

Course Information

Semester & Year: Fall 2022
Course ID & Section #: Psych-3- E3640
Instructor's name: Michelle Haggerty
Day/Time: MW 10:05-11:30
Location: CA113
Number of units: 3

Instructor Contact Information

Office location: CA 120
Office hours: MW 3-4:00 or by appointment
Phone number: 707-476-4319
Email address: michelle-haggerty@redwoods.edu

Required Materials

Textbook Title: Our Sexuality
Edition: 14 th Edition
Author: Crooks, R., Baur, K. & Widman, L.
ISBN: 978-0-357-36075-0

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

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.

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

Evaluation & Grading Policy

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

Final 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. 5 points will be deducted for everyday that an assignment is late. No late assignments will be accepted after 12/9/22

Schedule:

Dates:	Topic:	Reading Assignment	Assignment Due
8/22/22	Introduction	Chapter 1	
8/24/22	Perspectives on Sexuality	Chapter 1	
8/29/22 & 8/31/22	Sex Research: Methods and Problems	Chapter 2	
9/5/22	NO CLASS-HOLIDAY		
9/7/22, 9/12/22 & 9/14/22	Gender Issues	Chapter 5	
9/14/22-9/19/22	Quiz #1		Quiz #1 on Canvas- Due by 9/19/22 at 11:59 pm
9/19/22 & 9/21/22	Female Sexual Anatomy	Chapter 3	
9/26/22	NO CLASS		
9/28/22	Male Sexual Anatomy	Chapter 4	
9/28/22			Personal Project Due
10/3/22	Sex for Sale	Chapter 18	
10/5/22	Finding sources for paper. APA formatting		
10/5/22-10/12/22	Midterm		Midterm on Canvas due by 10/12/22 at 11:59 pm
10/10/22	Meet individually with instructor to discuss paper and/or midterm		
10/12/22	Sexual Coercion	Chapter 17	
10/17/22	Discussion of Research paper topics		Research paper outline due

10/19/22 & 10/24/22	Arousal and Response	Chapter 6
10/26/22 & 10/31/22	Love and Communication	Chapter 7
11/2/22- 11/7/22		QUIZ #2-On Canvas Due by 11/7/22 at 11:59 pm
11/7/22 & 11/9/22	Sexual Orientations	Chapter 9
11/14/22	STI's	Chapter 15
11/16/22	Atypical Sexual Behavior	Chapter 16
11/16/22		Research Paper Due
11/21/22 & 11/23/22	NO CLASS- Fall Break	
11/28/22, 11/30/22, 12/5/22 & 12/7/22	Group Presentations	Presentations - Outline due on day of presentation
12/9/22- 12/16/22	Final Exam on Canvas due by FRIDAY 12/16/22 at 11:59 pm	

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.

Although it is important for you to be in class each session, we all need to be prepared this semester to change our plans if Covid protocols require. I have material on Canvas that will supplement the class if we need to cancel, or you need to quarantine. We will be using Canvas for quizzes and exams. At the beginning of the semester, it is a good idea for students to make themselves familiar with our class in Canvas. Make sure you are checking Canvas regularly for any updates/changes that may happen

Class etiquette:

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 social media. 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 **9/6/22**, where I will be dropping students that have not been participating in class. On **10/7/22** I will again be dropping students that are not participating. The end of the 10th week is **10/28/22**. Please keep me informed of anything that is interfering with your participation/attendance in this class.

Communication:

There are various 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. **Calling or zooming during office hours.** I will hold office hours on MW from 3-4:30. You can call my office: 476-4319 at that time or zoom into my online room.

: <https://cccconfer.zoom.us/my/mwoodshaggerty> (Links to an external site.)

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 (AP 5500) can be accessed on the CR's web site and through the following link:

<https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies#>

Student Success:

Research 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.

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.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 6-digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop:

<https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Quizzes:

There will be two quizzes on the material from the text throughout the semester.

I will be using Canvas for quizzes and exams. You will have a week to complete the online timed quiz and will have two attempts. Please let me know if you are unable to access Canvas for quizzes and exams.

The day the quiz is due you have the option of also 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 for up to 15 extra credit points.

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. If you need to miss class due to Covid protocols I will make the activities available on Canvas.

Exams:

Two exams will be given during the semester. They will consist of multiple choice and essay questions that will be available for one week on Canvas.

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 fonts.

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. 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 ways that parents can discuss sexual health, gender, and sexual orientation with their children. What has recent research in this area focused on?
 4. Research the effects of cohabitation on relationships.
 5. Research the factors that contribute to a happy relationship.
 6. Examine how sexuality changes throughout the life span.
 7. Research different sexual dysfunctions and discuss current research trends in this area, incident rates, course of disorder, and treatments.
 8. Research the effects of alcohol and drugs on making choices in sexual relationships.
 9. Research current theories on the continuum of sexual orientation. Include in your discussion varying theories on this topic and current research trends.
 10. Research theories on the etiology of paraphilias.
 11. Discuss research on how the change in diagnostic criteria for Gender Dysphoria has changed the interpretation of Trans individuals.
 12. Research the history and personal effects of prostitution.
 13. How has pornography changed in the last 20 years, what factors have affected this?
 14. Research how gender behavior is learned and affected by biology. Discuss the Nature/Nurture approach to gender in your paper.
 15. What are the individual and social effects of rape?
 16. Research how mindfulness practices can increase satisfaction in relationships.
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- 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 9, 2022**

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.

Campus Supports for Students:

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 and includes 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:

- [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.

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/>

Class Policies:

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 papers you will be writing this 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. It is also important that all of the work that you submit is your own and that you maintain a respectful, academic demeanor when interacting with

our class. Please ask me if you have any questions regarding this policy. The entire board policy (AP 5500) can be accessed on the CR's web site and through the following link:

<https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies#>

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.

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 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 WebAdvisor

<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:

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 grade book on Canvas, so please use this to keep track of your grades and communicate with me if you see any discrepancies.