

| <b>Syllabus for: Psych 3- Psychology of Sexuality</b>  |  |
|--|--|
| <b>Semester &amp; Year:</b>  | Fall 2014  |
| <b>Course ID and Section Number:</b>   | Psych 3<br>E5942   |
| <b>Number of Credits/Units:</b>  | 3  |
| <b>Day/Time:</b>   | MW 11:40-1:05  |
| <b>Location:</b>   | HU106  |
| <b>Instructor's Name:</b>  | Haggerty   |
| <b>Contact Information:</b>  | Office location and hours:<br><b>CA 120</b><br><b>Monday and Wed 10:00 – 11:00; 3:00-4</b><br><b>Tuesday and Thursday by appointment</b><br>Phone: 707-476-4319<br>Email: michelle-haggerty@redwoods.edu |
| <b>Course Description (catalog description as described in course outline):</b><br>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><br>1. Analyze the interaction between environment, biology and learning in shaping sexual behavior.<br>2. Analyze current research in sexuality and synthesize information in writing.<br>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 2014  
MW 11:40-1:05  
HU 106

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. \* *This course is approved as CRGE.*

Course Learning Outcomes:

1. Analyze the interaction between environment, biology and learning in shaping sexual behavior. *Assess with essay question on exam.*
2. 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 25 <sup>th</sup>  | Introduction                                   | Chapter 1            |
| August 27 <sup>th</sup>  | Perspectives on Sexuality                      | Chapter 1            |
| September 1 <sup>st</sup>  | Holiday- No Class                              |                      |
| September 3 <sup>rd</sup> and 8 <sup>th</sup>                      | Sex Research: Methods and Problems             | Chapter 2            |
| September 10 <sup>th</sup> , 15 <sup>th</sup> and 17 <sup>th</sup> | Gender Issues                                  | Chapter 5            |
| September 22 <sup>nd</sup>   | Quiz #1  |                      |
| September 22 <sup>nd</sup> and 24 <sup>th</sup>                    | Female Sexual Anatomy                          | Chapter 3            |
| September 29 <sup>th</sup> and October 1 <sup>st</sup>             | Male Sexual Anatomy                            | Chapter 4            |
| October 6 <sup>th</sup>  | Personal Project Due                           |                      |
| October 6 <sup>th</sup> and 8 <sup>th</sup>                        | Sexual Arousal and Response                    | Chapter 6            |
| October 13 <sup>th</sup>   | Midterm  |                      |
| October 20 <sup>th</sup>   | Library Session in LRC 103                     |                      |
| October 15 <sup>th</sup> , 22 <sup>nd</sup> and 29 <sup>th</sup>   | Love and Communication in Sexual Relationships | Chapter 7            |
| October 27 <sup>th</sup>   | Paper Outline Due                              |                      |
| October 27 <sup>th</sup>   | Discussion of Research paper                   |                      |
| November 3 <sup>rd</sup>   | Sexual Behaviors                               | Chapter 8            |
| November 5 <sup>th</sup>   | Quiz #2  |                      |
| November 5 <sup>th</sup> and 12 <sup>th</sup>                      | Sexual Orientations                            | Chapter 9            |
| November 10 <sup>th</sup>  | Holiday- No Class                              |                      |
| November 12 <sup>th</sup>  | Research Paper Due                             |                      |
| November 17 <sup>th</sup>  | STI's  | Chapter 15           |
| November 19 <sup>th</sup>  | Atypical Sexual Behavior                       | Chapter 16           |
| November 24 <sup>th</sup> and 26 <sup>th</sup>                     |  | Group Presentations- |

|  |                           |                                    |
|--|---------------------------|------------------------------------|
| December 1 <sup>st</sup> and 3 <sup>rd</sup> |                           | Outline due on day of presentation |
| Monday December 8 <sup>th</sup>              | Final Exam<br>10:45-12:45 |                                    |

### Grading:

Attendance/ Participation: 150 points

Quizzes: 150 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 9/8, where I will be dropping students that have not been participating in class. On 10/3 I will again be dropping students that are not participating. The end of the 10<sup>th</sup> week is 10/24 Please keep me informed of anything that is interfering with your participation/attendance in this class.

### Academic Misconduct:

All work that is turned in must be your own. This applies to all papers and tests throughout the semester. In an academic paper, like the research paper for the semester, you need to indicate with a citation anytime that you paraphrase, summarize, or quote someone's work. Failure to provide a citation is plagiarism. If I find that a student has plagiarized or cheated on any work the assignment will be graded as receiving zero points. Please ask me if you have any questions regarding this policy. The entire board policy can be accessed on the CR's web site and through the link provided on the cover page.

### 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 two 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 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 consisting of multiple choice and essay questions. 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 **December 5th**.

### 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 paper 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. Please be prepared to fully discuss the topic, the research you found and how the process of writing the paper went for you. 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.

### **Students with Disabilities:**

This class is designed to accommodate individuals with disabilities. Please contact me directly if you have any specific concerns. For more information regarding the College's services you can access the DSPS website at <http://redwoods.edu/district/dsps/>

### **Non-Discrimination/ Equal Opportunity**

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.

CR's policy complies with *California Education Code* and *Title 5 of the California Administrative Code*, and with related federal laws (*Title VI and VII of the Civil Rights Act of 1964*, *Title IX of the Educational Amendments of 1972*, and *Section 504 of the Rehabilitation Act of 1973*).

Under these regulations, College of the Redwoods guarantees that no person shall be subjected to discrimination on the basis of ethnic group identification, religion, age, gender, sexual orientation, color, or physical or mental disability under any of its programs or activities.

(The full policy and regulations can be viewed in the CR catalog that is available on the CR Homepage.)



### **Emergency Preparedness**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review [www.redwoods.edu/safety.asp](http://www.redwoods.edu/safety.asp) for information on campus Emergency Procedures.

During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (Be aware CR's lower parking lot and 101 frontage are within the Tsunami Zone).

**RAVE** – College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message at their CR email address. In the event of an emergency on campus, you can also elect to receive an alert through your personal email, and/or phones at your home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties.

Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “[redwoods.edu](http://redwoods.edu).”

We will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, [707-476-4112](tel:707-476-4112), [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

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:**