

**Course Information**

|                                       |
|---------------------------------------|
| Semester & Year: Spring 2024          |
| Course ID & Section #: Psych-3- E6012 |
| Instructor's name: Michelle Haggerty  |
| Day/Time: MW 10:05-11:30              |
| Location: CAC 208                     |
| Number of units: 3                    |

**Instructor Contact Information**

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|--|
| Office location: 406 in new Creative Arts Complex, or in zoom room:<br>Michelle Haggerty's Personal Meeting Room<br>Join Zoom Meeting<br><a href="https://redwoods-edu.zoom.us/j/8491353095">https://redwoods-edu.zoom.us/j/8491353095</a><br>Meeting ID: 849 135 3095 |
| Office hours: M 1-2:30, W 9:00-10:00 in zoom, CAC office, or by appointment.   |
| Phone number: 707-476-4319   |
| Email address: michelle-haggerty@redwoods.edu  |

**Required Materials**

|   |
|---|
| Textbook Title: Our Sexuality             |
| Edition: 14 <sup>th</sup> 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

### Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury.
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling, and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: [dsps@redwoods.edu](mailto:dsps@redwoods.edu).

- Eureka: 707-476-4280, Student Services Building, 1st floor.
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

### Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

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.
- CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## **Community College Student Health and Wellness**

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

### Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

### Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: [shawnaabmft@gmail.com](mailto:shawnaabmft@gmail.com)

Fax: 707-237-2318 (voicemail can be left via fax)

## Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

## **Canvas Information**

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, grade book, modules and quizzes will be available on Canvas. This is also a good method for us to communicate and for me to provide you with optional 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 [My CR Portal](#)
- For help logging in to Canvas, visit [My CR Portal](#).
- For help with Canvas once you're logged in, click on the Help icon on the left menu.
- For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160
- Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)
- **Setting Your Preferred Name in Canvas:**
- Students can 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. This does not change your legal name in our records. See the [Student Information Update form](#)

## **Admissions deadlines & enrollment policies**

### **Spring 2024 Dates**

|            |   |
|------------|---|
| January 12 | Last day to register for classes (day before the first class meeting) |
| January 13 | Classes begin   |
| January 15 | Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)    |
| January 19 | Last day to add a class   |
| January 26 | Last day to drop without a "W" and receive a refund                   |
| January 29 | Census Date (20% of class)  |

|             |  |
|-------------|--|
| February 16 | Lincoln's Birthday Holiday (District-wide closure)         |
| February 19 | President's Day Holiday (District-wide closure)            |
| March 7     | Last day to petition to graduate                           |
| March 29    | Last day for student initiated withdrawal (62.5% of class) |
| March 29    | Last day for faculty initiated withdrawal (62.5% of class) |
| March 11-16 | Spring break (no classes)                                  |
| May 4-10    | Final Examinations   |
| May 10      | Last day to file for P/NP Option                           |
| May 10      | Semester Ends  |
| May 17      | Grades due   |
| May 24      | Grades available   |

## Evaluation & Grading Policy

Attendance/ Participation: 150 points

Quizzes: 120 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+           |

|                  |          |
|------------------|----------|
| <b>70 –76 -%</b> | <b>C</b> |
| <b>60 – 69%</b>  | <b>D</b> |
| <b>59% - 0</b>   | <b>F</b> |

\*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 5/3/24.

### **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. **Attending office hours in person, calling, or zooming in during the times below.** I will hold office hours on Mondays from 1:00-2:30, in my office or zoom and Wednesday 9-10 in zoom or my physical office in CAC. 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.)

