



## COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

**Course No. & Title:** PSYC 310 DL2, Psychology of Sexuality

**Semester and Term:** Summer 2014

**Day and Dates:** online July 7, 2014 – August 23, 2014

**Time:** Online

**Campus Location:** Room 1, Cyber Space, Cloud Hall. Distance Learning

**Course Description:**

Physiological and psychological components of human sexuality, and their interaction. Focus on health and social issues and on individual, gender, and cultural differences.

Prerequisite Course: PSYC 103 and 201 or 202

Course Code: HS-PE, LA, PSY-PE, SsC

**Instructor & contact information:** Herb Storck

Email: hstorck@bridgeport.edu

**Required Textbook:**

*Understanding Human Sexuality* by Hyde ISBN# 9780078035395  
12<sup>th</sup> ed 2014 McGraw-Hill

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Learning Outcomes:**

Upon completion of this course the student should be able to:

1. Describe and compare the several theoretical approaches to sexual development and indicate how each theory explains the key factors involved in emotional, mental, physical, cultural, social, and procreation processes.
2. Demonstrate a general knowledge of the basic concepts of human sexual behavior from adolescence and throughout the lifecycle.
3. Utilize the course to gain insight into his or her own developmental process.
4. Understand the concept of orientation, sexual variations, sexual disorders, and how these apply to human sexuality and self image.

**Grading Criteria:**

Quiz 1 (Canvas)	10%
Midterm Exam	25%
Canvas Assignment (5 x 8 pts each)	40%
Final Exam	25%

### First Assignment Prior to the First Class:

*The writing assignment is due on the date of the first class, in this case July 7, the start of the online course period. Please post it as an attachment. In fairness to students who made the effort to submit their assignment on time, late assignments will not be accepted.*

### Pre-Week 1:

**The assignment due at the start of the first day of the course is the following:**

BEFORE READING the text or any other sources, BASED ON YOUR OWN CURRENT KNOWLEDGE, draw (yes draw with a pencil and paper) the male and female sex organs. Be sure to include the **internal** and **external** organs for both the male and female. “Internal” means inside the body, but in the case of males, also inside the external organs. “External” refers to the external features of the female and male. If you are not an artist, well, it’s ok, do the best you can. If you ARE an artist, feel free to use crayons and color various sex organs that you tend to find interesting (stay with the lines please).

Take a picture or scan your pictures and then post them to the Discussion Board. This can be most easily done as an attachment to your post.

### “NON-assignment” Assignment

**IMPORTANT:** Canvas provides us the opportunity to communicate in a manner that’s PRODUCTIVE, not simply a way of getting grades. I have recently begun providing a special Forum that is meant to be a “free-for-all” open discussion for you to ask unrestricted questions, provide answers to fellow students, write comments, etc. It is relatively unmonitored - - - well, I’ll jump in too sometimes but only as a participant. THE ONLY RESTRICTION IS THAT WHICH IS OUTLINED BELOW IN WEEK 1. WE MUST ALWAYS USE ACADEMIC TERMS, NEVER STREET OR SLANG TERMS. HOWEVER, THAT IS ESSENTIALLY NO RESTRICTION AT ALL BECAUSE THERE IS AN ACADEMIC TERM FOR

EVERYTHING. THERE HAS TO BE. THIS IS THE SCIENCE OF HUMAN SEXUAL BEHAVIOR, AND THAT SCIENCE STUDIES ALL ASPECTS.

So please make a point to use this Forum regularly. The summer course students made literally hundreds of posts, often very explicit, and getting answers to things they were always afraid to ask. Here, it is safe to ask.

## Description of Weekly Sessions:

**This is an online course. Your posts make up the entirety of your course obligation (along with a couple of tests), so they have to be good.**

### **How do I define good?**

Posts should be based on facts, not your opinions (unless the assignment in part specifically asks for you opinion). They must be thorough, include details, and examples. By doing so, you should be showing some insight into the issue. When I read your post, I should have no doubt that you have a good comprehension of the topic. If you do this, it's an easy 100. There is often the temptation to repeat what the author has said, particularly verbatim in quotes. Will this can be useful in a very limited manner, I'm not looking for a regurgitation of the author's work, I'm looking for a demonstration of your COMPREHENSION of it. See the difference? Draw the facts from the author and other sources, but use your own words and vision in your post. Again, it is not hard to get an "A" on the post if you simply treat the post as the only learning experience from the course and give it the treatment it deserves, as I described.

The replies to other students are necessary, but not a significant portion of your grade. Rather, they add to the quality of our Forum and broaden your participation and exposure. They CANNOT be "YES, I agree." ☺ They need to be a complete thought, but not necessary lengthy. I am primarily looking for the presence of replies. If you do not do replies, their absence will hurt your grade for that assignment by about 15 points, so it counts, but the vast majority of the grade is your post.

### **Week 1: Introduction & Sexual Anatomy**

PLEASE NOTE: We will be approaching this subject from a scholarly, scientific perspective - - - however we will also be totally open and discuss any aspect of human sexual behavior you wish. Therefore we will use the scholarly terms for organs and behavior. For example, we'll say penis, rather

than d&%k. And masturbation. And oral sex. And manual stimulation. Etc. Rather than the other words that may immediately come to mind. We must quickly become comfortable with discussing any, yes all, aspects of human sexual behavior. There are no restrictions that I can think of at the moment, provided we do not use slang, street, “obscene” terms. This course will be a totally open yet scholarly exploration of all aspects of human sexual behavior. **In this way, we’ll have a TERRIFIC course where we explore fascinating territory.**

- Read Chapters 3, 4

- **CANVAS ASSIGNMENT (Post due Tuesday, replies due Thursday):**

1. Review all of the drawings submitted by the students in the Pre-course assignment. Choose the student who’s picture is:
  - a. Most accurate
  - b. Least Accurate
  - c. Funniest
  - d. Most absurd 😊

Maybe I’ll tally up the votes and do something fun with the “winners”.

