

# Fall 2021

## Human Sexuality

### PSYC 2205

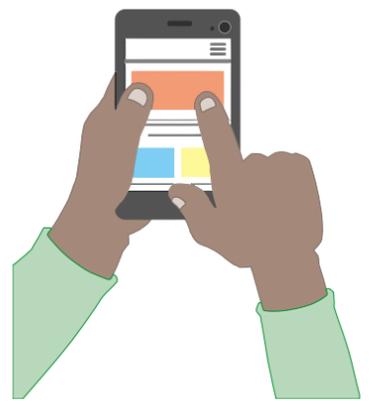
#### COURSE OVERVIEW



The goal of this course is to examine the complex interplay of psychological, sociocultural, and biological factors in the development and expression of sexual attitudes and behaviors. We will cover a wide variety of topics. By the end of the semester, you should have a greater understanding of your own and others' sexual functioning and practices. You should also develop an appreciation for different perspectives on sexuality, as well as improve your ability to communicate on this topic.

#### GETTING STARTED

- Get the textbook (Lehmiller, Psychology of Human Sexuality 2nd edition)
- Review "Essential Information - Start Here" material on Moodle
- Take the Moodle Quiz
- Take the Syllabus and Policies Quiz
- Introduce yourself on the "Getting to Know You" Forum

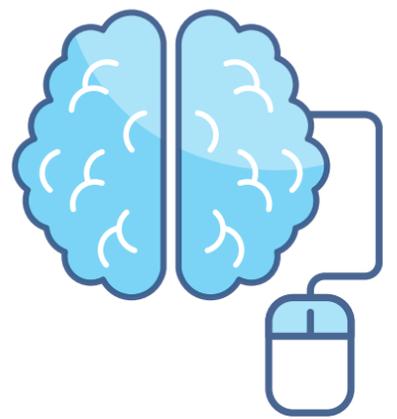


#### WEEKLY QUIZZES

- Review all course material (videos, links, textbook reading, activities etc.) each week
- There is a multiple-choice quiz each week
- It is open for the full week (Monday-Sunday)
- You have 60 minutes to complete it

#### ACTIVITIES

- Complete 4 SONA credits of research participation this semester, or complete the alternative assignment
- There is an optional Test Your Knowledge activity most weeks (some will count toward extra credit)
- Extra credit can also be earned through the reflection piece and by completing the course evaluation



#### DISCUSSION FORUMS



- There are 6 Discussion Forums throughout the semester, each has prompts to choose from
- Each Discussion Forum is open for 2 weeks
- You can respond to the prompts and/or to your classmates
- You can respond in writing, images, audio, video, or some combination
- If you would like to discuss the forum prompts live rather than on the forums, you may do so by contacting the Graduate Teaching Assistant and scheduling a meeting (in person or via Zoom).

#### REMEMBER: WE'RE HERE TO HELP!

- Don't hesitate to contact us if you have questions about the course or want to chat about psychology, ISU, grad school etc.
- Graduate Teaching Assistant: [REDACTED] (she/her/hers; [REDACTED])
- Professor: Xiaomeng (Mona) Xu (she/her/hers; Monaxu@isu.edu; 208-282-3541)

**Instructor: Xiaomeng (Mona) Xu, Ph.D., Associate Professor of Psychology (she/her/hers)**

Office: Garrison (Building #63, Pocatello campus) room 403

Student hours: By appointment (via Zoom, phone, or in person\*)

E-mail (best way to reach me): [monaxu@isu.edu](mailto:monaxu@isu.edu)

**Graduate Teaching Assistant: [REDACTED] she/her/hers)**

Student hours: By appointment (via Zoom or in person\*)

E-mail: [REDACTED]

\*\*for meetings in person, we will abide by CDC/ISU guidelines on face coverings and other safety precautions.

\*\*To learn more about us, view the “Welcome to Human Sexuality” video located in Week 1 on Moodle

### Course Overview

This course examines the complex interplay of psychological, sociocultural, and biological factors in the development and expression of sexual attitudes and behaviors. We will cover a wide variety of topics, including the major psychological theories of sexuality, patterns of sexual arousal and response, the development of gender and gender identity, variations in sexual orientation, attraction processes and romantic love, sexual dysfunctions and sex therapy, typical and atypical sexual behaviors, as well as the psychological effects of pornography. By the end of the semester, you should have a greater understanding of your own and others’ sexual functioning and practices. You should also develop an appreciation for different perspectives on sexuality, as well as improve your ability to communicate on this topic.

