

NUR 150/HDF 150: Human Sexuality
University of Rhode Island

Summer Session I- 2017 (Online)

Instructor: Dr. Tiffani S. Kisler
Department: College of Nursing
Office: Transition Center 209
Phone: 874-2403
Email: tkisler@uri.edu
Office Hours: By appointment.
Appointments face to face or via Sakai "Meeting tab" available

Course Runs from May 22nd-June 24th 2017

***Please Note: This course includes detailed content about explicit topics discussion board, weekly readings, video clips, and humor illustrations, etc. If you are not comfortable learning about these topics in an open-minded scientific way, this may not be the right course for you. Sexuality is an especially sensitive topic and there will be a wide range of sexual attitudes, preferences, orientations, values and moral beliefs among your classmates. Some students have a lot of sexual experience and some have none. Some students identify as heterosexual and others identify as gay, lesbian, bisexual, queer, questioning, asexual or some other identity. Some students have liberal values and others are conservative. Some students have experienced sexual trauma and others have experienced only neutral or pleasurable sexual encounters. When we have weekly online discussions via the discussion board forum, please try to be sensitive to and remember this diversity.**

Catalog Description

Interdisciplinary approach to the study of individual and societal determinants in the development, integration, and expression of human sexuality and a code of sexual behavior. * There are no prerequisites for this course.

General Education Student Learning Outcomes: This course satisfies the requirements for two full Student Learning Outcomes (SLO) in the General Education Program. • Social and Behavioral Sciences (A2) • Diversity and Inclusion (C3)

Overview

This course offers students the opportunity to explore the social and cultural contexts of diverse expressions of human sexuality. Specifically, this course examines human sexuality from a biopsychosocial, and historical perspective. Topics include but are not limited to: sex and evolution, male and female sexual anatomy, sexual development, gender, attraction, sexual response, sexual behavior, sexual relationships, sexual orientation, atypical sexual behavior, sexual disorders, sexual trauma and sexually transmitted diseases. Students are encouraged to challenge their own beliefs about sexuality and to expand their levels of comfort in talking about sexual content from perspectives foreign to their own. Students are

also invited to develop a critical perspective on portrayals of human sexuality in academic and popular press.

Technology Requirements:

Computer access to the internet and ability to navigate the web is required in order to successfully navigate this course. Firefox is the recommended browser for Sakai compatibility and can be downloaded free from www.mozilla.com/firefox. You will require additional plug-ins (Adobe Reader, Adobe Flash, Real Player, Quicktime). These are all free downloads. Internet Explorer for Windows, version 6 or higher is also an option. Be sure to turn off pop-up blocker.

Sakai Help:

Here is the link for Sakai help: <https://sakai.uri.edu/portal/help/main>.

In the Sakai menu on the left you will see Sakai Documentation at the bottom of the menu. If you click on it, it will take you to the help pages. You can also call the Help Desk at 401-874-4357.

Remember to use Firefox as your browser as there have been compatibility issues with Internet Explorer and Safari. Firefox works on both PC and Mac platforms.

Classroom Protocol:

For this online course, Sakai is our “classroom.” In the online learning environment, “attendance” is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated. If you’ve never taken an online course, “hanging out” on Sakai will take some getting used to, and it will be easy to forget about the course from time to time. I recommend that you check out the Online Learn Orientation at <https://sakai.uri.edu/portal/site/8287ab7d-aa33-4fa7-ad8c-066fe8203251>. This short orientation will provide you with an introduction to the important aspects of taking an online course. I further recommend that you get in the habit of daily attendance online to maximize your successful completion of the course. Please refer to the schedule of due dates as indicated on the syllabus. Class communication will utilize the message function on Sakai. I will usually respond to messages within 24-48 hours. Assignments will usually be graded within 48 hours.

Online Learning:

The best way to begin this course is to read the **START HERE** page, course syllabus, and check for any announcements that may have been posted. You can find more helpful information at this site: web.uri.edu/learningonline/intro/. The syllabus is your map to this course so please review it carefully and reference it as needed.

