



**DIVISION OF ADULT LEARNING**

**SYLLABUS**

**MAFT-533: Human Sexuality**

Date: 08/27/2018

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**University Mission Statement:**

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**Catalog Description:**

This course is an overview of contemporary theory, research, and educational practice related to the study of human sexuality.

**Required Text(s) and/or Supporting Resources:****Required Texts:**

Bruess, C. & Schroeder, E. (2014). *Sexuality Education Theory and Practice*, 6<sup>th</sup> ed. NY: Jones & Bartlett. 9781449649272.

Thompson, J. & Fitzpatrick, J. (2018). *Mom, Dad...What's Sex?* Nashville: Harvest House Publishing. ISBN: 9780736972666.

**Additional Supporting Resources**

Holy Bible

YouTube videos

Resources provided in the Learning Management System (LMS).

**Prerequisite Skills and Knowledge:**

None

**Course Goals and Learning Outcomes:****PURPOSE**

This course is intended to familiarize students with the contemporary theory, research, and practice of family life education related to the study and understanding of human sexuality.

**General Learning Objectives (Course Goals):**

*This course seeks to:*

1. Identify key concepts and characteristics of effective sexuality education.
2. Explore trends and controversies in sexuality education curricula, including comprehensive, abstinence-only, and abstinence-based among different groups and settings.
3. Describe federal and state policies that effect sexuality education.
4. Define the role of the sexuality educator in the school, church, community and family.
5. Review sexuality education curricula, programs and resources based on research, quality and technical accuracy of content and sound educational methodology.
6. Discuss controversial issues facing teachers, parents, school administrators and policy-makers related to sex education in schools and community settings.

7. Explain benefits and risks associated with various types of sexuality education curricula used in United States' schools.
8. Provide an overview of the biological, psychological and sociological aspects of sexuality education.
9. Review cultural, cognitive, social, emotional, biological, and spiritual characteristics of the development of sexual attitudes, values, ethics and behaviors.
10. Introduce students to various concepts and terminology used in the practice of human sexuality education.
11. Outline strategies for conducting sexuality education.
12. Introduce students to the skills required to advocate, develop, implement and assess sexuality education programs.

**Specific Behavioral Objectives (Learning Outcomes):**

*As a result of the activities and study in this course, the student should be able to:*

1. Distinguish between traditional and contemporary concepts of human sexuality.
2. Outline foundations of a sexuality education program.
3. Compare and contrast pertinent controversial issues in sexuality education.
4. Explain the role of the sexuality educator in the K-12, church, community, and family setting.
5. Outline the history of sexuality education in America.
6. Identify biological, psychological, and cognitive systems, functions and issues of human sexuality.
7. Explain the impact of comprehensive sexuality education in the family and interpersonal relationships
8. Analyze challenges to the sexuality educator in delivering sex education to K-12 students.
9. Compare and contrast trends in dating, cohabitation, marriage, family and other long-term relationships
10. Demonstrate an understanding of the relationship between sexuality and a variety of social topics: age, diversity, health, laws, education, lifestyle and the media.
11. Demonstrate an understanding of methods of contraception, methods of fertilization and the fertilization process, the physical and psychological effects of pregnancy, the birth experience, and abortion.
12. Identify themes of developing sexuality in the individual throughout the lifespan using the lens of diversity.
13. Compare and contrast the development of male and female sexuality throughout the lifespan.
14. Discuss the sources of potential conflict between personal values, religious beliefs, and sexual decision-making.
15. Explain individual differences in sexual desire, communication and beliefs in marital relationships.
16. Demonstrate an understanding of predictors and patterns of sexually transmitted infections, sexual abuse, sexual harassment, sexual addiction, sexual dysfunction, and atypical sexual behavior, in Western culture.
17. Outline specific educator strategies for setting the learning climate and teaching sexuality education programs.
18. Outline specific learning styles and strategies for participants in sexuality education.
19. Describe the relationship between sexuality and an individual's values, ethics and decision-making process.