You will get the most out of this course by taking an active role in your learning. You should plan to: read and view all assigned material, engage with the activities and resources provided, study, and complete all assignments on time. In some weeks, you will discuss topics with your classmates, this should help you deepen your understanding of the material and hone your critical thinking and communication skills. Each week you will assess your knowledge by taking a quiz. Some weeks will also include a Test Your Knowledge activity which provides you with an additional way to learn and an opportunity to assess your own understanding.

The topics we will cover in this course are:

Week 1: Introduction and Theoretical Perspectives

Week 2: Methods

Week 3: Human Sexual Anatomy

Week 4: Human Sexual Response – Understanding Arousal and Orgasm

Week 5: Gender and Gender Identity

Week 6: Sexual Orientation

Week 7: The Laws of Attraction

Week 8: Intimate Relationships – Sex, Love, and Commitment

Week 9: Sexual Behaviors

Week 10: Lifespan Sexual Development

Week 11: Sex Education, Contraception, and Pregnancy

Week 12: Sexually Transmitted Infections and Safer-Sex Practices

Week 13: Sexual Dysfunction and Sex Therapy

Week 14: Variations in Sexual Behavior

Week 15: Sex Laws, Sexual Victimization, and the Sexual Marketplace

Additional resources and content for fun are also available on Moodle.

## Course Objectives (COs).

In **actively participating** and **completing the assignments**, you will:

- 1) Identify key theories, methods, and terminology within the scientific study of human sexuality. (CO1)
- 2) Recognize and identify sexual anatomy structures, functions, and health issues. Differentiate gender, gender identity, and sexual orientation. (CO2)
- 3) Recognize key findings and historical moments from the scientific literature on sexology, sexual development, attraction, love, commitment, and sexual response and behavior. (CO3)
- 4) Identify different types of sexual behavior, gender identities, sexual education, contraception, and safer sex practices. (CO4)
- 5) Explain scientific perspectives on important topics in the study of gender and sexuality. (CO5)

The Course Objectives (COs) will be linked to the Module Objectives (MOs) within the Learning Guide for each week. Each week's Learning Guide will include the objectives for that module (week) of the course, MOs, as well as which Course Objective(s) the module is linked to. For example "MO 1.2: Identify the different theoretical perspectives used in the scientific study of human sexuality (CO 1)" indicates that the 2nd objective for Module (Week) 1 is linked with Course Objective 1.

## Course Format

This course is offered entirely online which means we will not meet face-to-face (unless you make an appointment, which you are welcome to do). Course content will be obtained from readings and online material. It is expected that you will set aside at least 9 hours per week to participate in viewing lectures, doing readings, studying, and completing assignments. If you will not be able to keep up with the weekly workload, you should drop the course. You should plan on logging into the course website at least weekly and checking your ISU email regularly.

## General Weekly Structure of the Course

- Video lecture
- Course content (e.g., readings, videos, podcasts etc.)
- Resources (including the Academic Exchange Forum and announcements)
- A Test Your Knowledge activity/practice quiz (a few weeks will not have this)
- Discussion forum (each forum is open for 2 weeks, on weeks with a new forum, the forum opens on Monday)
  - If you would prefer to discuss the topic live, you may contact the Graduate Teaching Assistant to arrange a meeting (in person or via Zoom to do so).
- Quiz (open for the full week, closing at the end of Sunday of that week)

A learning guide is provided for each week of the course on Moodle.

## Requirements

**Prerequisites:** There are no prerequisite courses for this class. However, if you have taken Introduction to General Psychology, that psychology background should serve you well in this class. Similarly, if you have taken a writing course, those composition skills should be helpful for forum posts. Prerequisite knowledge for successful online coursework includes basic skills in computers, internet, and email.

**Textbook:** Lehmler, J.J. (2017). The Psychology of Human Sexuality 2<sup>nd</sup> Edition. Wiley-Blackwell.

**Minimum Technology:** You will need a computer (or other device that can access Moodle), consistent internet, and an email account to successfully complete this course. If you run into issues, please let us know so we can work with you to figure out alternatives.

Please make sure you have installed and updated all software and set browser options as recommended:  
Required Technology, Hardware, and Skills for Online/Hybrid Courses: [Handout](#)  
General Software, Browser, Viewers, and Plugin Requirements: [Handout](#)

**Minimum Technical Skills:** You should have basic skills in using computers (or other devices that can access Moodle), internet, and email.

