz 2	20	_____
Quiz 3	20	_____
Quiz 4	20	_____
Quiz 5	20	_____
Quiz 6	20	_____
Quiz 7	20	_____
Assignments		
Assignment 1	20	_____
Assignment 2	20	_____
Assignment 3	20	_____
Assignment 4	20	_____
Assignment 5	20	_____
Assignment 6	20	_____
Discussions		
Discussion 1	15	_____
Discussion 2	15	_____
Discussion 3	15	_____
Discussion 4	15	_____
Discussion 5	15	_____
Discussion 6	15	_____
Discussion 7	15	_____
Discussion 8	15	_____
Final		
Comprehensive Final	50	_____
Participation and Professionalism	25	_____
TOTAL POINTS:	455	_____

Grade	Pts.	Percentage
A =	410-455pts	90 - 100%
B =	365-409pts	80 - 89%
C =	320-364pts	70 - 79%
D =	275-319pts	60 - 69%
F	0-274pts	0 - 59%

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date