



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Human Sexuality

Course Prefix and Number – PSYC 2306(Cross listed as SOCI 2306)

Department – Psychology/Sociology

Division – Social and Behavioral Sciences

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description – PSYC/SOCI 2306 Human Sexuality

This coursework will provide an overview of the broad field of human sexuality. Topics will be covered from various perspectives inclusive of biological, sociological, anthropological, etc., with a focus on the psychological perspective. The goal is for each student to learn factual, scientifically based information that will provoke thought and contribute to his/her own knowledge and decision making on sexual issues outside the classroom.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prerequisites/Co-requisites – TSI Satisfied

Prepared by Rebecca McElroy

Date 9-20-13

Reviewed by Department Head Rebecca McElroy

Date 9-20-13

Accuracy verified by Division Chair Amanda Shelton

Date 9-20-13

Approved by Dean or Vice President of Instruction *gghunt*

Date 9-20-13



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

1. The contemporary and historical views on human sexuality.
2. Research methods that have been utilized in the field.
3. Developmental physiology, anatomy and function of the male and female internal and external sex organs.
4. Individual and gender-related differences in human sexual response
5. Theoretical perspectives concerning psychosexual development.
6. Understanding of individual sexuality and relationships including: sexuality through the life cycle, sexual individuality, sexual values, sexuality and communication, gender roles, and gender identity.
7. The various methods of birth control including positive and negative aspects of each.
8. Decision making about pregnancy and parenthood, and the birthing process.
9. Fertilization techniques and concerns.
10. The techniques of effective communication, various theories of love, and an overview of divorce.
11. Contemporary societal concerns such as: solitary sex and shared sex; same-gender orientation and behavior, same-sex marriage, homophobia, and biphobia.
12. An overview of the cultural spectrum of human sexual behavior and the relationship between sex, art, the media and law.
13. Sexual problems such as: sexual coercion, rape and abuse, sexually transmitted diseases and other physical problems, HIV/AIDS concerns, atypical sexual behaviors, and sexual dysfunctions and their treatment.

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Identify common myths of sexual functioning. 2. Identify human sexual behaviors and sexual responses 3. Explain the relationship between sexuality and developmental changes throughout the lifespan. 4. Describe the causes, symptoms, and treatments, for sexually transmitted infections, and the behaviors that increase, and decrease the risk of contracting a sexually transmitted infection (STI). 5. Describe the principles of effective communication and the specific barriers to effective communication about sex and sexuality. 6. Use an academic sexual vocabulary. 7. Discuss cultural differences in sexual attitudes and behaviors 	<ol style="list-style-type: none"> 1. Scored test items pertaining directly to lecture and text information, and related critical thinking exercises scored via rubrics relating to video reflections. 2. Scored test items pertaining directly to lecture and text information. 3. Scored test items pertaining directly to lecture and text information. 4. Scored test items pertaining directly to lecture and text information, and related critical thinking exercises scored via rubrics relating to video reflections. Essay and research topics for written assignments. 5. Scored test items pertaining directly to lecture and text information, and related in class exercises scored via rubric. 6. Scored test items pertaining directly to lecture and text information. 7. Essay/research topic and scored test items pertaining directly to lecture and text information

<p>8. Identify the occurrence and causes of sexual variations.</p> <p>9. Identify contraceptive methods and learn how these methods prevent conception.</p>	<p>8. Scored test items pertaining directly to lecture and text information, and related critical thinking exercises scored via rubrics relating to video reflections.</p> <p>9. Scored test items pertaining directly to lecture and text information.</p>
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III. Required Text(s), Optional Text(s) and/or Materials to be supplied by Student.

Kelly, Gary. Sexuality Today The Human Perspective. 10th Edition. Boston: McGraw-Hill
 ISBN: 978-0-07-353199-1

Individual titles selected by the instructor available in the library collection. Primary documents selected by instructor and available to students, made available from instructor web site, or placed on reserve in library.

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Regular conventional classroom or computer lab, overhead projector, video/DVD projector and television/smart board technology. Instructor must have training in, and access to all appropriate technology for www courses and courses via I-TV.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Instructors may use the narrative/lecture method of instruction to impart factual information and to elaborate on the topic areas in order to impart practical application of theory. This method of instruction also encourages and enables class discussion.

Class discussion of theory and its practical application is necessary in order for students to enhance their understanding of the terms used in Human Sexuality, and to fully comprehend the relevance and utility of the material. Discussion is fostered by the use of practical examples, outside readings, video, and the students’ own research.