## Accessibility

Every attempt has been made to ensure that this course uses accessible content and technology. If you run into a problem, let us know. All lecture videos should have closed captions. You may need to make the video full-screen and click the CC button to see them.

## Recommended Weekly Schedule

A student recommended weekly schedule is provided on Moodle (top of page).

## Communication:

**ISU E-mail:** Please use your ISU email to email us.

**Response Time:** You can expect a response to questions within 24 hours during business days, within 72 hours for weekends, holidays, and during academic recesses. If you do not receive a response from within this timeframe, please feel free to re-contact us to follow up. Please note that some questions may require time to research the correct response. We will notify you if we need more time to respond and we will update the class if we expect response times change.

## Grading

Grades are updated regularly on Moodle. It is your responsibility to monitor your grades to ensure awareness of your progress in the course. Weekly quizzes provide opportunities for you to demonstrate learning related to Course Objectives 1-4. Discussion forums provide opportunities for you to demonstrate learning related to Course Objectives 1-5.

## Assignments/Graded Components:

**Moodle, Syllabus and Policies Quizzes:** You need to complete and receive 100% on these two quizzes before you can move on to other assessments in the course. These quizzes let us know you understand the course requirements and can navigate Moodle before you complete course assessments. These two quizzes are open book/computer, so you can have your internet browsers open to ISU's Moodle handouts, a copy of the syllabus in front of you etc. You will not be able to move on in the course and take the weekly course quizzes until after you've completed these two quizzes.

**Discussion Forums:** New forum prompts will appear every other Monday starting Week/Module 3

through Week/Module 13 (there is also a non-graded Getting to Know You forum available in Week/Module 1).

There are 6 Discussion forums in total and you are expected to post in each forum at least once. If you post multiple times within the same forum, the post that earns the highest grade will count. Each forum will be open for a 2-week window during which you may post.

You may respond to the prompt (or part of the prompt if there are multiple questions) and/or reply to a post made by one of your classmates. These forums provide opportunities for you to get to know your classmates, engage in critical thinking, and exercise your discussion and persuasive communication skills. Forums are one way for you to showcase what you've learned including being able to identify theories, terminology, history, methods, and key findings from research. Remember to include supporting information and evidence for your points (see Discussion Forum Grading Rubric). We will stay out of the discussion, with the exception of moderating when necessary (e.g. if you post a personal attack, we will take it down).

Posts can be written words, images, audio, video, or some combination.

If you would prefer to discuss the prompts live, you may do so by contacting the teaching assistant to schedule a meeting (either in person or Zoom).

**Detailed forum information:** A list of all prompts for the semester, the grading rubric, and some tips on posting are provided on Moodle (top of course under Resources).

**Weekly Course Quizzes:** If you require extra time or any other accommodation due to a disability, please contact [Disability Services](#). For more details about disability accommodations, please see the resources and policies document. All course quizzes are administered online and are strictly limited in terms of time availability. Weekly Course Quizzes are not open book/computer and you should not receive any help from others when taking quizzes. Weekly quizzes are open Monday-Sunday of their week (e.g., the Week 1 quiz is available the full week, Monday-Sunday of Week 1). Quizzes are timed: Once a quiz has been started, a timer will begin. You will have 60 minutes for each of the 15 course quizzes. Each quiz will consist of multiple-choice questions drawn from the textbook and course material on Moodle. Quizzes are not cumulative. After the allotted time elapses, the quiz will no longer be available to you, and your score will be based upon the number of items completed.

**SONA/Alternative Assignment:** 10% of your grade for this course will be earned through research participation (via the [SONA system](#)) OR by completing an alternative assignment. To earn the full 10% of your grade, you will need to complete 4 credits on SONA (remember to assign those credits to this course!). Should you complete fewer than 4 SONA credits, you will earn a proportionate % of the grade (e.g., 1 credit = 1/4 of the 10%). You should complete all SONA credits for this course by the end of Finals Week. As always, participation in research is voluntary. See the Student SONA Instructions PDF on Moodle for additional information on research participation.

If you do not want to participate in research (and/or you are ineligible for the studies), you may still earn up to the 10% of your grade through an alternative assignment - a summary:

The summary is a short piece (2-3 pages is sufficient) on any topic within human sexuality (APA style is encouraged but not required). You get to pick the article. You should select a peer-reviewed academic journal article (you can use the PsychInfo or PsychArticles databases from our library, look for journal articles rather than books, dissertations etc.; Google Scholar would also be a good place to search). You would summarize the article in your own words, conveying the important points of each section. Note

that this should be an article that covers a study (or studies) rather than a review article. This way you can summarize the introduction (including any theories the study was based on), methods (e.g., design of the study, measures, participants etc.), results, and conclusion of the study(ies). I'm happy to look over potential articles before you start writing to give you feedback on their appropriateness, to help you decide between articles etc. And while you only need to summarize one, you are welcome to cite additional studies/papers if they are relevant. Let me know if you have questions. I'm happy to go back and forth via email and/or to set up a call or Zoom session if you would like to chat about the paper.