2. Describe laboratory studies of sexual anatomy using direct observation of sexual behavior, compared to and participant – observer studies. Reply to at least 2 other student posts.

## **Week 2: Puberty, Menstruation, and Pregnancy**

- **CANVAS ASSIGNMENT (Post due Tuesday, replies due Thursday):**
- Read Chapters 4,5

Describe the biology and process of the transition to sexual potential. Reply to at least 2 other student posts. What was it like when you had your first menstruation? Had you been warned. For the males, tell us what it was like to wake up and find that you had - - - something happen. Did you know what ejaculation was? Did you wake up during the ejaculation, immediately after during its “gooey-est”, or not until morning when your genitals were all glued to the bed sheets by an unknown crusty substance that you had to (gentle) detach. Yes, describe it. Had you been warned beforehand? Females are often very curious and surprised to hear what it was like for males. What marks the official beginning of puberty? What does science tell us about the trend in the onset of puberty. Why do you think the trend is what it is?

What is menstruation technically? Describe the biology of the process. Describe the process of conception.

## **Week 3: Sexual Arousal, Love and Attraction**

- **CANVAS ASSIGNMENT (Post due Tuesday, replies due Thursday):**
  - Read Chapters 8, 11
  - It's fascinating to look into the process of love, arousal, and the human sexual response cycle. What are the factors that can determine "attraction"? "Love"? Describe in detail the human sexual response cycle. Be willing 😊 to share some of your own experience with this process! Describe the process of orgasm. What does it feel like? (Some have said it's one of the hardest things to describe.) Are there similarities between male and female orgasms?
- **Quiz on Chaps 1-5, 8, 11**

### **Week 4: Variations in Sexual Behavior**

- Read Chapter 14
- **No official post assignment.**
- **Study for midterm.**
- **CANVAS "ASSIGNMENT" (Canvas is open all week for this activity):** This week we will use the benefits of Canvas to provide an interactive "study group". You may post questions, provide answers to student questions, whatever interactive study activity you find useful.

### **Week 5: Midterm Exam**

- Midterm Exam on Chaps 1, 2, 3, 4, 5, 8, 11, 14

#### **CANVAS ASSIGNMENT (Post due Tuesday, replies due Thursday):**

Continuing from Week 4 and Variations in Sexual Behavior, what is "deviant" sexual behavior? Or "abnormal" sexual behavior? Is there a limit at which "we" consider "too far"? Please be specific and provide examples. If you care to, or are brave enough, what is the most extreme "deviant" behavior you have tried? And, of course, who the "we" are who decide? Reply to at least 2 other student posts.

BTW, if you have read 50 Shades of Gray, you might want to share your overall view of the book. Did you find the activities EXCITING, disgusting, sick? For the females, what do you think of using the steel balls?

### **Week 6: Sexual Coercion, STD's**

- Read Chapters 15, 18
- **CANVAS ASSIGNMENT (Post due Tuesday, replies due Thursday):**

1. Discuss the naiveté regarding STD's throughout the lifespan. In other words, is the sexual behavior of adults (and older adults) safer than that of young people with regard to the risk STD's?
2. What are the special STD issues that exist in YOUNG adolescents, particularly in middle school?
3. How effective do you think condoms are as protection against STD'S
4. Reply to at least 2 other student posts.

**CANVAS RESOURCE: Online study group is available again for Final Exam.**

## **Week 7: Sex for Sale, Sexual Disorders & Sex Therapy**

Since this course has been reduced to 7 weeks, we will not officially cover Chapters 16, 17.

Is sex for sale a victimless crime?

What are some common sexual disorders?

These are not official assignments, just an opportunity to consider the topics if you wish.

**Final Exam. Chapters 1, 2, 3, 4, 5, 8, 11, 14, 15, 18**

### **Grading Criteria:**

Quiz 1 (Canvas)	10%
Midterm Exam	25%
Canvas Assignment (5 x 8 pts each)	40%
Final Exam	25%

### **Letter Grading Scale:**

<b>% of Points Earned</b>	<b>Letter Grade</b>	<b>% of Points Earned</b>	<b>Letter Grade</b>
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

## **ACADEMIC POLICIES**

### **Attendance Policy**

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

### **IMPORTANT:**

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

### **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

### **Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

### **Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:  
[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

### **ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

## **Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

## **Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:** <https://bridgeport.instructure.com/courses/985903>

**For assistance** contact the UB Help Desk at 203-576-4606 or email [helpdesk@bridgeport.edu](mailto:helpdesk@bridgeport.edu)  
<https://bridgeport.instructure.com/courses/829447/>

## **Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

## **Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

## **Using Computers**

Open access computer labs are available at three locations:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

## **Course Cancellations**

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for

information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

### IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

### CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

<b>Directions to IDEAL Campus locations</b>	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is **001416**.  
Federal Student Aid Information: 1-800-433-3243