

<b>Syllabus for: (name of class) Psych 3- Psychology of Sexuality</b>	
<b>Semester &amp; Year:</b>	Fall 2013
<b>Course ID and Section Number:</b>	Psych 3 E3926
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b>	MW 1:15-2:40
<b>Location:</b>	HU 207
<b>Instructor's Name:</b>	Haggerty
<b>Contact Information:</b>	Office location and hours: <b>CA 120</b> <b>Monday and Wed 10:00 – 11:00; 3:00-4</b> <b>Tuesday and Thursday by appointment</b> Phone: 707-476-4319 Email: michelle-haggerty@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b> A comprehensive study of sexuality with an emphasis on individual differences. The course includes a study of sexual anatomy, sexual response, love and communication, sexual orientations, sexual identities, sexually transmitted infections (STI's) as well as maturation and transitions throughout the lifespan, sexual adaptations and disorders. The course is a scientific one and students are encouraged to apply research findings to their own lives.	
<b>Student Learning Outcomes (as described in course outline):</b> 1. Analyze the interaction between environment, biology and learning in shaping sexual behavior. 2. Analyze current research in sexuality and synthesize information in writing. 3. Analyze how knowledge regarding types of love, communication, sexually transmitted infections and contraception impacts relational choices, family planning and safer sex practices.	
<b>Special accommodations:</b> College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
<b>Academic Misconduct:</b> Cheating, plagiarism, collusion, abuse of resource materials,	

computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course.

The student code of conduct is available on the College of the Redwoods website at: <http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Syllabus Psych 3  
Psychology of Sexuality  
Fall 2013  
MW 1:15-2:40  
HU 207

Instructor: Michelle Woods Haggerty, MA

Phone #: 476-4319

E-mail: [michelle-haggerty@redwoods.edu](mailto:michelle-haggerty@redwoods.edu)

Office: CA 120

Office Hours: Monday and Wed 10:00 – 11 am and 3:00-4 pm  
Tuesday and Thursday by appointment

Text:

Crooks, R and Baur, K. (2014) *Our Sexuality* 12<sup>th</sup> ed. Thomson Wadsworth:  
California. ISBN 13: 9781133943365

Course Description:

A comprehensive study of sexuality with an emphasis on individual differences. The course includes a study of sexual anatomy, sexual response, love and communication, sexual orientations, sexual identities, sexually transmitted infections (STI's) as well as maturation and transitions throughout the lifespan, sexual adaptations and disorders. The course is a scientific one and students are encouraged to apply research findings to their own lives.

Course Learning Outcomes:

4. Analyze the interaction between environment, biology and learning in shaping sexual behavior. *Assess with essay question on exam.*
5. Analyze current research in sexuality and synthesize information in writing. *Assess with research paper assignment.*
3. Analyze how knowledge regarding types of love, communication, sexually transmitted infections and contraception impacts relational choices, family planning and safer sex practices. *Assess with personal project assignment.*

Schedule:

Dates:	Topic:	Reading Assignments:
August 26 <sup>th</sup>	Introduction	Chapter 1
Aug 28 <sup>th</sup>	Perspectives on Sexuality	Chapter 1
Sept 2 <sup>nd</sup>	Holiday -NO CLASS	
Sept 4 <sup>th</sup> and 9 <sup>th</sup>	Sex Research: Methods and Problems	Chapter 2
Sept 11 <sup>th</sup> , 16 <sup>th</sup> and 18 <sup>th</sup>	Gender Issues	Chapter 5
Sept 23 <sup>rd</sup>	Quiz #1	
Sept 23 <sup>rd</sup> and 25 <sup>th</sup>	Sexual Dysfunctions and disorders	Chapter 14
Sept 30 <sup>th</sup> and Oct 2 <sup>nd</sup>	Female Sexual Anatomy	Chapter 3
Oct 7 <sup>th</sup>	Quiz #2	
Oct 7 <sup>th</sup> and 9 <sup>th</sup>	Male Sexual Anatomy	Chapter 4
Oct 9 <sup>th</sup>	Personal Project Due	
Oct 14 <sup>th</sup> and 16 <sup>th</sup>	Sexual Arousal and Response	Chapter 6
Oct 21 <sup>st</sup>	Midterm	
Oct 23 <sup>rd</sup>	Library Session in LRC 103	
Oct 28 <sup>th</sup> and 30 <sup>th</sup>	Love and Communication in Sexual Relationships	Chapter 7
Nov 4 <sup>th</sup>	Paper Outline Due	
Nov 4 <sup>th</sup>	Discussion of Research paper	
Nov 6 <sup>th</sup>	Sexual Behaviors	Chapter 8
Nov 11 <sup>th</sup>	Holiday- No Class	
Nov 13 <sup>th</sup> and 18 <sup>th</sup>	Sexual Orientations	Chapter 9
Nov 20 <sup>th</sup>	Research Paper Due	
Nov 25 <sup>th</sup>	Quiz #3	
Nov 25 <sup>th</sup>	STI's	Chapter 15
Nov 27 <sup>th</sup>	Atypical Sexual Behavior	Chapter 16
Dec 2 <sup>nd</sup> and 4 <sup>th</sup>		Group Presentations-