If you want to complete the alternative assignment in a different format than a written paper, you may do so. That is, you could record an audio or video that explains each section of the paper and the study(ies). Or you could create a comprehensive infographic or comic. Other formats are also welcome, use your creativity, but please run it by me first so we can make sure we are on the same page in terms of expectations.

### **Assignments/Grading Response Time:**

**Forums:** We will check forums regularly. Discussion forum grading will be completed within a week of the forum closing (or within a week of meeting if you choose to discuss the forum live by arranging an in person or Zoom meeting with the TA).

**Quizzes:** Quiz grades (including for syllabus/Moodle quizzes) are automatically posted on Moodle once the quiz period has ended (you will also be able to review the multiple-choice items and correct/incorrect answers at this point).

**SONA/Paper Alternative:** Points for SONA research participation will be calculated and posted at least twice during the semester – once at midterms (this will go into the calculation of mid-term grades) and once at the end of the Closed Week (the week before Finals Week). If you choose to complete the alternative assignment instead of SONA participation, I will grade that within 1 week of submission.

<b>Graded Item</b>	<b>% of your grade</b>
Quizzes	45%
Forum postings	45%
SONA participation or summary paper	10%
<b>Total for all activities</b>	<b>100%</b>

Letter grades will be assigned according to this scale:

<b>Letter grade</b>	<b>Lowest %</b>	<b>Highest %</b>
A	93%	100%
A-	90%	92%
B+	86%	89%
B	83%	85%
B-	80%	82%
C+	76%	79%
C	73%	75%
C-	70%	72%
D+	66%	69%
D	63%	65%
D-	60%	62%
F	0%	59%

**Note:** A final grade that has a fractional component will be rounded up if it is .50 or greater, and rounded down if it is .49 or less. For example, a final grade of 85.50% would be rounded up to 86%, whereas 85.25% would be rounded down to 85%.

## **Extra Credit (worth up to 12 points/% toward the final grade)**

**Test Your Knowledge :** For most weeks of this course there will be an optional "Test Your Knowledge" activity of some kind. These activities should help with your learning of the material. The activities may also be useful (along with notes, Moodle material, textbook etc.) as a study aid for the week's quiz, however the main purpose of the activities is to provide you with an additional way to apply and learn the content. Test Your Knowledge Weeks 2, 3, 4, 6, 9, and 12 are each worth 1 extra credit point.

**Reflection Piece:** You may submit a Reflection Piece (see Week 16 on Moodle) worth up to 5 points of extra credit by the end of the semester. You may submit a written file (e.g., Word document, PDF) an audio file, or a video file.

**Course Evaluation:** Toward the end of the semester, course evaluations will be opened up to students. I will make an announcement when this happens. I will offer 1 point of extra credit for completing the course evaluation for this course. Course evaluations are administered by departmental staff and I do not have access. I will ask for a list of names of those who completed the evaluation, but this list will not be linked in any way to your responses (which will remain anonymous). After the course is over, faculty are provided anonymous summary feedback (e.g., average scores on the items) as well as the written comments.

## **Land Acknowledgment**

This course, offered by ISU, is being held within the traditional lands of the Shoshone-Bannock and Paiute Peoples. It is important that we pay our respects to the Fort Hall Shoshone and Bannock peoples, their elders past and present, their future generations, and all Indigenous peoples, including those upon whose land the University is located.

Visit [ISU's land acknowledgement website](#) for more information on this land acknowledgement, Idaho resources, and Native American history.

## **Academic Freedom and Responsibility Syllabus Statement:**

In carrying out its educational mission, Idaho State University is committed to adhering to the values articulated in Idaho State Board of Education Policy III.B. Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution.

## Resources

ISU offers many [resources for students](#) including (among others) Benny's Pantry, Career Center, Disability Services, Veteran Services, Wellness Center, International Programs Office, JCA Gender Resource Center, Counseling and Testing, University Tutoring, and ISU's Title IX Notice of Non-Discrimination.

