

BSC 1026

BIOLOGY OF HUMAN SEXUALITY
Valencia College – West Campus

SPRING 2018

Class Hours: CRN 20042 M,W 10:00 am - 11:15 am HSB 146

Instructor: Jemima “Jackie” Lindbeck, M.D. Ph.D.

Instructor’s Office: Building 1 – Room 223

Office Hours: M 8:30am – 9:45am
T 2:30pm – 3:30pm
W 8:30am – 9:45am and 1:00pm – 3:45pm
R 8:30am – 11:15am
F 7:30am – 8:30am
I will attempt to be in my office during all office hours.
If I have to attend a meeting or step out for a minute,
I will try to leave a note on my door explaining when you can expect my return.
If you want a guarantee that I will be there, please make an appointment.

Office phone: extension 1961 (407-582-1961)
I will attempt to answer my phone directly during office hours.
If I am not in my office,
and you leave a message on the answering machine,
I will attempt to call back the next time I am in my office
(which may not be until the next workday).

E-mail: **jlindbeck@mail.valenciacollege.edu**
I will attempt to answer e-mails at least once a day,
but some days that may be in the morning,
and other days that may be in the evening.
You should expect a reply at least within 48 hours - except during holidays
when I may be away from my computer (out of town or in a kayak).
NOTE: I do not own a laptop or smart phone, and I do NOT check my e-mail
compulsively multiple times a day.
I advise students to check their e-mails daily if possible - for important college
e-mails and for e-mails from their teachers.

Text: **Our Sexuality.** Robert Crooks & Karla Baur 13th edition – loose-leaf
ISBN 1-337-57241-1
(NOTE: the textbook comes with a 6 month access code to MindTap® software)

Teaching Style:
Face-to-Face classroom lectures, discussions, and activities.
Supplemental resources (such as study guides and text portion of Powerpoints) available at class website.

Course Credits: 3

Prerequisites and Co-requisites: none

Course Description (copied from on-line College Catalog of Courses):

BIOLOGY OF HUMAN SEXUALITY General non-laboratory course designed to introduce students to various biological aspects of human sexuality, including genetics and sex determination, sexual anatomy, physiology and development, processes of fertilization, pregnancy, birth control, sexually transmitted diseases, menstruation, menopause, and aging. Other appropriate areas may be discussed when time permits. Students should be able to complete college level reading, writing, and mathematics as part of this course.

Course Learning Outcomes:

(Abridged version of College Wide Learning Outcomes found in Course Outline Builder)

- 1) Students will think critically and use scientific reasoning.
- 2) Students will use effective communication skills.
- 3) Students will be aware of their personal responsibility toward social reproductive health and literacy.

Valencia College Core Competencies

The faculties of Valencia College have identified four core competencies that define the learning outcomes for a successful Valencia graduate. These competencies are at the heart of the Valencia experience and provide the context for learning and assessment at Valencia College. You will be given opportunities to develop and practice these competencies in your Valencia College classes. The four competencies are:

- 1) **Think** – think clearly, and creatively, analyze, synthesize, integrate and evaluate in the many domains of human inquiry
- 2) **Value** – make reasoned judgments and responsible commitments
- 3) **Communicate** – communicate with different audiences using varied means
- 4) **Act** – act purposely, effectively, and responsibly

Registration Deadlines and Drop/Refund Deadlines:

For information about registration deadlines, Drop/Refund deadlines etc., please visit the Valencia College Academic Calendar: Important Dates & Deadlines 2017 – 2018 which you can find on the Valencia College website.

This Spring Semester the Drop/Refund Deadline is January 16 2018 (11:59pm)

This Spring Semester the Final Withdrawal Deadline is March 30 2018 (11:59pm)

Absences and Withdrawals:

Attendance and participation is expected of all students. After three absences a student will be withdrawn from the course by the instructor. If you know that you are intending to withdraw from the class yourself please inform me of your intent and withdraw yourself. Do not wait for me to withdraw you. I do not total the absences and re-evaluate your status on a daily basis. I reserve the right to allow a student to remain in the class for cases of extreme personal hardship combined with the students' expression of their dedication to continuing the class. The exceptions to the three absence withdrawal policy will be made on a case-by-case basis and will require appropriate documentation. If a student is allowed to remain in the class in spite of three absences, the student may still be withdrawn if additional absences accrue.

After the withdrawal deadline you will not be able to withdraw.

After the withdrawal deadline I will not withdraw students automatically for attendance reasons. In other words, my automatic response at that point will be to allow students to remain in the class in spite of their absences, even though the absences are likely to lead to an "F" if crucial information and exams are missed.

According to Valencia policy, any student who withdraws or is withdrawn from a class during a third or subsequent attempt in the same course will be assigned a grade of "F".

Students on Bright Futures Scholarships who withdraw or are withdrawn from a class must pay the college for the cost of the class because the college must refund that cost to the state. Students with any type of financial aid are advised to discuss the financial implications of a withdrawal with an advisor before withdrawing.

Note that in order to academically maintain financial aid, students must meet the following requirements:

Complete 67% of all classes attempted.