This course is divided into 5 weeks. Each lesson on Sakai contains the, assigned readings, videos, and links to other important content on the internet, written assignments, quizzes, and discussion activities.

Description of Assignments:

Quizzes (55 pts each):

You will have to complete four multiple choice quizzes for the semester, covering the chapter readings and the articles and videos presented on Sakai. You can take the quizzes at your own convenience, but they must be completed by midnight on the days specified on the syllabus. The quizzes will be found on the Connect Page.

- ☐ Step 1 go to <http://connect.mcgraw-hill.com> and login
- ☐ Step 2 click on the quizzes folder
- ☐ Step 3 select the quiz marked for this week

Lesson Assignments: 10pts each

You will complete a series of lesson assignments semester. Specific directions for each lesson assignment will be posted on the Sakai page for that Lesson (ie. Lesson 1 assignment). Assignments will be submitted through the "Assignments" tab on Sakai.

All Assignments:

- ☐ Name
- ☐ APA format (where relevant)
- ☐ Font size 12
- ☐ Double spaced
- ☐ List resources
- ☐ Use proper citations (where relevant)

Discussion Board: 3pts each

Each due date you will have a posting to do on the Discussion Board located on the Sakai "**Forums**" tab. You will be asked to respond to the posted discussion question related to the lesson by Thursday (Initial Post) and engage in conversation with a minimum of 2 classmates by Sunday each week (Response).

Connect LearnSmart Questions: 5pts each

Each due date you will have LearnSmart Questions to answer for each chapter. LearnSmart consists of adaptive assessments that measure and monitor your knowledge levels so content can be personalized to your specific learning needs. LearnSmart is integrated with a SmartBook that guides you through the content of each chapter. LearnSmart questions focus on conceptual understanding, which is very important to success in this course. Each LearnSmart assignment is worth 5 pts. Full credit is assigned if you complete the assignment with a 100% (When you miss questions, the system will eventually give you the same or similar question again.). You will have the opportunity to redo the questions until you achieve 100% or reach the due date at which point your score will be automatically submitted. This activity is a great way to bolster your grade (as everyone can earn a 100%) and solidify your learning. It is also great preparation for the quizzes which

account for 45% of your overall grade.

Please Note: Assignments/quizzes not submitted by the deadline will receive a zero. It is a good idea to have a back-up plan in case of computer problems, e.g., a friend's computer, a library computer, etc.

Overall Course Objectives (IDEA):

Gaining factual knowledge (terminology, classifications, methods, trends)
Learning fundamental principles, generalizations, or theories

Specific Learning Objectives:

By the end of this course:

- 1) Students will describe and explain the nature of human sexuality as a scientific discipline.
- 2) Students will have a scientifically sound understanding of human sexuality from a psychological, biological, social/relational, and historical perspective and will recognize concepts relevant to sexual health and well-being.
- 3) Students will increase their ability to talk about sexual topics foreign to their own beliefs, culture, or family backgrounds.
- 4) Students will be able to identify strategies to assess, maintain, and promote sexual health and potential.
- 5) Students will demonstrate knowledge of social processes of social identity, prejudice, inequality, privilege, and oppression and how they relate to various aspects of human sexuality within U.S. society.
- 6) Students will demonstrate knowledge of the impact of discrimination and social inequalities on sexual health and well-being in U.S. society.
- 7) Students will show capacity and understanding of the experience of sexually marginalized groups in the U.S. society.

Course Format

This is an intensive course, relying heavily on self-directed reading, research, and self-assessment. Student reflection, participation, and discussion are central to the overall learning environment of the course. It is critical that students read all assignments and be prepared for thoughtful and relevant discussion via the student discussion board forum. The timely delivery of written assignments is required; therefore no late assignments will be accepted.