		Outline due on day of presentation
Wed Dec 11 <sup>th</sup>	Final Exam 1:00-3:00	

**Grading:**

Attendance/ Participation: 150 points

Quizzes: 225 points

Pop Quizzes: 40 points

Exams: 300 points

Personal Project: 100 points

Research Paper: 180 points

Presentation 50 points

Percentage	Letter Grade
93% and above	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
70% - 76%	C
60% - 69%	D
Below 60%	F

**Class Participation:**

To fully benefit from the class you must be present in the classroom. Therefore points are obtained from class participation. Participation is defined as the student sitting in class and contributing to discussions and/or exhibiting participation by being aware of classroom topics and listening carefully to student comments and lectures.

The topics this class covers will be personally relevant to you. It is important that a safe classroom environment is maintained. To ensure that, complete respect must be exhibited to fellow students and the instructor. The topics covered require a mature attitude be exhibited and a willingness to learn be maintained. Students should feel comfortable to make comments in the classroom and should feel a non-judgmental environment. If you have differing opinions than those expressed in class by fellow students or the instructor attempt to listen and expose yourself to varying viewpoints. We have a wonderful opportunity to learn when we have experiences outside of our norm.

If you share personal information with the class make sure you consider the implications of this prior. The classroom is not a therapy setting and confidentiality cannot be maintained. Make sure that you will continue to feel comfortable in class if you make personal disclosures.

Please keep in mind that there is a campus policy on student code of conduct in the classroom, which can be read in its entirety on the CR homepage. Failure to comply with this code will result in the student being asked to leave the classroom.

### **Attendance:**

Please be aware that if you decide to not continue with the class you should drop the class and let me know about your decision. An Administrative procedure, (AP) 5075, now allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation includes missing 3 classes in a row and not taking tests, exams or turning in assignments. If you need to miss class due to illness or emergency please let me know what is occurring. Census date is 9/9, where I will be dropping students that have not been participating in class. On 10/11 I will again be dropping students that are not participating. The end of the 10<sup>th</sup> week is 11/1. Please keep me informed of anything that is interfering with your participation/attendance in this class.

### **Student Success:**

Research that has been done on student success has highlighted the following areas. Think about these points and how you are including this class in your life.

- Buy the textbook at the beginning of the semester and begin reading.
- Read the chapter assigned for the day before coming to class.
- Turn assignments in on time
- Know where your syllabus is and the schedule for the class.
- Know how to contact your instructor and contact her if you are having difficulties of any kind that are interfering with school.
- Take notes during class
- Take notes while reading the text- outlining the chapter and writing out the key concepts.
- Be on time for class with your cell phone off and ready to experience the class
- Have a designated study area that is distraction free.

### Quizzes:

There will be three quizzes on the material from the text throughout the semester. The day of the quiz you have the option of turning in a prequiz review, which includes a completed, **quiz review (which will be provided for you prior to the quiz)** and the answers to the following questions: **1. What have you learned from this unit? 2. Why is this material important? 3. How is the material related to my life? 4. What questions do you now have about the material?** This review will count towards up to 15 points of the quiz grade. The in class quizzes will consist of multiple-choice questions. If you have a difficulty making it to class on the day of the quiz please let me know right away. No make ups will be given after the quizzes have been graded and returned, which will be the next class period.

### Pop Quizzes:

At unannounced times during the semester pop quizzes will be administered or classroom activities will be collected for points. The quizzes and activities will be covering material assigned to that point. You will not be allowed to make these assignments up if you are not present when they are given. 40 points during the semester will be available in this category.

## Exams:

There will be a midterm and a final exam this semester, please bring a scan tron to these exams. They will both be cumulative and worth 150 points each. If you have a difficulty preventing you from coming to class on the day of the midterm or final please let me know right away so arrangements can be made for you to take the test in the ASC. No make ups will be given after the exams have been graded and returned, which will be the next class period.

## Writing Assignments:

There will be two writing assignments this semester 5 points will be taken off for everyday that a paper is turned in late. The papers will be graded on content, organization, spelling and grammar, thorough assessment of the topic, utilization of sources and documentation of sources. They need to be double spaced, typed in 12 font.

## Paper #1: Personal Project:

This paper will be a chance for you to reflect on your reasons for taking this course and your personal history with sexual education. For this paper you will be personally interacting with the material and examining how this course is relevant in your life.

Choose **one** of the following topics for this paper.

1. Discuss how your family/cultural/ religious influences have affected your views on sexuality.
2. Watch 2 movies or TV series that you are exposed to. While watching the media for this paper pay attention to the discussion of gender roles and relationships. In your paper discuss your observations and the effect you feel the media has on you.
3. Write a history of your sexual experiences and sexual education.
4. Attend an annual health exam including STI screening and report in your paper how you protect your sexual health.
5. Reflect on significant relationships you have had in your life. Examine how communication has taken place within the relationship, if you think it was a healthy relationship and what you are seeking in relationships.
6. Complete a genogram for your family including 3 generations. Include in the genogram divorces and mental illness. For the paper then you will



include, along with the genogram, your reaction to completing this assignment. You can access more information on genograms at [multiculturalfamily.org](http://multiculturalfamily.org). We will be discussing genograms in class also.