Maintain a Valencia GPA of 2.0 or higher.

Maintain an overall GPA of 2.0 or higher.

Complete degree within the 150% timeframe.

Detailed information about maintaining satisfactory academic progress (SAP) can be found at:

http://valenciacollege.edu/finaid/satisfactory_progress.cfm

Late Arrivals / Early Departures:

If a student enters the classroom after attendance has been taken it is his/her responsibility to see the teacher after class to get some credit for attendance.

Missed Quizzes: There will be one quiz over chapter 2 near the beginning of the semester to familiarize students with the teacher's style of asking test questions. Make-ups for this quiz will not be offered. However, in the case of severe illness or accident the subsequent exam score could replace the missing quiz score **if the student presents the request with a reasonable excuse in person or in writing.** If you miss the quiz over chapter 2 due to a reasonable excuse that you have discussed with me – then your score on Exam 1 (which includes chapters 2 & 3) could be used to figure out a replacement score for the missing quiz. **The penalty for a**

quiz score obtained by using a test score is a deduction of 10% from the earned score (In other words if you got 80% correct on exam 1 you will get 70% of the quiz points after the penalty).

Missed Exams: Make up exams will be available for students with severe illness or accidents *if the student presents the request with a reasonable excuse in person or in writing*. If a make-up exam is needed it will be taken on the same day as the final exam. **A make-up exam will have a 10% penalty deduction.** If you miss more than one exam in the semester I will drop you from the class (if the second missed exam occurs before the withdrawal deadline), or I will not allow you to make up the missed exams (if the second missed exam occurs after the withdrawal deadline). In my experience students who miss more than one exam get too far behind to pull themselves out of trouble. They are not able to study for the new material and study for the old material in the time they have left, so they do poorly on either the makeup exams, the on-time exams, or both. If you know ahead of time that you will be missing an exam due to a conflict - please discuss the situation immediately with me (the professor) to see if an alternate exam taking possibility (such as taking the exam early during my office hours) can be arranged.

Hurricane related class cancellations:

[hurricane season = June 1 – November 30]

If a hurricane is headed our way, and the college administration decides it is necessary to close the college, classes will be cancelled for whatever length of time is deemed appropriate. If you are signed up for Valencia Alerts you should receive an automatic notice. You can also find out whether Valencia College will be closed by calling the campus phone number:

407-299-5000

At my class website I have also provided a link to the website of the National Hurricane Center:

<http://www.nhc.noaa.gov>

where you can obtain all the latest hurricane predictions and find links to maps and radar images.

Valencia Alerts:

Once you are registered for Valencia Alerts, emergency alerts, notifications, and updates can be sent to you via e-mail, cell phone, pager, and/or smart phone/PDA. Messages about campus closures due to a broken water main, reports of a gunman on campus etc., could make use of this system. To modify contact information for Valencia Alerts you should log in to ATLAS and click on Valencia Alerts in the My Atlas Tab.

Campus Security:

Statement from Chief of Security:

We want to reassure you that our security officers are here around the clock to ensure the safety and security of the campus community. It's important to remain alert and aware of your surroundings, especially during the early morning or evening hours. Remember that you can always call security for an escort if you feel uncomfortable walking alone on campus. White security phones can also be found in many of our buildings; simply pick up the phone and security will answer.

Finally, report any suspicious persons to West Campus Security at 407-582-1000, 407-582-1030 (after-hours number) or by using the yellow emergency call boxes located on light poles in the parking lots and along walkways.

Please Take Care of Your Physical and Emotional Health:

Past experience has shown that the topics we discuss in this class can be very emotionally charged for some students. Discussion of topics such as abortion, complications of contraception, infertility, and STDs may trigger memories or fears of a very painful time in your life or the life of someone you love. Please come to class at your best (get enough sleep, eat breakfast, bring snacks and water if needed, get counseling from friends, ministers, therapists etc.)

If someone passes out in class (It's happened 5 times in 15 years in this course):

If YOU start to feel queasy or lightheaded, please put your head down on your arms on the desk. If you notice a CLASS-MATE looking faint or dizzy please be prepared to catch and support them so that they will not fall and hit their head on the floor. When someone passes out we will call campus security. (582-1000 = West Campus), and they will fill out an incident report and call 9-1-1 if they deem it necessary. If this happens to you, please do not feel so embarrassed that you drop the class. (Sometimes you may need to drop the class if this uncovers an underlying medical condition that requires many visits to doctors for evaluation or

treatment). If this happens to a classmate please be supportive, don't freak out, and don't add to the embarrassment that your classmate is probably feeling.

NOTE: "About a third of all adults have fully fainted at least once in their lives." ⁽¹⁾

"Few would characterize George H. W. Bush, Margaret Thatcher, David Petraeus, Fidel Castro, or Janet Reno as weak-willed, yet all suffered fainting spells while in office." ⁽²⁾

⁽¹⁾ p26 & ⁽²⁾ p38-39 in **Zoobiquity: The Astonishing Connection Between Human and Animal Health**

© 2013 by Barbara Natterson-Horowitz, M.D. and Kathryn Bowers ISBN 978-0-307-47743-9

Getting Help with Personal Issues:

Valencia College is committed to making sure all our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help that may assist them with psychological issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management, as well as relationship problems dealing with school, home, or work. Students have 24 hour unlimited access to **Bay Care Behavioral Health's confidential student assistance program** phone counseling services by calling:

(800) 878-5470.

