

<b>Syllabus for Psych 3- E4738 – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Fall 2018	
<b>Course ID and Section #</b>	Psych 3- E4738	
<b>Instructor's Name</b>	Michelle Haggerty	
<b>Day/Time</b>	TTh 11:40-1:05pm	
<b>Location</b>	CA109	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	Creative Arts Bldg. Room 120- Eureka Campus
	<i>Office hours</i>	MW 10-11 and TTh 9-10
	<i>Phone number</i>	707-476-4319
	<i>Email address</i>	<a href="mailto:Michelle-haggerty@redwoods.edu">Michelle-haggerty@redwoods.edu</a>
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<b>Our Sexuality, 13<sup>th</sup> Edition</b>
	<i>Author</i>	<b>Crooks and Baur</b>
	<i>ISBN</i>	<b>9781305646520</b>
<b>Course Description</b>		
<p>A comprehensive study of sexuality with an emphasis on individual differences. Sexuality is examined through a biopsychosocial perspective. The course includes a study of sexual anatomy, neurobiology of love and sexual response, communication, establishing of relationships, sexual orientations, gender identities, STI's, sexual dysfunctions as well as maturation and transitions throughout the lifespan. The course is a scientific one and students are encouraged to apply research findings to their own lives.</p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li><b>1. Analyze the interaction between environment, biology and learning in shaping sexual behavior.</b></li> <li><b>2. Analyze current research in sexuality and synthesize information in writing.</b></li> <li><b>3. Analyze how knowledge regarding types of love, communication, development, relationships, sexually transmitted infections, attraction and gender impacts relational choices and sexual behavior.</b></li> </ol>		
<b>Special Accommodations</b>		
<p>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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting</p>		

## Syllabus for Psych 3- E4738 – Eureka Campus

DSPS at 707-476-4280.

### **Academic Support**

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

### **Academic Honesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### **Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf)

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### **Emergency Procedures for the Eureka campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: ([http://www.redwoods.edu/Eureka/campus-maps/EurekaMap\\_emergency.pdf](http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf)). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- 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. (CR's lower parking lot and Tompkins Hill

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Rd are within the Tsunami Zone.)

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*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 18  
E4738  
TTh 11:40- 1:05PM  
CA 109**

**Instructor: Michelle Woods Haggerty, MA**

**Phone #: 476-4319**

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

**Office: CA 120**

**Office Hours: MW 10-11am and TTh 9-10am or by appointment**

**Text:**

**Crooks, R and Baur, K. (2017) Our Sexuality 13<sup>th</sup> ed. Thomson Wadsworth: California. ISBN 13: 9781305646520**

**Course Description:**

A comprehensive study of sexuality with an emphasis on individual differences. Sexuality is examined through a biopsychosocial perspective. The course includes a study of sexual anatomy, neurobiology of love and sexual response, communication, establishing of relationships, sexual orientations, gender identities, STI's, sexual dysfunctions as well as maturation and transitions throughout the lifespan. The course is a scientific one and students are encouraged to apply research findings to their own lives.

**Course Learning Outcomes:**

- 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, development, relationships, sexually transmitted infections, attraction and gender impacts relational choices and sexual behavior.**

**Schedule:**

<b>Dates:</b>	<b>Topic:</b>	<b>Reading Assignment:</b>	<b>Assignment Due</b>
8/21/18	Introduction	Chapter 1	
<b>8/23/18</b>	<b>NO CLASS</b>		
8/28/18	Perspectives on Sexuality	Chapter 1	
8/30/18 and 9/4/18	Sex Research: Methods and Problems	Chapter 2	
9/6/18, 9/11/18	Gender Issues	Chapter 5	

