

University of Wisconsin - Stevens Point
Responsible Sexuality
HLED 140 Course Syllabus

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Course Description:

Responsible sexuality is an essential component of our overall health. A full grasp of the traditional and contemporary issues in human sexuality is needed to obtain a mature understanding of the role that sexuality plays in the world today. An ability to participate in uninhibited communication about sexual issues is essential to the full development of a person educated about sexuality, and will play a significant role in the progress of the class. To accomplish this goal we will utilize discussion strategies to develop a level of comfortable communication on a wide variety of sexuality issues. At every opportunity appropriate teaching methods, curriculum and materials will be covered for K-12 school populations.

Course Learning Outcomes: Upon completion of this course, students will...

1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving). In particular, students will...
 - Develop their individual conviction and self-concept of their own sexuality and the sexuality-related behaviors they choose. (decision making)
 - Confront values, morals, and more to determine the kinds of behavior appropriate to their state of sexuality and the sexuality of others including people from other cultures. (decision making and argumentation)
 - Be able to apply principles, methods and techniques of studying and teaching human sexuality. (argumentation)
2. Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline specific questions or issues. In particular, students will...
 - Examine the role of society, U.S. culture, and the popular media in determining sexual values by reflecting on their past experiences with sexuality education.
3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing. In particular, students will...
 - Demonstrate the type of effective communication about sexuality that they will want to practice in the chosen role in familial, educational, or other contexts.
4. Gain a firm understanding and grounding in the controversial aspects surrounding sexuality education curriculum.
5. Become prepared for the role they will play in home, family, community, school, or worksite as a positive sex educator comfortable with this chosen role.

Attendance:

You are expected to show up and actively participate in class discussions on a regular basis. Rather than taking attendance regularly, there will be short in-class assignments given on random days throughout the semester (see the "Course Assignments" section of this syllabus for further information). **There will be NO make-ups allowed on course assignments and exams.** The instructor must be notified in writing (email or hand written notes are acceptable) of any potential problems **BEFORE** the scheduled due date or exam time.

*****ANY UNEXCUSED ABSENCE FROM THIS CLASS WILL RESULT IN ONE LETTER GRADE DEDUCTION FROM YOUR FINAL GRADE IN THE CLASS*****

Academic Integrity:

Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another's work as your own. Students who engage in scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the

above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Classroom Behavior:

I do not just want you present in class; I want you to actively participate in class. Your course relevant opinions, thoughts, etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, cell phones, pagers, and personal use handhelds all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.

Inappropriate classroom behaviors include behaviors that disrupt instruction by the professor and/or leaning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action.

Course Assignments:

Exams: (300 points)

There will be 3 exams throughout the course of the semester. The exams are not comprehensive, however the organization of the course is such that the topics build upon each others. The exams include multiple choice, true/false, and sometimes short answer or essay questions that cover content from the class lectures and readings. Study guides for the exams will be given in advance. No “make-up” exams are available for students who perform poorly or are absent from class on an exam date.

Exam 1: Chapters 1, 3, 4, 6, 7, 8

Exam 2: Chapters 5, 10, 11, 12, 13, 14

Exam 3: Chapters 2, 15, 16, 17, 18, 19

Reaction Paper: Typewritten, 2 pages. (50 points). After reading the position paper provided, select a position in support of, or disagreement with, the point of view taken by the author. Within the body of your paper **give reasons** why you believe the way you do and support your beliefs with documentation if possible, however this is not necessary. Be ready to discuss and defend your position in class. This paper is an expression of your opinions, but should have **support** for this position. **Support** means that I need to see a strong basis behind your reasoning; this may be in the form of documentation or life events, religious upbringing, personal values, family values, societal values and/or experiences. Spend some time reflecting on the reasons behind your beliefs (i.e. are they religious, societal, cultural, personal). **Specifically be able to defend the “why” behind your beliefs.**

Your Sex Education: Typewritten, 3-4 pages. (50 points).

This is a paper about your own personal sex education history. You will have the opportunity to think critically about the sexuality education that you have received so far. How have you acquired your sexuality knowledge base (before enrolling in this class)? This includes relationships, dating, anatomy, etc...the entire spectrum. How old were you when you were “educated?” What types of things did you learn? What do you wish you could have learned about that you did not, and WHY? Please select 3 of the following sources of knowledge and describe how each influenced your sexuality education up to this point:

- Parents
- Siblings/other family members
- Friends
- Formal sexuality education
- Media
- Internet
- Family doctor
- Church/Temple/Synagogue/religious affiliation/etc.
- Other

Conclude with your opinion of the importance of your sexuality education as it relates to your life. How has it shaped who you are and your decision making?

An alternate assignment will be available for those who are uncomfortable writing about this topic.

Professional Visitation: Typewritten, 2-3 pages. (50 points). You may choose either of the following:

School - visit a school teacher (any level) and discuss how they deal with sex education and sexuality in school and/or classroom: i.e., teaching units, classroom relationships between students, personal student/teacher interactions, letters home, forbidden topics, etc.

Community - visit with a community health agency that conducts work in some aspect of sexuality (crisis phone, abortion or contraception counseling, birthright, sexual abuse, marriage counseling etc.) Discuss job satisfaction, funding, problem areas, referrals, training etc.

Make sure to address these areas when writing this paper.

- Who did you interview?
- Name of agency or school?
- Describe the agency or school.
- How does sexuality influence the person’s position?
- Describe the person’s comfort level with regards to dealing with work-related sexuality issues.
- How often do work-related issues related to sexuality arise for this person?
- Describe the major difficulties of the person’s position when dealing with sexuality issues.
- Regarding sexuality issues, who dictates what material is taught, used, omitted, etc...(Principal, state, school board, boss etc...)?

Points:

<u>Assignment</u>	<u>Points</u>
Exams (3x100)	300
Reaction Paper	50
Your Sexuality Education Paper	50
Professional Visitation	50
Total	450

Wisconsin Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-

improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWSP 22.03, with notification within the first three weeks of class.

Topics

Chapter

Introductions
Syllabus
Icebreakers

What is Human Sexuality

1

Relationships and Communication

8

Gender Identities/Roles	6
Attraction and Love-Binding Forces	7
Male/Female Anatomy & Physiology	3,4
Sexual Arousal and Response	5
Conception, Pregnancy, Birth	11
Sexuality: Childhood & Adolescence	13
Sexuality: Adulthood	14
LGBTQ+	10
Contraception/Abortion	12
STIs	16
Commercial Sex	19
Research Methods	2
Sexual Coercion	18
Sexual Dysfunction	15
Atypical Sexual Variations	17