Three free confidential face-to-face counseling sessions are also available to students.

Please also check out the link on my class website labeled: Guide to Local Clinics and other Resources. I have provided links to many local and national agencies, hotlines, and helplines, related to specific aspects of physical health, mental health and wellbeing, victim resources, and hardship resources, as well as Bay Care Behavioral Health Student Assistance Program.

Courtesy for others in discussion:

This class is to be a place where mature and respectful interactions are expected. No foul language or personal attacks will be tolerated no matter how much you disagree with another's point of view. People are entitled to their privacy and nobody should be pressured into discussing personal details that they do not feel like sharing. When discussing the behaviors and beliefs of others do not reveal any personally identifying information. Other people have the right to their privacy and the choice of what to reveal to others.

Courtesy for others in maintaining a learning environment:

Your classmates will learn best if they can listen to and participate in classroom activities without distractions and interruptions. You are expected to refrain from holding private conversations while a teacher or classmate is addressing the class. You may be tempted to giggle or tell an amusing anecdote to a classmate – please don't! If you have something to share it should be shared with the entire class or you need to keep it for sharing after class. Upon entering the class you are expected to turn off cell phones, beepers, and loud alarm watches. If your presence is disturbing to classmates you may be requested to make a seating change or leave the classroom. Children are not permitted to attend class with you.

Use of Electronic Devices:

I feel that most students will have more distraction than benefit from the use of electronic devices in class. If you feel that using a laptop or tablet in class enhances your learning please explain to me how you intend to use it and how you will ensure that your use does not distract other students.

If you are an auditory learner who benefits from listening to the class lectures multiple times, I do allow recording of lectures, but you must not use those recordings for any purpose other than self study.

Under no circumstances will any electronic devices be allowed during quizzes or exams. If I see any electronic devices including cell phones being used or being positioned for easy access during a quiz or exam I will confiscate the device for the duration of the quiz or exam even if the student states they were only using the device as a clock or a calculator.

Student or teacher conflicts or issues in the classroom:

It is my sincere hope that we will be able to resolve any conflicts or issues that arise in the classroom in a direct and respectful manner by discussion between the teacher and the involved student(s) during class or later in my office (depending on the issue and how disruptive it is to fully address it during the class time).

Valencia College is committed to providing each student with a quality educational experience. Faculty members have high standards of instruction for themselves and for students. If you have a problem in class your first step should be to talk to your instructor. If you are still dissatisfied, you may talk with the Division Dean - for this class that would be the Dean of Science – Dr. Gessner.

Dr. Gessner has created a letter that explains what he expects from Science faculty and Science students. I have included the letter as an appendix to this syllabus.

Student requests for letters of recommendation.

Students who are applying for scholarships, particular colleges, professional schools, or academic programs are often asked to obtain letters of recommendation from teachers, work supervisors or other persons.

If you intend to ask me (or any other teacher) for a letter of recommendation it is in your best interest to make sure the teacher knows you well. An A student who never asks any questions or makes any comments in class and never visits the teacher during office hours is unlikely to get a useful letter of recommendation from a teacher. The committees or individuals who are going to grant you admission or a scholarship do not need a teacher to tell them that you were an A student – they can read your transcript for that particular piece of information. What they want to see in a letter of recommendation is comments about your character and personality, and passion. If I can say that you got along great with classmates, and that you helped them in study groups, if I can say that you asked insightful questions and showed curiosity and insight with your comments, if I can say that you are passionate about your career goals as discussed during my office hours, if I can say that you were always on time and actively engaged in the classroom, that you communicate well, and act with maturity and consideration of others, these are the types of comments that will help you. If I don't know anything about you other than the fact that you sat in the back row and never said a word, it will not be useful to ask me to write a letter of recommendation for you.

It is polite to ask for a letter of recommendation in person if possible, and to give the teacher plenty of time to compose the letter before the deadline.

It is also very much appreciated if you let the teacher know if you end up getting the acceptance or scholarship you were seeking. Teachers love to hear of the successes of their students!

WebSite: <http://biologyofsex.homestead.com>

I have created a website which contains [links to additional information and resources](#) for students interested in exploring more than is covered in the textbook. Some of the material at the sites linked here may also be incorporated into lectures. I welcome any student suggestions for sites to be included. Please Note: I am only interested in sites designed to educate, not in sites designed to titillate.

Other features of the website include:

a [calendar of class lectures](#) so that you can see where we are and plan to be in our schedule

a [bulletin board](#) where I might make announcements (such as a TV special on a topic of interest)

a [referral guide to local clinics](#) (in case you become paranoid about STDs/STIs during this class, etc)

[class study guides](#) (so you can study, download, and/or print out a copy for yourself)

a [copy of the text portion of my powerpoint presentations](#) (found in the same section of the website as the study guides) - You could look at these ahead of time and concentrate on listening rather than note-taking in class OR you could use them after class to add any details to your class notes that you might have missed.

