

Course Information

Semester & Year: Spring 2021

Instructor's name: Michelle Haggerty

Location: Online due to Covid-19

Course ID & Section #: Psych 3- V0485

Day/Time: Online due to Covid-19

Number of units: 3

Instructor Contact InformationOffice location-online in zoom: <https://cccconfer.zoom.us/my/mwoodshaggerty>

Office hours: TBA

Phone number: 707-476-4319

Email address: michelle-haggerty@redwoods.edu

Required Materials

Textbook title: Our Sexuality

Edition: 14th Edition

Author: Crooks, R. L., Baur, K., & Widman, L.

ISBN: 978-0-357-36075-0

- Please have the text the first week of class as assignments will be due during the first week.
- You can purchase the book at the CR online bookstore: <https://bncvirtual.com/redwoods>
- The publisher of the text is Cengage Publishing: <https://www.cengage.com/>

Catalog 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 Student 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.

Prerequisites/Co-requisites/Recommended Preparation

None

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19—DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

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Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support including academic advising and educational planning.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRIO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Evaluation & Grading Policy

Points will be divided up for the semester accordingly:

Class Discussion Postings: 210 points – 15 points each week, 14 assignments

Quizzes: 338 – 14 quizzes

Exams: 300 points- 150 points each

Personal Project: 100 points

Research Paper: 150 points

Paper Outline: 30 points

Grading Scale:

| Percentage | Letter Grade |
|------------|--------------|
| 93% + | A |
| 90 – 92% | A- |
| 87 – 89% | B+ |
| 83 – 86% | B |
| 80 – 82% | B- |
| 77 – 79% | C+ |
| 70 – 76 -% | C |
| 60 – 69% | D |
| 59% - 0 | F |

All written work needs to be turned in on the due date. Five points will be deducted for everyday that an assignment is late. No late assignments will be accepted after 12/13/20. 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, however, grading can get backed up and it normally takes longer than a week to return research papers. The grade book on Canvas is used throughout the semester, so please use this to keep track of your grades and communicate with me if you see any discrepancies.

Admissions deadlines & enrollment policies

Spring 2021 Dates

- *Classes begin: 1/16/21*
- *MLK Jr. Birthday (all campuses closed): 1/18/21*
- *Last day to add a class: 1/22/21*
- *Last day to drop without a W and receive a refund: 1/29/21*
- *Census date: 2/01/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/12/21*
- *Lincoln's Birthday (all campuses closed): 2/12/21*
- *President's Day (all campuses closed): 2/15/21*
- *Last day to petition to graduate or apply for certificate: 3/04/21*
- *Spring Break (no classes): 3/15/21 – 3/20/21*
- *Last day for student-initiated W (no refund): 4/02/21*

- *Last day for faculty-initiated W (no refund): 4/02/21*
- *Final examinations: 5/08/21 – 5/14/21*
- *Semester ends: 5/14/21*
- *Grades available for transcript release: approximately 5/31/21*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Student Readiness: Are you ready for online classes? Please take about 15 minutes to review what it means to take an online class by watching the Introduction to Online Learning presentation at: <https://apps.3cm mediasolutions.org/oei/01-Introduction-to-Online-Learning/index.html>

Login instructions for Canvas:

1. Open your web browser and go to <https://redwoods.instructure.com>
2. Your Username is the same as your **Web advisor User ID** (e.g., flast123 - first initial + lastname + last 3 digits of your student ID number.) Your initial password is your 6-digit birthdate (mmdyy).
3. Once logged in, on top left-hand side of the screen you should see a drop down menu of your Courses.

Canvas Help: There are Canvas instructions and additional help with preparation for taking an online course at College of the Redwoods at: <http://redwoods.edu/online/>

Preferred Name in Canvas: Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Computer Skills: Online courses require adequate computer skills. You should be able to navigate the course website, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course. If you plan to participate in optional live zoom sessions you should be able to access the zoom site and have a web cam and microphone available allowing yourself to be seen and heard (this can be accomplished by using your phone and most computers have this technology also).

Computer Requirements:

- **Internet Access:** I would recommend broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least two times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.
- **Computers:** You should plan on doing the majority of your work (especially exams and assignments) from a reasonably recent model notebook or desktop computer. *Do NOT plan to participate in this class solely from a portable device.*
- **Portable Devices:** You can use recent model portable devices (such as Android or iOS phones & tablets) for some things in this class. If you do decide to use your portable device for *some* of your class

work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android).