and 9/13/18			
<b>9/18/18</b>			<b>Quiz #1</b>
9/18/18 and 9/20/18	Female Sexual Anatomy	Chapter 3	
9/25/18 and 9/27/18	Male Sexual Anatomy	Chapter 4	
<b>10/2/18</b>			<b>Personal Project Due</b>
10/2/18 and 10/4/18	Arousal and Response	Chapter 6	
<b>10/18/18</b>	<b>NO CLASS</b>		
10/9/18, 10/11/18 and 10/23/18	Love and Communication	Chapter 7	
	<b>Library Session in LRC 103</b>		
<b>10/25/18</b>	<b>Midterm</b>		<b>Midterm</b>
10/30/18	Sex for Sale	Chapter 18	
<b>11/1/18</b>	<b>Discussion of Research paper topics</b>		<b>Research paper outline due</b>
11/6/18	Sexual Coercion	Chapter 17	
11/8/18 and 11/13/18	Sexual Orientations	Chapter 9	
<b>11/15/18</b>			<b>Quiz #2</b>
<b>11/20/18 and 11/22/18</b>	<b>NO CLASS- FALL BREAK</b>		
11/27/18	STI's	Chapter 15	
<b>11/29/18</b>			<b>Research Paper Due</b>
11/29/18	Atypical Sexual Behavior	Chapter 16	
<b>12/4/18 and 12/6/18</b>	<b>Group Presentations- Outline due on day of presentation</b>		<b>Group Presentations- Outline due on day of presentation</b>
<b>12/11/18</b>			<b>Final Exam 10:45-12:45pm</b>

**Grading:**

Attendance/ Participation: 150 points

Quizzes: 150 points

Pop Quizzes: 40 points

Exams: 300 points

Personal Project: 100 points

Research Paper: 180points

Presentation: 50 points

<b>Percentage</b>	<b>Letter Grade</b>
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 being on time for class, contributing to discussions, being aware of classroom topics and listening carefully to student comments and lectures.

I will be taking attendance at the beginning of each class. If you are late for class you will lose half of the attendance points for the day. Please make sure that I marked you as present if you come in late. Please try to stay in the classroom for the entire class as movement of students disrupts the learning environment.

The field of Psychology has been conducting research on our ability to multitask, participating in more than one activity at a time. The research has indicated that attempting to attend to more than one stimulus at a time causes us to make mistakes, lose information and experience anxiety. Therefore I ask that you keep your phones in your bag during class, no texting or checking Facebook. We have limited time together each week, allow yourself to be in the classroom when you are here. I will ask you to put your phone away if I see it out, and will take away attendance points if attending to your phone becomes habitual.

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, 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 9/4/18, where I will be dropping students that have not been participating in class. On 10/05/18 I will again be dropping students that are not participating. The end of the 10<sup>th</sup> week is 10/26/18. Please keep me informed of anything that is interfering with your participation/attendance in this class.

**Canvas:**

The learning management system, Canvas, will be utilized with this course. I will be posting power points that will be used for lecture on our Canvas site. The syllabus will be there, I will use this grade book and this system to communicate with you and post supplemental materials. **You also have the option of turning assignments in on canvas.** If you turn assignments in electronically I will grade them there and you will not need to bring a paper copy to me.

**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 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 and Classroom Activities:**

Throughout the semester we will be doing group exercises, or I may ask a pop quiz question. Periodically I will collect these questions or activities and provide points for completion. These points cannot be made up, as you need to be present in class to answer the question or participate in the activity.

### **Exams:**

There will be a midterm and a final exam this semester consisting of multiple choice and **take home** 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, and 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.
9. Research theories on the etiology of paraphilias.
10. Discuss research on how the change in diagnostic criteria for Gender Dysphoria has changed the interpretation of Trans individuals.
11. Research the history and personal affects of prostitution.
12. How has pornography changed in the last 20 years, what factors have affected this?
13. Research how gender behavior is learned and affected by biology. Discuss the Nature/Nurture approach to gender in your paper.

14. What are the individual and social effects of rape?

- 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 academic sources need to be utilized including research articles and/or books.
- 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 7<sup>th</sup>.

**Rubric: Psych 3 -Research Paper**

**Content:**

**Possible: 60**

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**

The paper needs to be well organized in regards to paragraph structure, sentence structure and overall organization of paper topic.

**APA format**

**Possible: 15**

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**

One point is deducted for each mistake. Edit carefully.

**Credibility of Sources:**

**Possible: 25**

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**

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**

**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. 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.

### **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**

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The system will be tested each semester to be sure alerts are being received. Please contact Public Safety, [707-476-4112](tel:707-476-4112), [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

**Note:**

I will make every effort to follow the standards and schedule of this syllabus. There may be times when changes are necessary and I will inform the class if this occurs. I make every effort to return your work to you in a timely manner. Normally work will be returned within a week of submission. At the end of the semester I normally take longer than a week to return research papers, your papers will be returned by the end of the semester. I utilize the gradebook on Canvas, so please use this to keep track of your grades and communicate with me if you see any discrepancies.