Additional resources/potentially helpful links:

[Academic Advising](#): Central Academic Advising serves as the coordinator of general academic advising services and support for the ISU community of students, faculty, and staff. CAA carries out specific advising responsibilities for sophomores, transfer students, students on probation, pre-Social Work majors, and undecided sophomore, junior, and senior students.

[Academic Calendar](#): See calendar for registration, withdrawal, observed holiday, and other important dates.

[Eli M. Oboler Library](#). Note - our library has databases such as PsychInfo and PsychArticles as well as Inter Library Loan for articles, books, and other resources not in our collections.

[FERPA](#): Idaho State University, in compliance with the Family Education Rights and Privacy Act (FERPA), is responsible for protecting and maintaining the privacy of student records and judiciously evaluating requests for release of information from those records. FERPA affords students certain rights with respect to their education records.

### [Financial Aid](#)

Mental Health Services for In State ISU Students: [ISU Counseling and Testing Service](#) would like to remind all students who are enrolled in the current semester (part-time or full-time) they are eligible for free, confidential counseling services. Counseling and Testing Services offers individual and group counseling, as well as Biofeedback Training. Crisis intervention services are available Monday – Friday from 8 a.m. – 5 p.m.

To establish services:

[Pocatello](#): Call 208-282-2130, Monday – Friday from 8am-4pm.

[Idaho Falls](#): Call 208-282-7750, Monday – Friday from 8am-4pm.

[Meridian](#): Call 208-373-1719 to schedule an appointment.

Mental Health Services for Out of State ISU Students: [ISU Counseling and Testing Service](#) has partnered with LifeWorks, Inc. to bring the My SSP tool to ISU students while they are physically out of the state of Idaho. Through MySSP, students can access health assessments, real-time chat support, and free counseling from licensed mental health professionals.

Accessing My SSP: Connect with My SSP by calling 1-866-743-7732 or visiting [us.myissp.com](http://us.myissp.com). If calling from outside North America: 001.416.380.6578. You may also download “My SSP” from the app store to use on your phone.

Students also have access to [CALM](#) – a free comprehensive mental wellness program at ISU provided by the Master's of Social Work program and Counseling and Testing Service.

## Institutional Policies

**Academic Integrity:** Please review the [ISU's Academic Integrity and Dishonesty policy](#) and [ISU's Student Handbook](#). The Psychology Department is committed to the highest standard of academic integrity. It violates Idaho State University policy to cheat, plagiarize, forge, or commit fraud. This includes copying **any** portion of another student's or author's work (without proper citation) and/or copying quiz responses. Penalties for committing academic dishonesty include a permanent mark on your academic record, an unsatisfactory grade in the course, and possibly even expulsion from the university. Ignorance of the regulations and policies regarding academic dishonesty is **not** a valid excuse for violating them.

## Course Policies

**If You Need Help:** If you are struggling in this class, we are here to help you. We encourage emails and Zoom meetings. We will do our best to help you, but we expect a great deal from our students. That is, our help only goes as far *as your willingness to seek help when you need it*.

**Late Work:** If you are struggling to meet the deadlines, contact me so we can discuss the situation, work together, and develop a plan to maximize your chances of being successful in the course.

**Incomplete:** An incomplete grade, I, may be assigned as a final grade at the discretion of the instructor. Eligibility criteria and information about the Course Completion Contract per ISU policy is available [here](#).

**Course Material and Respectful Class Conduct:** Students taking this course will come from a variety of backgrounds and have different perspectives and values. Academic discussion and debate is encouraged, but respect for other persons in the classroom is mandatory at all times. You may certainly disagree with each other (and/or with our readings, resources etc.) but please remember to keep all comments professional. Personal attacks will not be tolerated.

**Technical Issues:** This is a completely online course and all course material will be on Moodle. You are responsible for ensuring that you have consistent internet access and to keep up-to-date with the course (e.g., viewing announcements). Malfunctioning technology or internet will not be accepted as a valid excuse for late or missing work. Computers are available in public spaces at ISU (e.g., computer labs and library).

**If You Experience Technical Difficulties:** Review ISU's [Student Moodle Guides](#) and ISU's Information Technology [Need Help? Webpage](#). This includes a service catalog and information for the service desk (208) 282-4357 or [help@isu.edu](mailto:help@isu.edu) (refer to webpage for walk-in information for Pocatello, Idaho Falls, and Meridian campuses. If you continue to experience issues, contact me.

**Syllabus Updates:** A syllabus should be flexible to the needs of the students, hence the contents of this particular syllabus are subject to change in the event that the pace of the course requires modification. All changes will be announced, of course, but it is the students' responsibility to double-check on important dates and the announcement of such changes. All changes to the syllabus will be posted via Moodle.