- **Do not** try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.
- **Browsers** - You will need to use the most recent version of one of the following browsers in order to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (54.0.2840.99 m or higher), or Safari (1.2 or higher). Canvas is required for the optional remote exam proctoring. Do not use Internet Explorer as it does not work properly with Canvas.
- **Word Processing** - You may need Microsoft Word (or a compatible word processing program) for writing assignments in the class. All students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu email account. Go to [Get Office365](#) to get started. (There are also free options for tools like this, such [Google docs](#) or [Libre Office](#) Google docs requires a gmail account, which your mycr email actually IS.)
- **Acrobat Reader** – [Adobe reader](#) is a free program that will allow you to read and download pdf files.
- **Technology Support:** Before contacting Technical Support please visit [Tech Support](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.
- Zoom will be used for office hours and for optional class discussions. This link is to an instructional video on how to get on zoom: <https://youtu.be/vFhAEoCF7jg>
Here is the zoom web site: <https://support.zoom.us/hc/en-us>

Course Communication: There are three ways to contact me:

1. **Canvas Message** – Go to the mailbox icon on the far left and choose teacher to send a message. This is the best way to contact me.
2. **Instructor Email** - You can also reach me at my work email address- michelle-haggerty@redwoods.edu.
3. **Discussion forum** – Each week in the discussion forum you can ask questions regarding the content for the week. This is a place to ask questions of general interest to all students. This is not a method for individual or private communication.

Student Commitment: This class requires you to make a solid commitment of your time and to be self-disciplined every week of the semester. An online environment allows the student and instructor more flexibility in when the work is completed, but there is no less work, you may even feel there is more work in an online class. This three-credit hour class requires about nine hours per week of your time. Every week you will have to carefully read and/or listen to lectures and read textbook chapters, review supplemental material posted, participate in online discussions and complete weekly quizzes. Self-discipline, attention to details, and skills in reading and writing are critical. It is recommended that students be eligible for English 1A when taking this class, so keep this in mind when looking at the commitment you are making.

Instructor Commitment: I dedicate as much time to this class as I do a face-to-face class or more. I will be accessing the class regularly (normally daily) and will respond to messages within 48 hours (excluding weekends and holidays). I will read all discussion posts and will participate in the conversations. I will be sending out weekly announcements at the beginning of each week, will provide feedback on grading and will email you if I am concerned about your progress in the class.

Netiquette: Please be polite. The rules around social interactions in an online environment is called netiquette. Sometimes it is difficult to convey nuance or humor through written (electronic) communication. Just be respectful to your classmates be kind, considerate, and forgiving in all of your posts in the discussion forums.

Adhere to the same standards of behavior online that you follow in real life. Take time for processing and editing before making posts. Our Canvas space is our classroom, and we want to create a positive, collaborative, safe and interesting community. To learn more about netiquette, read [netiquette guidelines](#)

Class Schedule:

| Week | Topic | Reading | Due |
|---------------------------------|------------------------------------|---|--|
| Week 1: 1/16/21- 1/24/21 | Introduction | Syllabus and online course help information | 1. Syllabus quiz 2. Introduction discussion forum. |
| Week 2: 1/25/21- 1/31/21 | Perspectives on Sexuality | Chapter 1 | 1. Chapter 1 quiz 2. Discussion forum or live class discussion. |
| Week 3: 2/1/21- 2/7/21 | Sex Research: Methods and Problems | Chapter 2 | 1. Chapter 2 quiz 2. Discussion forum or live class discussion. |
| Week 4: 2/8/21- 2/14/21 | Gender | Chapter 5 | 1. Chapter 5 quiz 2. Discussion forum or live class discussion. |
| Week 5: 2/15/21- 2/21/21 | Female Sexual Anatomy | Chapter 3 | 1. Chapter 3 quiz 2. Discussion forum or live class discussion. |
| Week 6: 2/22/21- 2/28/21 | Male Sexual Anatomy | Chapter 4 | 1. Chapter 4 quiz 2. Discussion forum or live class discussion. 3. Personal Project Due |
| Week 7: 3/1/21- 3/7/21 | Sex for Sale | Chapter 18 | 1. Chapter 18 quiz 2. Discussion forum or live class discussion. |
| Week 8: 3/8/21- 3/14/21 | Sexual Coercion | Chapter 17 | 1. Chapter 17 quiz 2. Discussion forum or live class discussion. |
| 3/15/21-3/21/21 | SPRING BREAK | | NO CLASSES |
| Week 9: 3/22/21- 3/28/21 | MIDTERM | | 1. Multiple choice portion of midterm (chapters 1-5 and 17 & 18). 2. Midterm essay questions 3. Optional midterm study guide |
| Week 10: 3/29/21- 4/4/21 | APA style research paper | Research Paper Handouts Handouts on APA format Watch videos and review websites provided. | 1. Research paper outline. 2. Discussion forum or live class discussion on research paper. |
| Week 11: 4/5/21- 4/11/21 | Arousal and Response | Chapter 6 | 1. Chapter 6 quiz 2. Discussion forum or live class discussion. |
| Week 12: 4/12/21- 4/18/21 | Love and Communication | Chapter 7 | 1. Chapter 7 quiz 2. Discussion forum or live class discussion. |
| Week 13: | Sexual Orientations | Chapter 9 | 1. Chapter 9 quiz |

| | | | |
|--------------------------------|--------------------------|------------|---|
| 4/19/21- 4/25/21 | | | 2. Discussion forum or live class discussion. |
| Week 14: 4/26/21- 5/2/21 | STI's | Chapter 15 | 1. Chapter 15 quiz 2. Discussion forum or live class discussion. 3. Research Paper Due |
| Week 15: 5/3/21- 5/9/21 | Atypical Sexual Behavior | Chapter 16 | 1. Chapter 16 quiz 2. Discussion forum or live class presentation of research paper. |
| 5/8/21- 5/14/21 | FINALS WEEK | | 1. Multiple choice portion of final exam. (cumulative-all chapters). 2. Final essay questions 3. Optional final exam study guide. |