## Course Schedule:

| Dates:                   | Topic:                                     | Reading Assignment | Assignment Due                        |
|--------------------------|--|--------------------|---------------------------------------|
| 1/17/24                  | Introduction                               | Chapter 1          |                                       |
| 1/22/24                  | Perspectives on Sexuality                  | Chapter 1          |                                       |
| 1/24/24 & 1/29/24        | Sex Research: Methods and Problems         | Chapter 2          |                                       |
| 1/31/24, 2/5/24 & 2/7/24 | Gender and Sexuality                       | Chapter 5          |                                       |
| 2/12/24                  |  |                    | <b>Quiz #1 on chapters 1, 2 and 5</b> |
| 2/12/24 & 2/14/24        | Female Sexual Anatomy                      | Chapter 3          |                                       |
| 2/19/24                  | <b>Holiday- No Class</b>                   |                    |                                       |
| 2/21/23                  | Male Sexual Anatomy                        | Chapter 4          |                                       |
| 2/26/24                  | <b>No class- Professor Conference</b>      |                    |                                       |
| 2/28/24                  |  |                    | <b>Personal Project Due</b>           |
| 2/28/24                  | Sex for Sale                               | Chapter 18         |                                       |
| 3/4/24                   | Finding sources for paper. APA formatting  |                    |                                       |
| 3/6/24                   |  |                    | <b>Midterm on chapters 1-5 and 18</b> |
| 3/11/24 & 3/13/24        | <b>No class- Spring Break</b>              |                    |                                       |
| 3/18/24 & 3/20/24        | Sexual Coercion                            | Chapter 17         |                                       |
| 3/25/24                  | <b>Discussion of Research paper topics</b> |                    | <b>Research paper outline due</b>     |
| 4/1/24                   | <b>No class- Holiday- Cesar Chavez Day</b> |                    |                                       |

|   |                               |   |
|---|-------------------------------|---|
| <b>3/27/24<br/>&amp; 4/3/24</b>                   | Arousal and Response          | Chapter 6   |
| <b>4/8/24 &amp;<br/>4/10/24</b>                   | Love and<br>Communication     | Chapter 7   |
| <b>4/15/24</b>                                    |                               | <b>Quiz on<br/>chapters 17, 6<br/>and 7.</b>                          |
| <b>4/15/24 &amp;<br/>4/17/24</b>                  | Sexual Orientations           | Chapter 9   |
| <b>4/22/24</b>                                    | STI's                         | Chapter 15  |
| <b>4/24/24</b>                                    | Contraception                 | Chapter 10  |
| <b>4/29/24</b>                                    |                               | <b>Research<br/>Paper Due</b>   |
| <b>4/22/24, 4/24/24,<br/>4/29/24 &amp; 5/1/24</b> | <b>Group Presentations</b>    | <b>Presentations<br/>- Outline due<br/>on day of<br/>presentation</b> |
| <b>Wednesday<br/>5/8/24</b>                       | <b>Final Exam 10:45-12:45</b> | <b>Final Exam</b>   |



### **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 with the course.
- 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.

### **Class Participation (150 points):**

To fully benefit from the class, you must be present in the classroom. Therefore, points are obtained for 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.

### **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 **1/29/24**, where I will be dropping students that have not been participating in class. On **2/29/24** I will again be dropping students that are not participating. The end of the 10<sup>th</sup> week is **3/29/24**, which is the last day to drop with a W in the class. Please keep me informed of anything that is interfering with your participation/attendance in this class.

### **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.

## **Assignments:**

### **Quizzes (120 points):**

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

The quizzes and exams will be taken in the classroom. Please let me know as soon as possible if you are unable to make it to class on the day of the quiz or exam.

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.

### **Exams (150 points each):**

Two exams will be given during the semester. They will consist of multiple choice and essay questions and will cover the chapters reviewed up to the point of the exam.

### **Pop Quizzes and Classroom Activities (up to 40 points):**

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.

## Writing Assignments:

There will be **two writing assignments** this semester 5 points will be taken off for every day 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 (100 points):

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. 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.
5. 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.
6. 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- Literature Review (150 points):**

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 on current topics in STI research. Are there 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 impacted care for individuals that are Trans.
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.

- 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. OWL at Purdue is a good online source 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 **May 3, 2024**.

**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 (50 points):**

When you begin working on your research project, I will assign groups for you to work in. These groups will allow you to support each other in the research process

and to prepare a presentation of your paper to the class. Groups will be assigned based on themes of chosen topics for your research paper. 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.

**Rubric for presentation:**

Visual aide- 7 points available

Eye contact- 5 points available

Length of presentation – 8 points available

Sources of information for the presentation – 10 points available

Outline of presentation – 20 points

**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#>

**AI- Chat GPT:**

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. As stated above all the work you turn in this semester needs to be your own, so you should not have AI write the papers. Sometimes, using these tools appropriately can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments. Any or all your assignment submissions may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn. As students, and particularly students of psychology, you should be aware of technological changes and how they will impact your work world in the future. AI tools will prove to be useful to us, but they will not replace humans and you should be continuing to learn how to critically analyze information.

**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 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 to receive emergency alerts. Check to make sure your contact information is up to date by logging into [WebAdvisor](#) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any

questions. For more information see the [Redwoods Public Safety](#).

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.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

**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 frequently 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.