Reading assignments are mandatory and include the text, outside readings, and research as assigned.

Students will be required to complete at least one research based paper, using online technology and/or other sources, which will enable the use of relatively recent research taken from peer reviewed journal articles concerning topic areas under study. This will acquaint the student with the technology used in research, relevant topic areas in Human Sexuality, and the type of research that is required in the behavioral science field. This paper will be written using American Psychological Association (APA) style, which is reviewed in class, by handouts, and in the online library.

Written work may also be required in the form of essay questions or short answers on tests and written exercises in class. These requirements are to be designed to challenge the student to analyze and/or critique the material presented in class.

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Completion of reading assignments made by the instructor

- Completion of an appropriate APA research paper
- Encouragement and opportunity to participate in class discussion
- Completion of assigned tests and departmental final assessment

The grading rubric for all tests, papers, and projects will be as follows:

90% to 100%=A
 80% to 89%=B
 70% to 79%=C
 60% to 69%=D
 Below 60%= F

Assessment may be conducted using these methods:

- Objective assessment as measured on multiple choice, matching, true/false, and short answer tests
- Subjective assessment as measured on essay type questions or critical thinking assignments
- Writing, research, interpretation, and application assessment as measured on research paper

The weight, style, and nature of the specific assessment method are left to the discretion of the instructor, but each instructor must include and place emphasis on these competencies. Balance in testing is required in order to foster and accommodate variations in learning styles.

*Overall minimum percentages for all assessments are as follows: 20% Final exam; 20% Written assignment; 40% other assessments, i.e., projects, quizzes, and tests.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
 No additional documentation needed

- **Academic WCJC Core Course**
 Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**
 If needed, revise the Program SCANS Matrix & Competencies Checklist.



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: **PSYC 2306**

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify common myths of human sexual functioning.	Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals concerning the history and evolving science of modern sexual research	-Critical thinking exercises (rubric scored handouts and video reflections) -Scored test items pertaining directly to related lecture, text concepts, and information
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the relationship between sexuality and developmental changes throughout the lifespan.	Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals concerning sexuality and developmental changes throughout the lifespan and across cultures	-Scored test items pertaining directly to related lecture, text concepts, and information -Writing assignment (APA research and data interpretation) and/or video reflection
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify contraceptive methods and how these methods prevent conception.	Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals concerning modern day contraception and contraceptive use and effectiveness, inclusive of cultural/political ramifications	-Critical thinking exercises (rubric scored handouts and video reflections); Scored test items pertaining directly to related lecture, text concepts, and information; Writing assignment (APA research and data interpretation) and/or video reflection



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: **PSYC 2306**

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify human sexual behaviors and sexual responses.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Scored test items pertaining directly to related lecture, text concepts and information -Rubric scored correct usage of terminology in oral and written assignments (APA paper)
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the principles of effective communication and the specific barriers to effective communication about sex and sexuality.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals	-Scored test items pertaining directly to related lecture, text concepts and information -Rubric scored correct usage of terminology in oral and written assignments (APA paper)
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Demonstrate and academic sexual vocabulary	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Scored test items pertaining directly to related lecture, text concepts and information -Rubric scored correct usage of terminology in oral and written assignments (APA paper)



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: **PSYC 2306**

Core Objective: **Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Recall the occurrence and causes of sexual variations.	-Reading assignments in text and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -In class writing assignment	-Scored test items pertaining directly to related lecture, text concepts and information -Rubric scored correct usage of terminology and data interpretation in oral and written assignment (APA paper)
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the causes, symptoms, and treatments, for sexually transmitted infections and the behaviors that increase or decrease the risk of contracting an STI.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -In class writing assignment	-Scored test items pertaining directly to related lecture, text concepts and information -Rubric scored correct usage of terminology and data interpretation in oral and written assignment (APA paper)
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: **PSYC 2306**

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the causes, symptoms, and treatments, for sexually transmitted infections and the behaviors that increase or decrease the risk of contracting an STI.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing/reflection assignment	- Scored test items pertaining directly to related lecture, text concepts and information -Rubric scored correct usage of concepts/terminology/effects in oral and written assignment (APA research paper)
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify cultural differences in sexual attitudes and behaviors.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing/reflection assignment	- Scored test items pertaining directly to related lecture, text concepts and information -Rubric scored correct usage of concepts/terminology/effects in oral and written assignment (APA research paper)
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			