Class Assignments:

Class Discussions/Forum Posts: In order for you to learn the material and make it personally relative you need to interact with it by taking part in discussions. In this class you will have the option each week of participating in the written discussion forum or the live synchronous class session that will be scheduled at the same time each week based on student input. Each week there will be an activity or question/ prompt from me. You will receive up to a maximum of 15 points for postings and responses to others' postings or documenting participation in the live class discussion. If you choose to participate in the discussion forum during a week the primary post and at least 2 reply posts need to be completed (rubric of point distribution is below). Your primary post is **due Wed** of the week by 11:59 PM. Your secondary posts are **due by the Sunday** of the week at 11:59 PM. The postings will be graded according to the following rubric:

Primary Post -- 7 points possible --Your primary post must:

- React critically and provide insight into the topic, not just a summary – 3 points
- Relate topic to your own experience*- 1 point
- Use correct grammar and spelling- 1 point
- Posted before the Wed deadline- 1 point
- Meet the **300-word minimum length** – 1 point

Reply Postings -- 4 points possible – Each of your **two reply posts** must:

- React thoughtfully to the content of a classmate's primary post utilizing content from class. – 2 points
 - **Included at least TWO of the following:** **COMPLIMENT:** *I like...* **COMMENT:** *I agree that ... because ... I disagree that ... because ...* **CONNECTION:** *I have also ...* **QUESTION:** *I wonder ...* (Adapted from Gernsbacher, 2018)
- Meet the **150-word minimum length** – 1 point
- Use correct grammar and spelling. – 1 point

*The topics discussed in class will stimulate you to think about your own experiences. It is important that you relate the class content to your life but exercise some caution when disclosing very personal information on the class discussion forum. It is important that you continue to feel that this class is a safe learning environment, and personal self-disclosures can affect this. So, be cautious when making highly personal statements. Furthermore, I expect everyone in the class to be respectful and considerate when replying to classmate's postings.

Quizzes: There will be 14 quizzes this semester usually with 25 questions worth one point each. The questions will be based on the reading and lecture material. The quiz for the week needs to be completed by 11:59 pm on Sunday night when the week ends. **Make up quizzes will not be available after the Sunday deadline.** You will be limited to one minute per question for each test. You are allowed to take the quiz 2xs; the highest score will be counted in the grade book. The quizzes are open book; however, you should prepare the same that you would for closed book quizzes. Feedback on the correct answers to quiz questions will be available to you on Monday, the day after the quiz is due.

Exams: Two exams will be given during the semester at midterm and final times. They will consist of multiple choice and essay questions. You must take the exam during the week that it is due, by 11:59 pm on Sunday night for the midterm and 5/14/21 for the final exam, Friday night. Each exam is worth a total of 150 points. Please let me know as soon as possible if there is anything that is interfering with your ability to take to an exam during the scheduled week.

Exam Proctoring: An exam proctoring software will not be used for this class. I would like everyone to make a commitment to doing their own work and abiding by the guidelines of this course. Asking for help from others or using the internet to google answers does not lead to authentic learning of the course content, which is the reason for you taking this course.

Writing Assignments:

There will be two papers 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 are of interest to you, these should be new to you. 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. Concentrate on not just the story lines, but how this media is affecting 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 healthy and what you are seeking in these connections.

6. Complete a genogram for your family including 3 generations. Include in the genogram divorces, substance use/abuse 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. I purchased Freud's and Obama's from this site and they are available as examples here: [Freud Family Story](#) and [Obama Family Story](#)
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 and is due by the end of **week 10, 4/4/21.**

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. How is the word “Trans” being used currently? What are the implications of language on individual experiences in this area?
11. Research the history and personal effects 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? Are we seeing changes in incident rates?
15. Mindfulness as a way to increase satisfaction in relationships.
16. Best methods to incorporate sexual awareness and sexual education in parenting.

- 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 is a good on-line source for help with formatting. We will discuss formatting in class and I will have several resources for you to review in the module for week 10.
- 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 **May 9, 2021**

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 regard 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

Class Policies:

Academic dishonesty: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, by not providing credit to sources, taking other's work as your own or not completing your own work will result in a failing grade on the assignment. If I determined that a student has demonstrated academic dishonesty, the student's conduct will 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. 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 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, the student 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. 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](#).

Gender-Inclusive Language in the Classroom: College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression.

Emergency procedures / Everbridge:

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into Web Advisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

Note:

While I make every effort to follow the standards and schedule of this syllabus there may be times when changes are necessary. I will inform the class through the announcements and/or class email of any changes.

Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation for two weeks of assignments may result in involuntary withdrawal.