If you want to access the class website but do not have a computer of your own, Valencia College has a Computer Access Lab (Bldg 6-101) and also Library Computer Workstations (Bldg 6-201). NOTE: I have not always been able to keep up with updating the online "text of powerpoints" resource every time I change something in the powerpoints I use in class – but usually my latest changes are for informational purposes reflecting recent developments and rarely do the powerpoint changes alter the core information that you are tested on.

Disclaimer:

Although I have an MD degree I quit practicing when my daughter was born in 1996. Consequently I no longer have a medical license nor do I keep as current on the latest developments in medicine as I used to. Anything that I say in class or in personal conversation should not be construed as constituting medical advice. Whatever I say is merely as your teacher. I am not your physician.

Students with Disabilities:

Students with disabilities who qualify for academic accommodations **must provide a Notification to Instructor (NTI) form from the Office for Students with Disabilities (OSD)** and discuss specific needs with the professor, preferably during the first week of class; accommodations will not be applied retroactively. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. (West Campus SSB room 102, ext. 1523 full number: 407-582-1523)

Course Evaluation:

Lecture Exams	100 points each
Final Exam (not cumulative)	100 points
Chapter 2 Quiz	20 points
Other Assignments	5 points each

Letter Grade	Percentage Score
A	90 – 100 %
B	80 – 89 %
C	70 – 79 %
D	60 – 69 %
F	0 – 59 %

Detailed information about the 435 points to be earned in this class:

(for due dates see the class calendar)

Knowledge inventory quiz on first day	_____ /5 points possible	5/435 = 1% of grade
Breast cancer models exercise	_____ /5 points possible	5/435 = 1% of grade
Use of MindTap® Software	_____ /5 points possible	5/435 = 1% of grade
Quiz over chap2	_____ /20 points possible	20/435 = 5% of grade
Exam over chap 2 & 3	_____ /100 points possible	100/435 = 23% of grade
Exam over chap 4 & 6	_____ /100 points possible	100/435 = 23% of grade
Exam over chap 5 & 15	_____ /100 points possible	100/435 = 23% of grade
Exam over chap 10 & 11 (Final Exam)	_____ /100 points possible	100/435 = 23% of grade

Extra Credit:

Optional Essay #1	_____ /5 points possible
Optional Essay #2	_____ /5 points possible

Academic Responsibility:

You are expected to take full responsibility for your own education. If you have special needs you need to inform your instructor. You must have time to study appropriately for this course. Only you can balance your study time with the other demands of your life. Taking responsibility for your own education also means you will commit yourself to intellectual honesty. You cannot receive the learning benefits of this class if you do not master the material for yourself. You should not cheat or assist others in cheating. I will be following the College Policy on Academic Dishonesty (see the relevant policy reproduced from the Valencia College Website attached as an Appendix)

My response to cheating:

If I am convinced that you have cheated I will discuss your situation with you privately.

You will get zero points for the assignment on which you cheated.

If you cheat more than once you will be referred to the Dean of Students.

Depending on the judgment of the Dean of Students you could face penalties such as suspension or expulsion from Valencia College.

Academic success in this class

Your attendance in class is not enough of a commitment on your part to give you a passing grade.

In order to pass this class you should expect to spend frequent quality time studying – preferably daily and certainly not limited to 1-2 days before the exam.

Study time will only be effective if you are awake and energized and actively processing the material – not just passively reading, but also making notes, drawings, diagrams, charts, explaining to others, and quizzing classmates, etc.

Repetition is essential, a musician cannot master an instrument without practice, an athlete cannot master a sport without practice, and a student cannot master their studies without practice (and practice, and practice).

Resources for Success

- 1) Your teacher
- 2) Your classmates
- 3) Other people you already know who have useful knowledge
or are willing to drill you with resources you have created
- 4) On Campus Resources such as:

Computer Access Lab

Building 6 – room 101
407-582-1646

Library Computer Workstations

Building 6 – room 201
407-582-1432

General Tutoring (including Science)

Building 7 – room 243
407-582-1633

West Campus Writing Center

Building 5 – room 155
407-582-1812

West Campus Math Center

Building 7 – room 240
407-582-1633

Extra Credit Essays: Students will be offered the opportunity to turn in up to two extra credit essays during the semester. Essays may be given to the teacher on Exam days (including the final exam). Each essay will be worth 5 points. (So theoretically, if you get 75% on an exam, the extra credit will raise it to 80%). Essays are to be (at least) one page long and either typed or legibly handwritten. Essays are to be on the topics listed in an appendix to this syllabus. Please keep a copy of your essay for yourself if you are interested since I will not be returning the originals. You will be graded only on participation and originality (giving your own view, not someone else's). You will not be graded on spelling, grammar etc., however, if you struggle with spelling, grammar or English as a not-yet mastered foreign language, please take advantage of help at the writing center. Please do not e-mail your essays. (It costs a lot of time, ink, and paper for me to print them all, and people don't always send me the essay in a format that I can open).