7. Read a novel like the following with themes of sexuality: Irving, John. In One Person. Bohjalia, Chris. Trans-sister Radio. Eugenides, Jeffery. Middlesex. Within the paper discuss the themes of the novel and how interacting with this book has influenced your own journey in regards to sexuality and issues of diversity. Did you like the characters in the book? How did the book change your opinions and empathy towards various sexuality issues? (All three of the above books have “trans” themes. If you are interested in reading other novels with themes in sexuality discuss your ideas with me.)

This paper needs to be 3-5 pages long. If outside sources are utilized for this assignment, make sure you cite sources. This paper will be worth 100 points, which will be assessed as follows:

**Content** **70 points possible**

This score includes how thoroughly you evaluate the chosen topic in the 3-5 pages. Content should be concise and well organized around the topic. Paper should address how knowledge obtained through this course impacts relational choices, family planning and/or safe sex practices.

**Organization** **15 points possible**

This score is for the organization of sentences and paragraphs throughout the paper. Sentences should be complete and paragraphs need to flow logically addressing the topic.

**Spelling and grammar** **15 points possible**

(One point will be deducted for every mistake.) Please edit carefully.

## **Paper #2: Research Paper**

For this paper you will need to complete research on a chosen topic. This paper will not be a personal opinion paper, but a paper describing current research on the topic.

Your first step in this assignment is to turn in an **outline** listing your topic and how you will be organizing it. **Along with turning in the outline you will need to turn in at least**

one research article that you will be utilizing for your paper. The outline is worth 30 points.

You can choose a topic from those listed below. If you have other ideas for paper topics please let me know.

1. Complete research current topics in STI research. Are we seeing changes in rates of STI's, etiology, treatment? How has switching the term from disease to infection impacted this area of study?
2. Complete research on varying positions in this country on sexual education. Include in your discussion research that would support positions. How have the various curriculums in sexuality for K-12 affected sexual health of individuals (rates of STI's and unplanned pregnancy)?
3. Research the effects of cohabitation on relationships.
4. Research the factors that contribute to a happy relationship.
5. Examine how sexuality changes throughout the life span.
6. Research different sexual dysfunctions and discuss current research trends in this area, incident rates, course of disorder, and treatments.
7. Research the effects of alcohol and drugs on making choices in sexual relationships.
8. Research current theories on the continuum of sexual orientation. Include in your discussion varying theories on this topic and current research trends.

- Make sure you fully cover the topic in an academic manner. The research should be current and verifiable by author and or organization. Utilize the research tools available through the library for your research not Google.
- The paper needs to be written in APA format, 4-6 pages. You can access a handout on APA formatting on the CR library homepage. OWLS at Purdue and Diana Hacker.com are also good on-line sources for help with formatting. We will discuss formatting in class.
- At least 3 sources need to be utilized; at least one should be a book.

- This project, including the outline and paper, is worth 180 points.
- The attached rubric will be used to grade your paper.
- No papers will be accepted after Dec 6th.

### Group Presentations:

When you begin working on your research project I will assign groups for you to work in to support each other in the research process and to prepare to present material from the semester to the class. Groups will be assigned based on themes of chosen topics for your research paper. The group will then collaborate to prepare a presentation for the class on the topic/s that has been researched during the semester. The presentation will be worth 50 points per person. Everyone in the group needs to talk to the class and a visual (power point preferably) needs to be provided for the audience. Every person in the group needs to turn in an outline of their portion of the presentation on the day of the presentation. This assignment will be discussed further as we proceed with the semester. The aim of this assignment is to provoke academic discussion among students and collaboration with peers.

\* I will make every effort to follow the standards and schedule established in this syllabus. I will inform you as soon as possible of any changes.

Paper Grading  
Psych 3  
Research Paper

**Content:** **Possible: 60** **Earned:**  
The paper needs to adequately explain the topic and the research that was utilized in the discussion. Student needs to be able to analyze the research read and synthesize the research in the writing of the paper.

**Organization:** **Possible: 15** **Earned:**  
The paper needs to be well organized in regards to paragraph structure, sentence structure and overall organization of paper topic.

**APA format** **Possible: 15** **Earned:**  
APA format needs to be utilized in the setup of the paper including a title page, utilization of a running head, in text citations by author and date, 12 font, double space, format of reference page

**Spelling and grammar:** **Possible: 15** **Earned:**  
One point is deducted for each mistake. Edit carefully.

**Credibility of Sources:** **Possible: 25** **Earned:**  
At least 3 sources are required. Sources of information utilized for this paper must be academic ones found through library databases. Sources should be verifiable and documented by an author and/or organization. Peer reviewed sources will be helpful for you to use in your research.

**Documentation of sources:** **Possible: 20** **Earned:**  
In text citations must be utilized according to APA format. A reference page also needs to be included fully citing the verifiable sources.

**Total Possible: 150**

**Earned:**