Confidentiality and Sensitivity Standards

Sexuality is a core aspect of who we are as individuals. Sharing qualities of our own or others' sexuality can potentially lead to increased vulnerability of ourselves and others. I expect students to respect the privacy of the classmates by keeping personal revelations made during the course confidential, and by disguising the identity of others when sharing these, if individuals have not given permission for you to do so. In the same vein, I expect participants to be sensitive to the comments and postings made by others in the class and understand the risks they may be taking by revealing personal information. Failure to adhere to these standards will result in expulsion from the course.

Required Text

We will be using a SmartBook of Hyde, J. & DeLamater, J. (2017). Understanding Human Sexuality. 13th Edition, McGraw-Hill Education. You must get the Connect version.

Connect is an online learning resource designed by McGraw-Hill Education. It is a

required component of NUR 150 Human Sexuality. Your purchase of Connect includes access to a variety of assignments and a SmartBook, the first and only adaptive reading experience.

To purchase and access Connect:
Visit the following

URL <http://connect.mheducation.com/class/t-kisler-section-1>

- Click “Register Now.”
- Enter your complete student email address.
- Click “Submit.”
- Click on the “Buy Online” button, select Connect and enter credit card information.
- Complete the one-time registration process.
- Enter Connect.

Each time after that, all you will need to do is:

- Visit the following

URL <https://connect.mheducation.com/class/t-kisler-spring-2017>

- On the left, enter your username and password.
- Begin working.

Should you have any questions or difficulty with Connect, please contact McGraw-Hill Support at 1-800-331-5094 or go to www.mhhe.com/support. Additionally, you may visit the Student Connect Success site at www.connectstudentsuccess.com.

Course Requirements

1. Students will complete all assigned readings and viewing of web content.
2. Students will complete 4 quizzes.
3. Students will complete lesson assignments submitted via the “Assignments” tab on Sakai.
4. Students will complete LearnSmart questions for each chapter.
5. Students will complete weekly discussion board postings via the “Forums” tab on Sakai.

Grading

The final course grade will be calculated on the basis of the following percentage breakdown:

- Quizzes 45%
- Lesson Assignments 25%
- Discussion Board Forums 15%
- LearnSmart Questions 15%

Grades will be determined as follows:

- A (95-100%)
- A- (90-94%)
- B+ (88-89%)
- B (83-87%)
- B - (80-82%)
- C+ (78-79%)
- C (73-77%)
- C- (70-72%)
- D+ (68-69%)
- D (63-67%)
- D- (60-62%)
- F (59% or less)

A student may not receive an Incomplete except under extraordinary circumstances.

Tentative Class Schedule

Lesson 1 Due: 5-25-17	Readings: Chapter 1: Sexuality Perspective Read the articles and view the videos posted on Sakai Lesson 1 Assignment LearnSmart Chapter 1 Forum 1-Initial Post
Lesson 2 Due:5-28	Readings: Chapter 2: Theoretical Perspectives on Sexuality Chapter 19: Ethics, Religion, and Sexuality Read the articles and view the videos posted on Sakai Lesson 2 Assignment LearnSmart Chapter 2 & 19 Forum 1-Response
Lesson 3	Readings:

Due: 6-1	Chapter 4: Sexual Anatomy Chapter 5: Sex Hormones, Sexual Differentiation, and the Menstrual Cycle Read the articles and view the videos posted on Sakai Lesson 3 Assignment LearnSmart Chapter 4 & 5 Forum 2 Initial Quiz 1 Due by 11:55 PM
Lesson 4 Due: 6-4	Reading: Chapter 3: Sex Research Chapter 8: Sexual Arousal Read the articles and view the videos posted on Sakai Lesson 4 Assignment LearnSmart Chapter 3 & 8 Forum 2-Response
Lesson 5 & 6 Due: 6-8	Readings: Chapter 12: Gender and Sexuality Chapter 13: Sexual Orientation Read the articles and view the videos posted on Sakai Lesson 5 Assignment LearnSmart Chapter 12 & 13 Forum 3-Initial
Lesson 7 & 8 Due: 6-11	Readings: Chapter 14: Variations in Sexual Behavior Chapter 17: Sexual Disorders and Sex Therapy Read the articles and view the videos posted on Sakai Lesson 7 Assignment LearnSmart Chapter 14 & 17 Forum 3-Response Quiz 2 Due by 11:55 PM
Lesson 9 & 10 Due: 6-15	Readings: Chapter 15: Sexual Coercion Chapter 16: Sex for Sale Chapter 20: Sex Laws Read the articles and view the videos posted on Sakai Lesson 9 & 10 Assignment LearnSmart Chapter 15, 16 & 20 Forum 4-Initial
Lesson 11 & 12 Due: 6-18	Readings: Chapter 6: Contraception, Pregnancy, & Child Birth Chapter 7: Contraception and Abortion