Information about Grades: Please do not ask me to give out your grade by phone or e-mail. The proper security measures and forms are not in place for me to guarantee that only the student has access to their grades (and not someone else who shares the student's phone or e-mail or who pretends to be the student). I am not going to risk violating federal regulations about nondisclosure of confidential student information (Family Educational Rights and Privacy Act – FERPA – U.S.C. § 1232g; 34CFR Part 99). If you wish to know your grade before it is posted in Atlas or before you see me in class you will have to catch me in person. For end of semester grades if you just can't wait for grades to be released to students by the Atlas system (especially after Summer A when you have to wait more than 6 weeks for a grade), I will answer e-mails about your grade **ONLY** if the e-mail request is sent **FROM YOUR VALENCIA COLLEGE E-MAIL TO MY VALENCIA COLLEGE E-MAIL** since these e-mail addresses are not allowed to be shared with others or accessed by anyone other than the one person to whom the e-mail address was assigned. (Do not use UCF e-mail, AOL e-mail, Hotmail e-mail, or any e-mail provider other than the Valencia College Atlas system to ask for grades).

Course Schedule: The schedule which follows is to be considered a tentative schedule. We will attempt to cover the most important chapters in the order given below. There is no exact timeline for how much time we will spend on each chapter. The time spent on a chapter depends partly on how many questions students ask, and how much interest there is in discussion. The schedule below will indicate which quizzes/exams follow which chapters.

The chapter 2 quiz will be given at the beginning of a class period. After you have turned in your quiz you are expected to sit quietly in your seat until all quizzes are collected and lecture begins.

Exams will be given at the end of a class period. After you are finished with the exam you may leave. Only by regular attendance will you be able to keep informed of the scheduling of quizzes and exams. (I will also try to regularly update the calendar at my course website so that if you have to miss a class you can find out what you missed and also if there is going to be a quiz or exam during the next class period.)

TENTATIVE SCHEDULE OF TOPICS follows:

(**underlined topics** are ones that will occupy the most class time and/or have the most things to learn / memorize)

Topic 1: Sex Research: Methods and Problems	Chapter 2	QUIZ 2
<u>Topic 2: Female Sexual Anatomy and Physiology</u>	<u>Chapter 3</u>	EXAM 2&3
Topic 3: Male Sexual Anatomy and Physiology	Chapter 4	
Topic 4: Sexual Arousal and Response	Chapter 6	EXAM 4 & 6
<u>Topic 5: Gender Issues</u>	<u>Chapter 5</u>	
<u>Topic 6: Sexually Transmitted Diseases/Infections</u>	<u>Chapter 15</u>	EXAM 5 & 15
<u>Topic 7: Contraception</u>	<u>Chapter 10</u>	
<u>Topic 8: Conceiving Children: Process and Choice</u>	<u>Chapter 11</u>	EXAM 10&11 (+9?)
Topic 9: Sexual Orientations – often we are short on time by the end of the semester and may cover this chapter only in part – whatever we do cover may also end up included on the final exam (EXAM 10 & 11 +/- 9)		

Dates on which class meets and **TENTATIVE** dates for quizzes and exams:

WEEK ONE

Mon Jan 8 - Go over syllabus and website. Take **First Quiz (5 points)**.

Wed Jan 10 - Go over quiz answers. Start chapter 2 up to... (?)

WEEK TWO

Mon Jan 15 - **MARTIN LUTHER KING Jr. DAY - NO CLASSES**

Tue Jan 16 - Drop/Refund Deadline (11:59 pm)

Wed Jan 17 - Continue up to...

WEEK THREE

Mon Jan 22 - Continue up to...

Wed Jan 24 - Continue up to...

WEEK FOUR

Mon Jan 29 - **Quiz over Sex Research (Chap 2)** and continue up to...

Wed Jan 31 - Continue up to...

WEEK FIVE

Mon Feb 5 - Continue up to...

Wed Feb 7 - Continue up to...

WEEK SIX

Mon Feb 12 - Continue up to...

**Wednesday Feb 14 (11pm) - deadline for completing chapter 3 Test in MindTap - 5 points
(MindTap = textbook website available via purchased access code)**

NOTE: Appendix D of my syllabus is all about using MindTap and includes the Course Key you will need

Wed Feb 14 - practice finding lumps in models of the breast (5 points),
turn in optional extra credit essays (See *Syllabus Appendix C* for instructions and topics for essays),

Exam over Research- (Chap 2) & Females (Chap 3)

WEEK SEVEN

Mon Feb 19 - Continue up to...

Wed Feb 21 - Continue up to...

WEEK EIGHT

Mon Feb 26 - Continue up to...

Wed Feb 28 - Continue up to...

WEEK NINE

Mon March 5 - Continue up to...

AND Exam over Males (Chap 4) & Sexual Response Cycle (Chap 6)

Wed March 7 - Continue up to...

