



## **Course Syllabus: Navigating Conversations on Human Sexuality**

**Number of Credits:** 1

**Course Instructors:** Miriam Woods, Luke Miller and Jordan Mix

### **Course Description:**

Human sexuality can be a difficult topic for many to address. As an educator or a youth-service provider - the conversation does come up. What issues are impacting our students on this topic? What resources are available to incorporate in the classroom? And how do you have these conversations with students?

This course will examine topics including basic tenets of human sexuality, STD/HIV risks, healthy relationships, implications of other issues on sexuality (bullying, substance abuse), resources including lesson plans/potential organizational partners for the classroom, and the legal line of what/when to do when a mandatory reporting requirement has been reached.

### **Learning Objectives:**

Upon completion of this course, students will be able to:

- Summarize historical and religious understanding of human sexuality
- Understand biological and psychological issues impacting youth
- Understand critical legal questions surrounding human sexuality related issues and schools

### **\* Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

### **Other Course Information:**

#### **Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.

## Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- You may work collaboratively and submit similar responses on all assignments except final projects, which must be individually authored.

## INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

Week	Topic/Activity	Time	Summary
	<b><u>Getting to Know the Class; Additional Readings:</u></b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hours
<b>1</b>	<b>The Birds and the Bees</b>		
	<b>Discussion:</b> Introductions	1 hour	30 minutes
	<b>Discussion:</b> Philosophy of Sex	1 hour	2 hours

	<b>Discussion:</b> The Scary S-Word – Fear of Discussing Sexuality	1 hour	2 hours
	<b>Discussion:</b> Religion & Spirituality	1 hour	2 hours
	<b>Quiz: The Birds and the Bees</b>	30 minutes	30 minutes
<b>2</b>	<b>Issues Impacting Youth</b>		
	<b>Discussion:</b> HIV/STI Rates Among Youth	1 hour	2 hours
	<b>Discussion:</b> Local Resources	1 hour	2 hours
	<b>Discussion:</b> Teen Pregnancy	1 hour	2 hours
	<b>Discussion:</b> LGBTQ Youth	1 hour	2 hours
	<b>Discussion:</b> Sexual Assault	1 hour	2 hours
	<b>Quiz: Issues Impacting Youth</b>	30 minutes	30 minutes
<b>3</b>	<b>Legal and Curricular Support</b>		
	<b>Discussion:</b> HF 611	1 hour	2 hours
	<b>Discussion:</b> Discussing with Students	1 hour	2 hours
	<b>Discussion:</b> Sexting and the Law	1 hour	2 hours
	<b>Quiz: Legal &amp; Curricular Support</b>	30 minutes	30 minutes
	<b>Implementation Plan:</b> Developing a Lesson Plan with Strategy	1 hour 30 minutes	3 hours
	<b>Total Time</b>	15 hours	30 hours

### Coursework

Participants can earn up to 115 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
12 Discussions (5 points each)	60
3 Quizzes (10 points each)	30
Final Implementation Plan/Paper	25
<b>Total</b>	<b>115</b>

### Grading Scale – Graduate Credit

100-90% (115-104 points)	A
89-80% (103-92 points)	B

79-70% (91-81 points)	C
69-60% (80-69 points)	D
59%-Below (<68 points)	F

**Grading Scale - License Renewal Credit**

100-80% (115-92 points)	P
79%-Below (<91 points)	NP

**Student Requirements**

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

**Americans with Disabilities Act:**

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

## Grading Rubrics for Individual Activities

### **Discussion Forums (60 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	2
	Offers new ideas, connections, or applications	2
	Expresses and justifies personal opinion	2
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	1
<b>Total Points Possible</b>		10

**End of Week Quizzes: Checking for Understanding (30 points possible)**

The quizzes are multiple choice, definitions, true/false, or fill in the blank. The grading is done automatically and you only have one chance to complete the quiz.

**Implementation Plan (25 points possible)**

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		25