20. Identify sexual behaviors, both common and uncommon, that sexuality educators should be aware of and have an understanding of as they exist in society.
21. Distinguish between concepts and skills that should be taught at specific age and educational levels as well as in specific settings.
22. Compare and contrast the role of the sexuality educator and the sexual counselor.
23. Outline steps and strategies in program implementation and delivery of a sexuality education program.
24. Outline steps and strategies in program evaluation and assessment of a sexuality education program.
25. Outline factors associated with program and educator effectiveness in sexuality education.
26. Demonstrate knowledge of the National Sexuality Education Standards: Core Content & Skills K-12 as well as State Policies of Sexuality Education.
27. Advocate for a sexuality education program in the K-12 and church settings. including strategies for delivery, evaluation, and assessment.

### Major Topics:

- A. Foundations of Sexuality Education
- B. Controversies in Sexuality Education
- C. Sexual Anatomy & Physiology
- D. Cognitive & Psychological Aspects of Sexuality
- E. Family Life & Intimate Relationships
- F. Sociology & Sexuality
- G. Values, Ethics & Decision-Making
- H. Sexual Behaviors
- I. Sexuality Education: Setting & Climate
- J. Learning Strategies for Sexuality Education
- K. Teaching Strategies for Sexuality Education
- L. Topics & Timing in Sexuality Education
- M. The Sexuality Educator
- N. Program Implementation
- O. Program Evaluation & Assessment
- P. Program & Educator Effectiveness
- Q. Religious & Ethical Perspectives on Sexuality

### Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.

- C. **Unit Assignments.** Students will be given media to review in each of Units 1-6. Watch the assigned media clip(s) and then prepare a two-page analysis paper illustrating their personal reaction to the clip and its impact on their understanding of the role of the sexuality educator as well as challenges to the delivery of sexuality education in schools and in the community. The reflection should address connections to Text/Media assignments as well.
- D. **Exams.** Students will complete an exam in each unit (1-6) pertaining to the course material assigned in each unit. In Unit 7, students will complete a comprehensive Final Exam.
- E. **Course Project (Book Review).** Students will review two popular sexuality education books (I.e., Christian vs. Secular) designed for parents who want to teach their children about sexuality. The approved list of books for selection will be given by the instructor. Students will then prepare a review paper in which they will summarize each book and then compare and contrast the merits of each, including a suggestion for the most appropriate book for parents to use in educating their children.
- F. **Course Project (Paper):** Students will prepare a proposal in which they take a clear position advocating for comprehensive sexuality education in one of two settings: 1. the K-12 school or 2. the local church. They will then outline the content and delivery strategies they would use in the program they are advocating. Students will support their position with relevant information from readings, peer-reviewed academic research and data, as well as the media presentations included in the course curriculum. Their paper should show an awareness of the intended audience and its needs. This proposal should encourage others to support their position by demonstrating passion/conviction and well-documented research. The paper should show both depth and breadth of understanding re: the need for comprehensive sexuality education and realistic solutions/recommendations.

**Evaluation:**

A. Threaded Discussions	280
B. Unit Assignments	180
C. Exams	350
D. Course Project	190

**Grading Scale:**

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
F	.0	0 - 699

**Letter Grade Equivalencies:**

**A** = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

**B** = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

**C** = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

**F** = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

**Unit and Time Distribution:**

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

**POLICIES****Attendance Policy:**

At Lee University, student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

**Academic Honesty Policy/Information:**

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.

- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

#### Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

## EXPECTATIONS

#### Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.



- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

#### Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

### IMPORTANT STUDENT INFORMATION

#### Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email [academicsupport@leeuniversity.edu](mailto:academicsupport@leeuniversity.edu). It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

**BIBLIOGRAPHY**

**Knowledge Base/Working Bibliography (Reading List):**

None