SPRING BREAK

Mon March 12 - NO CLASS DUE TO SPRING BREAK

Wed March 14 - NO CLASS DUE TO SPRING BREAK

WEEK TEN

Mon Mar 19 - Continue up to...

Wed Mar 21 - Continue up to...

WEEK ELEVEN

Mon Mar 26 - Continue up to...

Wed Mar 28 - Continue up to...

**Fri Mar 30 - Withdrawal Deadline - Last opportunity to withdraw (will get a "W" grade)
after this date you will not be able to withdraw yourself**

WEEK TWELVE

Mon April 2 - **Exam over gender (Chap 5) and sexually transmitted infections (Chap 15)**

Wed April 4 - Continue up to...

WEEK THIRTEEN

Mon Apr 9 - Continue up to...

Wed Apr 11 - Continue up to...

PLEASE PARTICIPATE IN STUDENT FEEDBACK ON INSTRUCTION

You should have received an email from ATLAS with a link to this survey

WEEK FOURTEEN

Mon Apr 16 - Continue up to...

Wed Apr 18 - Continue up to...

FINALS WEEK

Monday April 23 - 10:00am - 12:29pm

FINAL EXAM

**Contraception (Chap 10) definitely this entire chapter will be on the exam
& Pregnancy (Chap 11) all or part of this chapter depending on how much time we have to go through
chap 11**

**Sexual Orientation (Chap 9) likely only part of this chapter or maybe just some questions based on a
movie**

You may also turn in 2 extra credit essays if you have not yet done so

Essay topics are listed in an appendix at the end of my syllabus found at this website

NOTE: The Final Exam will take place in the same classroom in which we have met all semester.

DISCLAIMER: The course instructor reserves the right to make changes in the course outline, class schedule and syllabus if needed. Changes will be announced in class in a timely manner, when necessary. Your continued participation in this course constitutes an agreement with and an acceptance of the conditions presented in this syllabus.

Appendix A

LETTER FROM THE DEAN

Expectations of a Valencia College Science Student

Welcome to the Science Division of Valencia College's West Campus; we are enthused to have this opportunity to assist you in achieving your educational goals. Higher education is a privilege and an opportunity; it is your responsibility to realize that you are in control of those behaviors and actions that can enable success in this course.

From your professors, **you can expect** the following:

1. They will be prompt, courteous and respectful.
2. They will provide a professional learning environment throughout the entire scheduled instructional period.
3. They will provide an up-to-date syllabus; when changes need to be made, they will announce changes in a manner that is conveyed to all students in their class.
4. They will provide you with a course that is of necessary rigor to prepare you for the career you have chosen; because the class you are taking transfers to a four year college or university, it will be taught with the same academic expectations. The bonus of starting your education at Valencia, when compared to attending a four year college, is you will be able to get more personal attention with small class sizes and you will be able to save money; the classes are not easier.
5. They will offer time outside of class to discuss your questions.
6. They will be available to discuss your class concerns in private, outside of class time; you should try to resolve your class concerns with your professor before you try to voice your concerns with administrators.
7. They will respond to emails within 2 business days.
8. They will expect from you what they have expected from the many students who passed their classes in the past.

In return, this is **what your professor will expect from you**:

1. You will be prompt, courteous and respectful.

Prompt means you come to class on time, ready to work, with all assignments completed before you enter class or lab. It means that you have studied, that all conversations, texting and diversions come to a stop and that you are ready to contribute to a positive learning environment from the beginning of the class or lab.

Courtesy means you are polite in your attitude and behavior towards your professor and classmates.

Respectfulness means that you regard everyone's classroom experience as valuable to them, that you accept your professor's expertise and experience to create relevant course objectives and that you treat college and personal property with care.

2. You will read your syllabus; your syllabus is a contract between your professor and you. Be aware of deadlines to complete assignments on time and know your professor's attendance policy. You will need to attend class for the full length of time allotted to your science class and lab.
3. You will be aware of Valencia College policies and procedures found in the college catalog; ignorance of policies and procedures doesn't mean they don't apply.
4. You will be serious about learning; it is your responsibility to be an active participant in your own learning. You will need to devote sufficient time to learn the material presented by your professor;

for most students, this means you will need to spend at least two hours studying for every hour of instruction. Learning is an action verb; you will need to do more than sit through class and reread your notes to be successful. To succeed in higher level classes, you must retain the information, concepts and skills you will learn; this can only happen if you work at learning to make the course content a part of your long term memory. Do not cram!!

5. You will be encouraged to produce your own study guides. Most college professors do not provide study guides, but they can give you tips that will help you produce your own study guides to gain a better understanding of the course content.
6. You will be expected to participate fully in classroom activities. The work you produce must be your own; cheating in any form is not tolerated and your professor will have specific consequences, in their syllabus, which will be enforced should cheating occur.
7. You will be expected to contribute to a positive learning environment. Avoid classmates who speak negatively, or who have a negative outlook, about your class or your professor. Instead, get to know your professor during office hours; you will learn much more with a positive attitude.
8. You will be held to a high standard of maturity and responsibility. Disruptive behaviors will not be tolerated in the classroom or lab. First time disruptions will be handled by your professor and may include a request that you leave the class or lab. Very serious or repeated disruptions will be reported, to the Dean of Science and the Dean of Students, with specific consequences that can include your permanent removal from the class. Disruptions include:
 - Being noisy when arriving late to class or leaving early.
 - Carrying on private conversations while the professor is talking.
 - Disrespectful language, tone and mannerisms.
 - Sleeping or attempting to sleep in class.
 - Repeatedly asking unnecessary or irrelevant questions.

