



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Human Sexuality

Course Number: PSY 210

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

The latest in both physiological and psychosocial research of human sexuality. Emphasis will be placed on acquiring a better understanding of such areas as sexual anatomy and physiology, sexual orientations, sexual dysfunctions, sexually transmitted infections, gender roles, love and attraction, reproduction, atypical sexual thoughts and behaviors, therapy, and legal and ethical issues pertaining to human sexuality.

PREREQUISITE(S): none

CO-REQUISITE(S): none

Course Objectives:

- **Explain** why many know little about human sexuality even with extensive sexual experience.
Examine the many historical influences on contemporary attitudes about sexuality.
- **Describe** each of the structures and functions of the external and internal male and female anatomy.
- **Know & comprehend** the biological basis of human sexuality, including hormonal activity.
- **Explain & understand** what causes sexually transmitted infections (STI's), how they are spread, who can get them, how they are diagnosed, and methods of treatment.
- **Compare & contrast** the various methods of birth control and their effectiveness.
- **Understand & explain** conception and pregnancy, including the three stages of labor.
- **Define & elaborate upon** gender (identity & role), as well as their biological and sociocultural influences.
- **Know & comprehend** the concepts of masculinity, femininity, and androgyny.
- **Describe** the similarities and differences between heterosexuals and homosexuals.
- **Examine & trace** the history of attitudes towards homosexuality in Western cultures.
- **Discuss** the evolution of sexuality across the lifespan of the individual.
- **Know & comprehend** the distinctions between "normal" and "deviant" sexual behaviors.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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- **Provide examples for** different sexual positions and practices.
- **Discuss** the multiple perspectives of love, attraction, and sexual desire.
- **Describe** sexual problems that can affect males and females, as well as common sexual differences encountered in relationships.
- **Elaborate upon** the psychological, sociocultural, and interpersonal factors that contribute to rape.
- **Discuss** the uses of sexually explicit materials and their psychological effects.
- **Apply** correct use of in-text citations and references in APA format.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.

- **Explain** why many know little about human sexuality even with extensive sexual experience.
- **Examine** the many historical influences on contemporary attitudes about sexuality.
- **Describe** each of the structures and functions of the external and internal male and female anatomy.
- **Know & comprehend** the biological basis of human sexuality, including hormonal activity.
- **Explain & understand** what causes sexually transmitted infections (STI's), how they are spread, who can get them, how they are diagnosed, and methods of treatment.
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- **Discuss** the multiple perspectives of love, attraction, and sexual desire.
- **Describe** sexual problems that can affect males and females, as well as common sexual differences encountered in relationships.
- **Elaborate upon** the psychological, sociocultural, and interpersonal factors that contribute to rape.
- **Discuss** the uses of sexually explicit materials and their psychological effects.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- **Explain** why many know little about human sexuality even with extensive sexual experience.
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- **Know & comprehend** the biological basis of human sexuality, including hormonal activity.
- **Explain & understand** what causes sexually transmitted infections (STI's), how they are spread, who can get them, how they are diagnosed, and methods of treatment.
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- **Elaborate upon** the psychological, sociocultural, and interpersonal factors that contribute to rape.
- **Discuss** the uses of sexually explicit materials and their psychological effects.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- **Explain** why many know little about human sexuality even with extensive sexual experience.
- **Examine** the many historical influences on contemporary attitudes about sexuality.
- **Describe** each of the structures and functions of the external and internal male and female anatomy.
- **Know & comprehend** the biological basis of human sexuality, including hormonal activity.
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- **Discuss** the uses of sexually explicit materials and their psychological effects.
- **Apply** correct use of in-text citations and references in APA format.

Lumina DQP Outcome 5: Describes and examines a range of perspectives on key debates and their significance both within the field and in society.

- **Explain** why many know little about human sexuality even with extensive sexual experience.
- **Examine** the many historical influences on contemporary attitudes about sexuality.
- **Describe** each of the structures and functions of the external and internal male and female anatomy.
- **Know & comprehend** the biological basis of human sexuality, including hormonal activity.
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Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

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- **Know & comprehend** the biological basis of human sexuality, including hormonal activity.
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Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

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Lumina DQP Outcome 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.

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- **Elaborate upon** the psychological, sociocultural, and interpersonal factors that contribute to rape.
- **Discuss** the uses of sexually explicit materials and their psychological effects.

Lumina DQP Outcome 9: Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

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Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

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Lumina DQP Outcome 11: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

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Lumina DQP Outcome 12: Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

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Lumina DQP Outcome 14: Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

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Lumina DQP Outcome 16: Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

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Lumina DQP Outcome 17: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.

- **Explain** why many know little about human sexuality even with extensive sexual experience.
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- **Describe** each of the structures and functions of the external and internal male and female anatomy.
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Suggested Methods of Instruction:

Lecture, small group work.

Suggested Methods of Assessment and Evaluation:

Current: Reading Logs [DQP #'s 2-3, 6, 8, 12]; APA Format Quiz [DQP #'s 3, 6-7, 11]; Critical Thinking Assignments [DQP #'s 1-3, 5-12, 14, 16]; Multiple Choice & True/False Exams [DQP #'s 2,-3, 6, 10]

Prospective: Research Paper and/or Compare & Contrast Paper [DQP #'s 1-3, 5-12, 14, 16]; Quizzes; Short Answer Essays; In-class and/or On-line Discussion

Adopted Text at Time of Course Adoption/Revision:

Hock, R. (2012). *Human Sexuality* (3rd ed). Upper Saddle River, NJ: Prentice Hall

OPTIONAL SUPPLEMENTARY MATERIALS: none

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

Week 1	Course Introduction
Week 2	Studying Human Sexuality
Week 3	Sexual Anatomy
Week 4	Physiology of Human
Week 5	Love, Intimacy, and Contraception
Week 6	Sexual Behaviors
Week 7	Sexual Problems and Solutions
Week 8	Midterm
Week 9	Sexually Transmitted Infections
Week 10	Conception, Pregnancy, Birth and Gender
Week 11	Conception, Pregnancy, Birth and Gender cont. & Sexual Orientation
Week 12	Sexual Orientation cont.
Week 13	Sexual Development throughout Life
Week 14	Sexual Aggression and Violence
Week 15	Paraphilias & The Sexual Marketplace
Week 16	Final

Part 1 & Part 2 approved by CRDAP on: 10/31/14

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012