



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 –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., but will focus primarily 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 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 Helms McElroy

Date 9-20-13

Reviewed by Department Head Rebecca Helms McElroy

Date 9-20-13

Accuracy verified by Division Chair Amanda Shelton

Date 1-29-14

Approved by Dean or Vice President of Instruction *gghunt*

Date 2-4-14



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

<p>Learning Outcomes Upon successful completion of this course, students will:</p>	<p>Methods of Assessment</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 8. Identify the occurrence and causes of sexual variations. 9. Identify contraceptive methods and how these methods prevent conception. 	<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 8. Scored test items pertaining directly to lecture and text information, and related critical thinking exercises scored via rubrics relating to video reflections. 9. Scored test items pertaining directly to lecture and text information.

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 Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

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



Page 1: Competencies

Course Prefix & Number: PSYC 2306/SOC 2306 Human Sexuality	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Section exam and/or research topic
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Section exam and/or research topic
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	Competency does not apply
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	Competency does not apply
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Section exam and/or research topic
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	Competency does not apply



Page 2: Perspectives

Course Prefix & Number: SOC 2306	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Perspective does not apply
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Perspective does not apply
3. Recognize the importance of maintaining health and wellness;	Section exam and/or research topic
4. Develop a capacity to use knowledge of how technology and science affect lives;	Perspective does not apply
5. Develop personal values for ethical behavior;	Section exam and/or research topic
6. Develop the ability to make aesthetic judgments;	Perspective does not apply
7. Use logical reasoning in problem solving;	Perspective does not apply
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Perspective does not apply



Page 3: Exemplary Educational Objectives

Course Prefix & Number: SOC 2306	
Component Area: Social and Behavioral Sciences	
Exemplary Educational Objective	Method of Assessment
1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Section exam and/or research topic
2. Examine social institutions and processes across a range of historical periods, social structures, and cultures.	Exemplary objective does not apply
3. Use and critique alternative explanatory systems or theories.	Section exam and/or research topic
4. Develop and communicate alternative explanations or solutions for contemporary social issues.	Section exam and/or research topic
5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Exemplary objective does not apply
6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.	Exemplary objective does not apply
7. Understand the evolution and current role of the U.S. in the world.	Exemplary objective does not apply
8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints.	Section exam and/or research topic
9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Section exam and/or research topic
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Exemplary objective does not apply
11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	Exemplary objective does not apply
12. Identify and understand differences and commonalities within diverse cultures.	Exemplary objective does not apply

|