	Chapter 9: Sexuality and the Life Cycle: Childhood and Adolescences Chapter 18: Sexually Transmitted Infection Read the articles and view the videos posted on Sakai Lesson 11 Assignment LearnSmart Chapter 6, 7, 9 & 18 Forum 4-Response Quiz 3 Due by 11:55 PM
Lesson 13 Due: 6-22	Readings: Chapter 10: Sexuality and the Life Cycle: Adulthood Chapter 11: Attraction, Love, and Communication Read the articles and view the videos posted on Sakai Forum 5-Initial Lesson 14 Assignment LearnSmart Chapter 10 & 11
Final Class Due: 6-24-17	Forum 5-Response Quiz 4 Due by 11:55 PM

Class Policies:

Workload: As with most of your classes, it is expected that students will spend approximately 3 hours per credit engaged in both in and out of class time over a 16 week semester. For an accelerated format the workload would double to approximately 18-20 hours to complete the work. This will include class preparation, class discussion as well as activities such as reading class assignments, summarizing class material, completing homework, and preparing papers and projects. Students are expected to manage their workload and turn in assignments on the due date.

University Policies:

1. Academic Integrity

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams

- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabrication or falsifying facts, data or references
- Facilitation or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructions.

In addition to the above, students are expected to familiarize themselves with and abide by guidelines regarding the ethics of scientific publication as described in the Publication Manual of the American Psychological Association, 5th Edition.

Please note student responsibilities in regards to academic integrity, as quoted from the URI University Manual:

8.27.10 Cheating and Plagiarism. Students are expected to be honest in all academic work. Cheating is the claiming of credit for work not done independently without giving

credit for aid received, or any unauthorized communication during examinations.

8.27.11 A student's name on any written exercise (theme, report, notebook, paper, examination) shall be regarded as assurance that the work is the result of the student's own thought and study, stated in the student's own words and produced without assistance, except as quotation marks, references and footnotes acknowledge the use of other sources of assistance. Occasionally, students may be authorized to work jointly, but such effort must be indicated as joint on the work submitted. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is given by the instructors.

8.27.12 In preparing papers or themes, a student often needs or is required to employ sources of information or opinion. All such sources used in preparing to write or in writing a paper shall be listed in the bibliography. It is not necessary to give footnote reference for specific facts which are common knowledge and have obtained general agreement. However, facts, observations and opinions which are new discoveries or are debatable shall be identified with correct footnote references even when restated in the student's own words. Material taken word for word from the written or oral statement of another person must be enclosed in quotation marks or otherwise clearly distinguished from the body of the text and the source cited. Paraphrasing or summarizing the contents of another's work usually is acceptable if the source is clearly identified but does not constitute independent work and may be rejected by the instructor.

8.27.13 Notebooks, homework and reports of investigations or experiments shall meet the same standards as all other written work. If any work is done jointly or if any part of an experiment or analysis is made by someone other than the writer, acknowledgment of this fact shall be made in the report submitted. Obviously, it is dishonest to falsify or invent data

8.27.14 Written work presented as personal creation is assumed to involve no assistance other than incidental criticism from others. A student shall not knowingly employ story material, wording or dialogue taken from published work, motion pictures, radio, television, lectures or similar sources.

