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 ID8W2, Psychology of Sexuality
Semester and Term: Spring 2014
Day and Dates: Saturdays 3/15/14 – 5/3/2014
Time: 9am – 12pm
Campus Location: Bridgeport

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
hstorck@bridgeport.edu

Required Textbook:

Understanding Human Sexuality by Hyde ISBN# 9780078035395
12th 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.

Assignments:

The writing assignment is due on the date of the first class. Please bring it to class. ***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 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. "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). If you are able to, make 22 copies to distribute to the class. If you do not have access to copying, that's ok. Maybe take a picture of it and put it on a flash drive? Whatever.

CANVAS > > > > > > > > > PLEASE NOTE: The Ideal Program now requires us to include a Canvas on-line assignment each week. Don't let this freak you out, we'll discuss the scope of the assignments during the first class.

Week 1: Introduction & Sexual Anatomy

PLEASE NOTE: We will be approaching this subject from a scholarly, scientific perspective. Therefore we will use the scholarly terms for organs and behavior. For example, we'll say penis, rather than d&%k. And masturbation. And anal sex. And deviant sex, which we'll find is probably not deviant after all. 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 or all aspects of human sexual behavior. **Then, we'll have a TERRIFIC course where we explore fascinating territory.**

- Read Chapters 3, 4
- Share with class your drawings, and what you hope to get out of this course

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

- Read Chapters 4,5

  CANVAS ASSIGNMENT (Post due Tuesday, replies due Thursday): Describe the biology and process of the transition to sexual potential. Reply to at least 2 other student posts.

Week 3: Sexual Arousal, Love and Attraction

- Read Chapters 8, 11
- It's fascinating to look into the process of love, arousal, and the human sexual response cycle. Come to class ready and willing ☺ to share some of your own experience with this process!

- **CANVAS ASSIGNMENT:**
  - **Quiz on Chaps 1-5, 8, 11**

Week 4: Variations in Sexual Behavior

- Read Chapter 14

  CANVAS ASSIGNMENT: No Post. Study for Midterm Exam.

Week 5: Midterm Exam

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

  CANVAS ASSIGNMENT (Post due Tuesday, replies due Thursday: What is "deviant" sexual behavior? Or "abnormal" sexual behavior? Is there a limit at which "we" consider "too far"? And, actually, who are "we" to decide? Who is the "we"? Please come to class ready to give examples and share your views. Reply to at least 2 other student posts.

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, do adults (and older adults) behave differently re STD's?

2. What are the special STD issues that exist in YOUNG adolescents, particularly in middle school.

2. Reply to at least 2 other student posts.

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

Read Chapters 16, 17

Is it a victimless crime? How does "sex for sale" impact our notion of human sexual behavior?

Viagra, Cialis - - - therapeutic and/or recreational????

CANVAS ASSIGNMENT: No Post. Study for Final Exam.

Week 8: Final Exam

Final Exam, cumulative

Grading:

Paper 1	10%
Quiz 1 (Canvas)	20%
Midterm Exam	25%
Canvas Assignment (4 x 5 pts each)	20%
Final Exam	25%

Grading Criteria

Letter Grading Scale:

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
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 <u>without citing his sources</u>. 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

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 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: 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
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 – 1st 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). 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

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243