You will get the most out of this course by taking an active role in your learning. Read the assigned material, watch the lectures, utilize the resources provided, take the quizzes, and participate in discussions on the forums.

This course was designed so that you review course content (textbook, online resources, video lecture) and reflect on what you have learned. In some weeks, you will then discuss topics with your classmates, this should help you deepen your understanding of the material and hone your critical thinking and communication skills.

Each week you will assess your knowledge by taking a quiz. Some weeks will also include a Test Your Knowledge activity which provides you with an additional way to learn and an opportunity to assess your own understanding.

**The weekly structure of the course includes the following components:**

Video lecture

Course content (e.g., readings, videos, podcasts etc.)

Resources (including the Academic Exchange Forum and announcements)

A Test Your Knowledge activity/practice quiz (a few weeks will not have this)

Discussion forum (each forum is open for 2 weeks, on weeks with a new forum, the forum opens on Monday)

If you would prefer to discuss the topic live, you may contact the Graduate Teaching Assistant to arrange a meeting (in person or via Zoom to do so).

Quiz (open for the full week, closing at the end of Sunday of that week)

On the next page is a recommendation of how to approach the work in this course. If you stick to this schedule you should be able to spread out your work throughout the week and study, review, and process the information repeatedly – enhancing learning.

This recommended schedule is a suggestion only. You may need to make adjustments based on your other courses and life responsibilities. If you are modifying this recommended schedule, please try to still space out your work so you are not cramming.

SONA credits or the alternative assignment are due by the end of Finals Week. You may want to work on this throughout the semester rather than just at the end.

The extra credit reflection piece is also due by the end of Finals Week. This is also the last day to complete the Test Your Knowledge activities for extra credit (these are available for Test Your Knowledge Weeks 2, 3, 4, 6, 9, and 12).

## Student's Weekly Recommended Schedule

To do:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Announcements	View announcements (if any)						
Ask questions	If you have questions, post in Academic Exchange or contact us						
Share	If you'd like to share resources, articles, podcasts, videos, memes etc. - post in Academic Exchange						
Discussion forum	If there is a discussion forum this week it opens today	Read discussion forum and consider posting (either a new post or a response to one of your peers)					Review discussion forum and continue the discussion (if you choose)
Study	Read textbook and take notes	Watch weekly video and take notes  Reread textbook notes – how does this week's video fit with what you learned already?	View Moodle resources, complete activity, take notes  Think about how the textbook, video, and additional materials fit together  Schedule study time and quiz time / start studying	Study for the quiz	Study for the quiz	Study for the quiz	Deadline to complete this week's quiz
Quizzes	Review results of last week's quiz				Study/take quiz (deadline Sunday)	Study / take quiz (deadline Sunday)	Deadline to complete this week's quiz
Miscellaneous	Explore optional content, work on SONA credits (or alternative assignment), and work on extra credit assignments.						

## Discussion Forum Tips, Prompts, and Schedule

Forum Tips:

**Be respectful and professional!** Don't troll each other. You can disagree and express disagreement, but do so in a polite way that moves the discussion forward. These discussions should not become acrimonious and they should not be a war of "that's what you think" or "well, my own experience is right and yours is wrong".

**Don't overshare information!** Before you share, ask yourself "Is this too personal or too much information? Would this make my classmates uncomfortable to read/hear/see? Would I be comfortable sharing this information publically? That is – if this were a traditional in-seat class, would I be comfortable standing up in class and saying this out loud?" If you are unsure, it's probably better to err on the side of caution. Most of all, ask yourself "Is this information really necessary to the discussion at hand?" So for example, a detailed account of your sexual experiences would be oversharing and most likely would not be necessary to get your point across.

**Respect privacy!** Anecdotes can be useful when illustrating a point, however please make sure that you are keeping private information private. So for example, let's say you want to share what your roommate told you about their experience getting tested for an STI. Your post should NOT reveal identifying information (e.g. your roommate's name). You should not even reveal their relationship to you (as roommate is specific enough that their identity could be figured out). If the anecdote is really important and necessary for your post, you can tell it using vague non-identifying references (e.g. "someone I know").

**Review the grading rubric as you write your post.** To maximize your chances are earning full points for your post, refer to the grading rubric and ensure that your posts are of high quality, relevant, and provide supporting information.