Students with disabilities may need special accommodations in order to meet the requirements of this course. You are encouraged to make arrangements with the Disability Services for

2. Accommodations for students with disabilities

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 874-2098 (<http://www.uri.edu/disability/dss/>) or 239 Shepard Building, Feinstein Providence Campus, 401-277-5221.

3. Inclusivity Statement

Students with disabilities experience a more inclusive and supportive learning

environment when instructors acknowledge their presence or invite them to come forward.

4. Hardship Assistance-Rhody Outpost

Are you or someone you know experiencing a hardship, such as at risk for going hungry or no place to live? If so, URI has resources to provide confidential help. [Rhody Outpost](#) provides URI students who are food insecure with emergency food services and resources. Rhody Outpost is housed at St. Augustine's Episcopal Church on 15 Lower College Road. Contact them at rhodyoutpost@gmail.com, or 401-874-2568. Please contact the Office of Vice President for Student Affairs at 401-874-2427 for help with emergency housing.

5. Academic Enhancement Center

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center (<http://www.uri.edu/aec/>) is a great place to do this. At the AEC you can work alone or in groups, and tutors and professional learning specialists are available to help you to learn, manage your time and work, and study well. ON the Kingston campus, it's open Monday through Thursday from 10 a.m. to 9 p.m. and Fridays until 1 p.m. All services are free (the coffee is free as well!), and no appointment is needed. You can call for complete information at 874-2367, or just stop by the center on the fourth floor of Roosevelt Hall. In Providence, the Academic Skills Center (ASC) is at 239 Shepard Building, (401) 277-5221. Hours are posted each semester at <http://www.uri.edu/prov/studentresources/help/academicskills.html>. In addition, the Saturday Skills for Success program offers workshops and tutoring from 10 a.m. to 1 p.m. during fall and spring semesters.

6. Absences for Religious Holy Days

8.51.11 Students who plan to be absent from classes or examinations for religious holy days that traditionally preclude secular activity (see 6.20.11 for how such information is made available) shall discuss this with the appropriate instructor(s) in advance of the holy day. The instructor(s) shall then make one of the following options available:

- a. the same quiz, test, or examination to be administered either before or after the normally scheduled time;
- b. a comparable alternative quiz, test, or examination to be administered either before or after the scheduled time;
- c. an alternative weighting of the remaining evaluative components of the course which is mutually acceptable to the student and instructor(s).

7. Absences due to University Sanctioned Events

8.51.12 Students who expect to be absent from classes or examinations for University sanctioned events shall discuss this with the appropriate instructor(s) at least one week in advance of the sanctioned event(s). The instructor(s) concerned shall then offer the student an alternative listed in section 8.51.11. For these purposes University sanctioned events shall be those events approved for class excuses by the Provost and Vice President for Academic Affairs, a Vice President, a Dean, or the Director of Intercollegiate

Athletics. No event shall be regarded as University sanctioned until the Provost and Vice President for Academic Affairs has been notified. Disagreements over the validity of an event being categorized as University sanctioned shall be mediated by the Provost and Vice President for Academic Affairs. If agreement cannot be reached, the Provost and Vice President for Academic Affairs shall decide the matter and that decision shall be final

8. Illness due to the flu

The nation is experiencing widespread influenza-like illness. If any of us develop flu-like symptoms, we are being advised to stay home until the fever has subsided for 24 hours. So, if you exhibit such symptoms, please do not come to class. Notify me at tkisler@uri.edu of your status, and we will communicate through the medium we have established for the class. We will work together to ensure that course instruction and work is completed for the semester.

The Centers for Disease Control and Prevention have posted simple methods to avoid transmission of illness. These include: covering your mouth and nose with tissue when coughing or sneezing; frequent washing or sanitizing your hands; avoiding touching your eyes, nose, and mouth; and staying home when you are sick. For more information please view www.cdc.gov/flu or flu.gov . URI Health Services web page, www.health.uri.edu , will carry advice and local updates.