My wish is that you get the best learning value from the science classes that you are taking. With everyone abiding by the expectations in this letter, your science classes at Valencia should be the next step in achieving your academic dreams.

Dr. Robert Gessner
West Campus Dean of Science
Valencia College

Appendix B

Academic Dishonesty (policy and procedure statements copied from Valencia College website)

Policy Statement:

- A. All forms of academic dishonesty are prohibited at Valencia College. Academic dishonesty includes, but is not limited to, acts or attempted acts of plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, facilitating academic dishonesty, and misuse of identification with intent to defraud or deceive.
- B. All work submitted by students is expected to be the result of the students' individual thoughts, research, and self-expression. Whenever a student uses ideas, wording, or organization from another source, the source shall be appropriately acknowledged.
- C. Students shall take special notice that the assignment of course grades is the responsibility of the students' individual professor.

Procedure Statement:

Anyone observing an act of academic dishonesty may refer the matter to the professor, as an academic violation, and/or to the Dean of Students or designee, as a violation of the Student Code of Conduct (6Hx28:8-03). When the professor has reason to believe that an act of academic dishonesty has occurred, the professor may proceed in one of three ways:

- A. The professor may choose to consider the act of academic dishonesty to be an academic offense, and using his/her academic judgment may assign an academic sanction to the responsible student, following a discussion of the matter with the student and any other appropriate persons. Academic penalties may include, without limitation, one or more of the following: loss of credit for an assignment, examination, or project; withdrawal from course; a reduction in the course grade; or a grade of "F" in the course. If the student disagrees with the decision of the professor, the student may seek a review of the decision subject to and in accordance with Policy 6Hx28:8-10, Student Academic Dispute and Administrative Complaint Resolution.
- B. The professor may choose to consider the act of academic dishonesty to be a violation of the Valencia Student Code of Conduct, and may refer the matter for resolution in accordance with Policy 6Hx28:8-03. Disciplinary penalties for academic dishonesty may include, without limitation, warning, probation, suspension and/or expulsion from the College. Any appeal of disciplinary sanctions will occur subject to and in accordance with Policy 6Hx28:8-03.
- C. The professor may choose to consider the act of academic dishonesty as warranting both an academic and disciplinary sanction. In this case, a professor should refer the matter for resolution in accordance with Policy 6Hx28:8-03, Student Code of Conduct, and when appropriate, should withhold any academic sanctions until such time as the disciplinary process is concluded and the student has been found responsible for violating college policy. If the student is found responsible for violating the Student Code of Conduct, the professor may then assign academic sanction in addition to any assigned disciplinary sanction. Any appeal of disciplinary sanctions will occur subject to and in accordance with Policy 6Hx28:8-03, and any review of academic sanctions will occur subject to and in accordance with Policy 6Hx28:8-10.

Appendix C

OPTIONAL ESSAYS:

During the course of this semester you may turn in (up to) **TWO** essays for extra credit if you desire to do so. The essays will not be graded on how much research you did, on your spelling, grammar, or composition skills (but please don't embarrass yourself by paying no attention at all to the spelling or grammar). The only requirement for receiving credit is that the essays are your own work and reflect your own opinions. Everyone should be able to get 5/5 on each essay if they put forth the effort. I will not take off points if you take a position opposite of my own. I welcome the opportunity to learn from you. I do want to see you clearly express the reasons why you take the positions that you do. I will not be returning your essays – if you want a copy for yourself please make your own copy before you turn in your essay.

Each exam date (including the final exam) will also be a date on which I accept essays. Each essay will be worth 5 points.

Each essay needs to be at least one page long (single spaced or double spaced). I prefer to read a typed essay but if your handwriting is legible you may turn in a handwritten essay. You must include your name if you expect to receive credit.

Do not e-mail the essays to me. Print them out and bring them to class.

Each essay that you write must be an answer to one of the following questions. The questions are given in the order in which the topics they address will be covered in class. You may choose to write the essay before or after we cover the topic in class. You may find the essays easier to write after we have covered the topics in class since you will have more information on which to base your opinion. On the other hand you may already have a strong opinion about something or even have done a research project on the topic already in another class. Remember there is no penalty for having an opinion that is different from any that I may express in class. So please express yourself honestly!

Q1. If I had to explain to my partner where my ideas about sex come from, I would have to include the following cultural influences...
because they have shaped my ideas in the following ways...

Q2. If I were a scientist attempting to do research in human sexuality, the question(s) I would like to try to answer would be...
and the method(s) I would use would be...
because...

Q3. If I were a woman, I would consider having breast implants placed...
 to restore a more natural look after breast cancer surgery
 to enhance my image if I had small breasts
 not under any circumstances
because...