**Be aware of potential technical issues.** If you are posting on the Discussion Forum on Moodle, it may be useful to work on your post somewhere offline (e.g., a Word document or in a different program if you are planning on submitting something audiovisual). This will help ensure that you have a version that you can save and restore should there be any issues with internet connectivity or Moodle (e.g., timeout, down for maintenance etc.). Similarly, you may want to jot down notes if you are joining the synchronous Zoom sessions. This way if the session goes down for any reason (e.g., internet, power), you have notes to work from and can email me what you were planning on sharing.

Discussion forum prompts and schedule:

\*Note: for weeks in which there is a new forum, they open on Mondays. Each graded forum (Forums 1- 6) is open for 2 weeks.

There are multiple prompts for each week, you can focus on one or choose more.

***Getting to Know You Forum (located in Week 1)***

This is a non-graded forum where we can “meet” each other. It remains open for the duration of the course.

***Forum 1 (located in Week 3): Open Monday September 6 – Sunday September 19***

Why do people distinguish between male and female nipples in terms of what is considered acceptable to display in public? Should we regulate whether men and women can go topless in public and/or display their nipples on social media? If so, how?

OR

Listen to (and/or view closed captioning of) Sex and Psychology Podcast Episode 1 “Sex, love, and relationship advice from Drs. John and Julie Gottman.” What was a key research takeaway and/or myth that you found most surprising? Why? What relationship advice should everyone hear?

***Forum 2 (located in Week 5): Open Monday September 20 – Sunday October 3***

Listen to (and/or view the transcript of) the Science Vs podcast “The Science of Being Transgender.” What makes us the gender we are? How much is influenced by biology vs. upbringing? If a child says they are transgender, what should we do? Did anything (the research and historical information presented) particularly surprise you? Why or why not? What can we do to ensure the safety and wellbeing of trans folk?

OR

Did Caitlyn Jenner deserve the Arthur Ashe Courage Award? Why or why not?

\*\*NOTE: When referring to trans and/or nonbinary folk, remember to use their current name and current pronouns, even when referring to past events/times. The use of previous names is called "[dead naming](#)" and should not be done as it can be extremely invalidating and have serious negative consequences. If you are referring to someone's life pre-transition, you should still use the individual's current pronouns and name. For example "Caitlyn Jenner won an Olympic gold medal during the 1976 Olympics". If you wanted to emphasize that this was before her transition you would say just that, but avoid using past pronouns and dead names. An example could be "Prior to her transition, Caitlyn Jenner won a gold medal during the 1976 Olympics".

***Forum 3 (located in Week 7): Open Monday October 4 – Sunday October 17***

Which explanation for sex differences in attraction do you find more convincing: Evolutionary Theory or the Sociocultural Perspective? Why?

OR

Listen to (and/or view closed captioning of) Sex and Psychology Podcast Episode 6 “Dr. Lehmiller Explains the Science of Sexual Fantasies.” What part of the research/writing process and/or main result(s) of the study did you find most interesting and/or surprising? Why? What takeaway point(s), if any, from this work do you think are important to share with the public? Why?

***Forum 4 (located in Week 9): Open Monday October 18 – Sunday October 31***

Several studies have suggested that people who have sex and reach orgasm more frequently tend to be healthier. Do you think this is primarily because sex is good for you, or because healthy people are just more capable of sex and tend to “do it” more often? Or is there another better explanation?

OR

Listen to (and/or view the transcript of) the Science Vs podcast on sex addiction. What is sex addiction? Is it a real psychological problem?

***Forum 5 (located in Week 11): Open Monday November 1 – Sunday November 14***

What do you think about Idaho’s sex ed policy? How does it compare to those of other states? Do you think our state’s policy should be changed? If so – how?

OR

Should contraceptives be covered by insurance? Why or why not?

***Forum 6 (located in Week 13): Open Monday November 15 – Sunday November 28***

Is sex surrogacy an ethical and appropriate form of sex therapy?

OR

Based on the information we have about Addyi, is it ethical to continue to market the drug (with or without FDA approval)? Why or why not?

## Human Sexuality Forum Grading Rubric

A forum response can earn up to 6 points.

