



DIVISION OF ADULT LEARNING

SYLLABUS

PSYC-365: PSYCHOLOGY OF HUMAN SEXUALITY

Date: 11/28/2017

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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 will outline the psychological and developmental aspects of human sexuality within the context of relationships. Issues of sexuality are discussed within a spiritual, psychological, cultural and medical/health related framework.

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

Golanty, E. & Edlin, G. (2012). *Human Sexuality: The Basics*. Sudbury, MA: Jones & Bartlett Learning. ISBN: 9780763736521.

West, C. (2013). *Fill These Hearts: God, Sex, and the Universal Longing*. NY: IMAGE. ISBN: 9780307987136.

Additional Supporting Resources:

Holy Bible.
YouTube videos and resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

PSYC-260

Course Goals and Learning Outcomes:**PURPOSE**

This course deals with one of the most exciting and controversial areas of psychology. Research in human sexuality is revealing new and profound insights into the connections between the psychological, biological, and cultural and spiritual selves that serve as the basis for our sexual attitudes, values, and behaviors. This course will give an overview of the major areas of study within the field of human sexuality.

General Learning Objectives (Course Goals):

This course seeks to:

1. Outline the physiological and psychosocial aspects of male and female anatomy that impact sexuality and sexual functioning.
2. Review ways in which societal, parental, peer, and individual attitudes and values affect sexual development and sexual awareness in our society.
3. Trace the major historical and contemporary events as well as research in American sexual attitudes and behaviors.

4. Outline contemporary methods of birth control, methods of fertilization and the fertilization process, the physical and psychological effects of pregnancy, the birth experience, and abortion.
5. Present themes of developing sexuality in the individual throughout the lifespan using the lens of gender and culture.
6. Outline the development of male and female sexuality across the lifespan within the lens of gender, culture, religion, and science.
7. Discuss ways in which gender roles, gender stereotypes, and gender differences impact sexual behavior, love, and intimacy in all age groups and in different cultures.
8. Identify the sources of potential conflict between personal values, religious beliefs, and sexual decision-making.
9. Outline the relationship between love and marriage, love and sexual desire, love and sex, and healthy and addictive love.
10. Highlight ways in which individual differences in sexual desire, communication and beliefs can affect the marital relationship.
11. Review the changes in attitude toward homosexuality from biblical times to the present.
12. Outline predictors and patterns of sexually transmitted infections, sexual abuse, sexual harassment, sexual addictions, sexual dysfunctions, atypical sexual behaviors in Western societies.

Specific Behavioral Objectives (Learning Outcomes):

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

1. Demonstrate an understanding of the physiological and psychosocial aspects of male and female anatomy that impact on sexuality and sexual functioning.
2. Discuss the ways in which societal, parental, peer, and individual attitudes and values affect sexual development and sexual awareness in our society.
3. Identify the major historical and contemporary events as well as research in American sexual attitudes and behaviors.
4. Demonstrate an understanding of methods of birth control, methods of fertilization and the fertilization process, the physical and psychological effects of pregnancy, the birth experience, and abortion.
5. Identify themes of developing sexuality in the individual throughout the lifespan using the lens of gender and culture.
6. Compare and contrast the development of male and female sexuality throughout the lifespan.
7. Describe the ways in which gender roles, gender stereotypes, and gender differences impact sexual behavior, love, and intimacy in all age groups and in different cultures.
8. Discuss the sources of potential conflict between personal values, religious beliefs, and sexual decision-making.
9. Discuss the relationship between love and marriage, love and sexual desire, love and sex, and healthy and addictive love.
10. Explain how individual differences in sexual desire, communication and beliefs can affect the marital relationship.
11. Discuss the changes in attitude toward homosexuality from biblical times to the present.
12. Demonstrate an understanding of predictors and patterns of sexually transmitted infections, sexual abuse, sexual harassment, sexual addiction, sexual dysfunction, atypical sexual behavior, in Western culture.

Major Topics:

- A. Introduction to the Study of Sexuality
- B. The Biology of Sexuality
- C. The Sexual Self
- D. Sexuality Across the Lifespan
- E. Sexuality, Love & Intimate Relationships
- F. Sexual Coercion & Assault
- G. Integration of Faith and Psychology

Course Assessments:

- A. Text/Media.** All text/media is evaluated in the threaded discussions and assignments. **Because of the nature of this course, you should note that internet browsing filters (or blockers) set on your computer may interfere with links needed for your course work. If using filters or blockers, you may want to disable them while doing your course work.**
- A. 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. There are 16 threaded discussions throughout this course.
- B. Unit Assignments.** Students will be given YouTube links with each unit of study. The assigned media clips are to be watched and a three-page media reflection paper prepared illustrating reaction to the clips. The reflection should address connections to the reading assignments as well.
- C. Course Project.** Students will prepare an Integration Paper that formally reflects the integration of faith with discipline. Students will critically assess a specific sexual issue in our culture today using academic research and theory, scriptural references and possible implications of this sexual issue for persons in relationships across the life cycle. This paper should be between 5-7 pages, double-spaced and include a reference/bibliography page. Six sources are required (i.e., two academic journal articles, The Holy Bible, three Internet sources).
- D. Exams.** An exam will be given each week pertaining to the course material assigned to each unit of study. Exam format will include multiple-choice, matching and true & false questions. Follow guidelines given for each exam.

Evaluation:

A. Threaded Discussions	240
B. Unit Assignments	210
C. Course Project	200
D. Exams	350

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
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599
Letter Grade Equivalencies:		
<p>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.</p>		
<p>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.</p>		
<p>C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.</p>		
<p>D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.</p>		
<p>F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.</p>		
Unit and Time Distribution:		
The time to complete each unit is approximately 14-17 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 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. 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):

Bell, R. (2010). *Sex God*.
Hortsman, J. (2011) *The Scientific American Book of Love, Sex and the Brain*. NY: Jossy-Bass.
Leman, K. (2006). *Sex Begins in the Kitchen: Creating Intimacy in your Marriage*. NY: Tynedale.
Leman, K (2003). *Sheet Music: Uncovering Secrets of Sexual Intimacy in Marriage*. NY: Tynedale.
Rosenau, D. (2002). *Celebration of Sex*. NY: Thomas Nelson.
Rosenau, D. & Wilson, M.T. (2006). *Soul Virgins: Redefining Single Sexuality*. NY: Thomas Nelson