Q4. If I or my partner had just given birth to (or adopted) a baby boy, I would want him to...
 be circumcised
 remain uncircumcised
because...

Q5. If I were to have a son (biological or adopted), I would treat raise him differently than I would treat/ raise a daughter in the following ways...
because...
OR If I were to have a daughter (biological or adopted), I would treat /raise her differently than I would treat / raise a son in the following ways...
because...

Q6. If I or my partner had just given birth to (or adopted) a child with ambiguous genitalia, I would want...
 my child to have surgery as soon as possible to allow my child to have normal-looking male or female genitalia
 my child to have their ambiguous genitalia left intact until my child was old enough to decide for him- or her-self
because....

Q7. If I were to become sexually active with a new partner I would...
 ask them to take an HIV test and show me the results before becoming sexually active with me
 use condoms until such time in our relationship that I felt comfortable asking them to take an HIV test
 use condoms until such time in our relationship that I felt I knew my partner well enough that I felt I didn't need to ask them to take an HIV test because I was convinced by their history and character that it wasn't necessary
 not really worry about HIV / AIDS
because...

Q8. If I found out that I had genital herpes I would...
 tell every past, present, and future sexual partner who may be or may have been exposed
 not tell every past, present and future sexual partner who may be or may have been exposed
because...

Q9. If I were sexually active and needed to use a contraceptive method, I would choose my preferred method to be...
(rather than all the other options available)
because...

Q10. Emergency contraception is now available without a prescription. In my opinion...
 emergency contraception should require a prescription
 emergency contraception should be available over the counter
 emergency contraception should be banned altogether
because...

Q11. If I (or my partner) had difficulty with infertility, and my doctor(s) felt we had a chance of conceiving only if we used in-vitro-fertilization, my first choice would be to...
 try in-vitro-fertilization
 try adoption
 accept my fate and remain childless
because...

Q12. If I (or my partner) were to get pregnant and it was a really terrible time in our lives to become parents, I would...
 consider an abortion and /or urge my partner to consider it
 not consider an abortion and not urge it on my partner
because...

Q13. If there was a proposed amendment up for a vote that would make abortions at any stage of pregnancy illegal (except in cases of rape or to save a mother's life) I would vote...
 to make abortions illegal
 to keep abortions legal
because...

Q14. If I found out my teenage son /daughter who was still living with me was gay/lesbian I would...

encourage them to straighten out and date /marry the opposite sex

encourage them to be celibate

encourage them to be themselves

because...

Q15. Same-sex marriage is now legally possible in the United States of America. In my opinion...

same-sex marriage should be available to anyone who wants it

same-sex marriage should be banned altogether

because...

Q16. Until relatively recently only heterosexuals were allowed to adopt children in Florida. If I could vote on an amendment that would ensure that individuals and couples could adopt regardless of their sexual orientation, I would...

vote to restrict adoption to heterosexuals only

vote to allow adoption by any loving and responsible adult, regardless of their sexual orientation

because...

Appendix D

MindTap®

Faculty teaching (and students taking) BSC1026 on West Campus will be using MindTap® bundled with the Crooks & Baur textbook: **Our Sexuality** (13th edition).

I plan to put into my MindTap® course shell the e-book text corresponding to the printed text chapters that we will cover. There may be some students who prefer to read their textbook on an electronic device and this way all students can choose to read the paper version, the electronic version, or a mixture of both.

I don't like the tone and I disagree with the accuracy of some of the content of the linked media videos (which are also available for free from YouTube where the publishers found them) so I won't be using them.

I think the exams emphasize too many details that I do not wish to ask my students to learn. Also the exams (like the textbook itself) are geared to psychology students – not biology students. I will continue to use only exams I construct myself and hand to you in class on exam days.

I am limiting the number of points to be earned from using MindTap® to 5 points (out of the total of 435 points that you can earn this semester from all activities mostly unrelated to MindTap®). In other words, only about 1% of your grade will come from using MindTap®.

The one MindTap® assignment that will earn you (5) points this semester is to complete the Chapter 3 MindTap® Test.

To use MindTap® you will need to register for the MindTap® course that I have to set up specifically for students in my class. You will need to register with the access code that comes bundled with your textbook.

You should know the course key needed for all students in my class (not the same thing as the access code that is specific to you only). You will use this course key to register for my (Instructor: Jackie Lindbeck) course:

MTTP – 355P – 2KFR

Registration can be accomplished by connecting to:

<https://studentdashboard.cengagebrain.com/#/course-confirmation/MTTP355P2KFR/initial-course-confirmation>

To check whether your computer meets the requirements for using MindTap® go to:

<http://ng.cengage.com/static/browsercheck/index.html>

NOTE: The publishers do provide a free trial of MindTap® for a limited time period.

If you are unable to pay at the start of the semester you may choose to access MindTap® during your free trial. After the free trial ends you will be required to pay for access. Please note: At the end of the free trial period, your course access will be suspended until your payment has been made. All your scores and course activity will be saved and will be available to you after you pay for access.