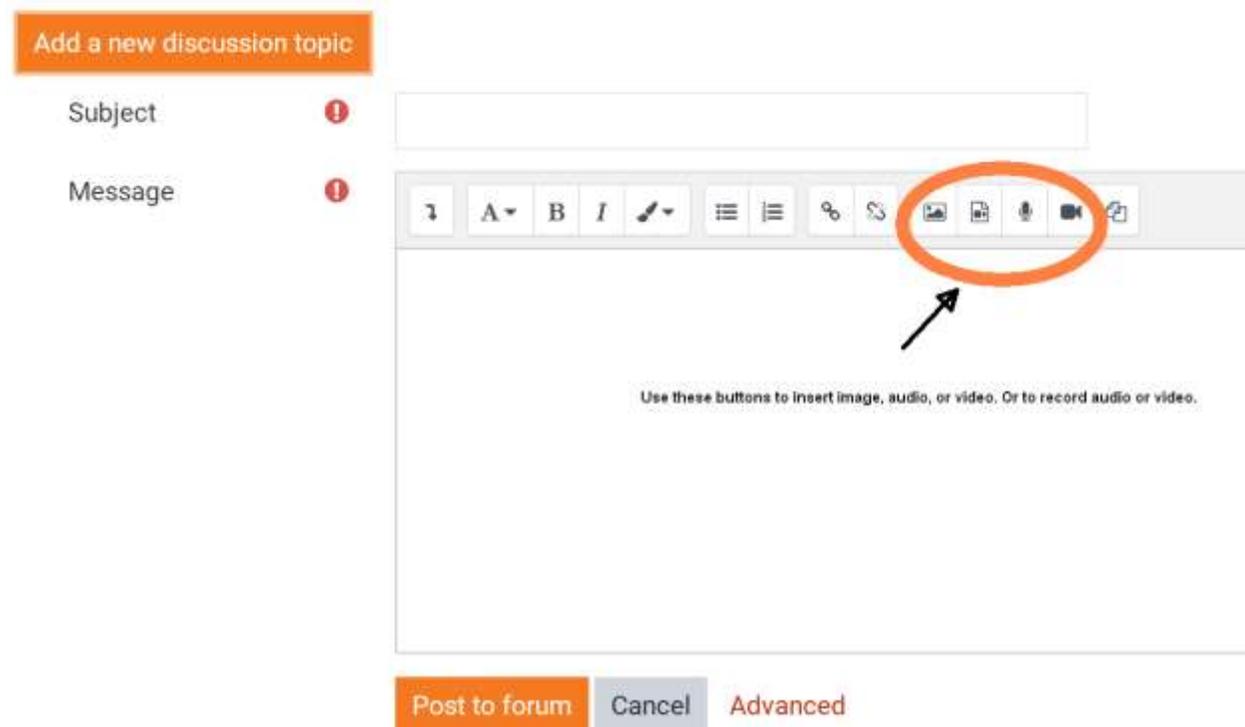
As long as the forum is open, you are welcome to respond as many times as you'd like, the highest grade will be the one that counts. Thus, you may especially want to respond again if you receive a grade below 6 points.

When you post to the Discussion Forum on Moodle, you may respond to one of the prompts (click on “add a new discussion topic” to start a new thread) and/or reply to an existing thread and enter into discussion with your classmates.

Discussion forum responses can be made:

- As written words
- As image(s)
- As audio
- As video
- Some combination

Screenshot highlights buttons to insert images, audio, or video, and record audio or video.



The screenshot shows the Moodle forum post editor interface. At the top left, there is an orange button labeled "Add a new discussion topic". Below it are two input fields: "Subject" and "Message", each with a red exclamation mark icon to its right. The "Message" field is the main text area, and its toolbar is highlighted with an orange circle. The toolbar contains several icons: a list icon, bold (A), italic (B), underline (I), a link icon, a list icon, a link icon, an image icon, an audio icon, a video icon, and a record icon. An arrow points to the image icon. Below the toolbar, there is a text prompt: "Use these buttons to insert image, audio, or video. Or to record audio or video." At the bottom of the editor, there are three buttons: "Post to forum" (orange), "Cancel" (grey), and "Advanced" (grey).

You may also set up a time to discuss the forum prompts (either in person or via Zoom) by contacting the TA.

### **Grading**

Regardless of whether on Moodle or Zoom, we will use this grading rubric/checklist:

Comment is on topic \_\_\_\_\_ (1 point)

Comment is professional and respectful \_\_\_\_\_ (1 point)

Comment provides relevant information, perspective, and/or idea \_\_\_\_\_ (1 point)

Comment is substantial (e.g., not simply “I agree”) \_\_\_\_\_ (1 point)

Comment demonstrates understanding of the topic/material \_\_\_\_\_ (1 point)

Comment includes supporting information/evidence when appropriate (not simply anecdotes/opinions, unless relevant to the discussion) \_\_\_\_\_ (1 point)