

Rec. #2017-10-03 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST  
The University Senate recommends the Colonnade General Education  
Committee Report dated 20 September 2017 to the Provost for endorsement.

**Colonnade General Education Committee  
Western Kentucky University**

Report to the University Senate Executive Committee

Date: September 20, 2017

From: Dr. Marko Dumančić, Outgoing Chair

The Colonnade General Education Committee met on September 12, 2017 and submits the following report for consideration to the University Senate:

**Connections**

- PSYS 482 – Psychology of Sexuality [Systems]

## Colonnade Connections Course Proposal Systems Subcategory

Proposal Contact Name, E-mail, and Phone:

Lance Hahn, [lance.hahn@wku.edu](mailto:lance.hahn@wku.edu), 745-6314

College and Department:

Ogden; Psychological Sciences

Proposal Date: 6/8/17

### 1. Course Details:

- 1.1 Course prefix (subject area), number and title: PSYS 482: Psychology of Sexuality
- 1.2 Credit hours: 03
- 1.3 Proposed implementation: Spring 2018
- 1.4 Prerequisites<sup>1</sup>: PSYS 100 / PSY 100 or PSYS 220 / PSY 220
- 1.5 Crosslisted and/or equivalent courses (prefix and number): N/A
- 1.6 Expected number of sections offered each year: 1; 2 if sufficient demand
- 1.7 Is this an existing course or a new course? existing course
- 1.8 Where will this course be offered? Bowling Green main campus, Owensboro, Glasgow

### 2. Provide a brief course description (100-200 words).

This course examines sexuality from a broad range of perspectives that include systems at several different levels of analysis. Relevant systems range from the cellular level to the cultural level of analysis. Chromosomes go through crossover and mutation to form the genetic basis for a new organism that includes a human's biological sex. The hypothalamic-pituitary-gonadal axis provides a neuron-gland circuit that controls sex hormone levels and sexual interest. Sexual arousal can be labeled as natural or unnatural and this labeling impacts the individual's view of self and sexual behavior. Cultural and religious expectations and constraints provide a high-level system that impacts the views and individual has of sex. By considering the details of the several systems influencing sexual behavior, a student can learn that much of the mystery surrounding sexuality is due to the complex and diverse factors influencing sexual behavior.

**3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).** Explicitly address how students in the course apply knowledge from multiple disciplines to the significant issues challenging our individual and shared responsibility as global citizens.

Sexuality is influenced by a complex interwoven collection of systems that broadly influence human behavior. Students may enroll in this course with an understanding of some factors that impact behavior in general and sexual behavior in specific. However, a student's understanding of these factors is unlikely to have been applied to human sexual behavior. For example, the influence of genes and culture play substantial roles in many other human behaviors. Because sexuality is a taboo topic, when students learn about the factors influencing behavior in an introductory course they may not typically learn the link between the specific factor and sexual behavior. As a result, students often misapply the information to sexual behavior. An important aspect of this course is to address these common misapplications by clarifying the relationship between psychological concepts and sexual behavior. For example, the

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<sup>1</sup> Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

hormone testosterone is reasonably described in an introductory class as a hormone that is associated with masculine behaviors. High testosterone levels are associated with heightened aggressive behaviors and sexual behaviors. Students often incorrectly think of testosterone as only influencing male behavior and inappropriately apply this understanding of testosterone to male sexual orientation with the *false* idea that high testosterone levels are found in heterosexual men and low testosterone levels are found in homosexual men. In fact, high testosterone levels are associated with heightened sexual activity in both straight and gay men. Testosterone level does not appear to impact sexual orientation.

While an individual's specific hormones and physiology influence sexual responses, societal systems such as evolution and religion also play important roles in sexual behaviors. Students often enter the course with a narrow, simple view of how these societal systems impact sex. A common misapplication of these factors can again be provided using sexual orientation. Whether students adopt a particular religious belief or not, they commonly think that religious people uniformly condemn non-heterosexual sexual orientations. While this may be the view of some of the dominant religious views in our area, this course introduces students to the underappreciated range of religious views of sexual behaviors. Some religions embrace sexual behaviors, such as contraception or non-heterosexual behaviors, while others condemn them.

With regard to evolution, students often think of reproductive individuals and non-reproductive sexual orientations as being something that does not make evolutionary sense. They adopt the simple view that if someone does not produce offspring, then natural selection should be biased against this individual's genes being propagated. While this may be a rational application of evolutionary concepts for an introductory course, it is insufficient for this course. If natural selection is considered with the unit of analysis being the family unit rather than the individual, then non-reproductive family members are considered evolutionary adaptive because they contribute resources to the family without producing offspring who consume the resources. For instance, the presence of a wise grandmother or great aunt who is not producing offspring can measurably improve the likelihood that her young blood relatives will survive and reproduce. Similarly, having a gay uncle or a lesbian aunt can help a genetic relative be evolutionarily successful without producing offspring of their own that might compete for limited resources.

In this class we discuss many different factors and systems that impact sexual behavior. I also invite students to provide their own perspectives and experiences. In some cases, these perspectives reveal the diversity of experience that may surprise class members and in other cases it reveals a lack of diversity that highlights the constraints of our common culture. Consistently across semesters, students are more open to discussing sexual topics than one might expect of the general populous. This is an example of volunteer bias, because not all students would feel comfortable signing up for a class with sex as the primary topic. Volunteer bias is one of the challenges of research involving sexual behavior that we discuss because, as researchers, we want to understand behavior of all humans rather than just those that volunteer to participate in a study. As global citizens it is important that we recognize the nature of our culture and how it may introduce differences across the globe.

An additional methodological and analytic consideration for sexual behavior research is how to best approach a research question in a way that will produce a clear and accurate answer. Research focusing on a taboo topic of sexual behavior has unique challenges that require thoughtful approaches. For example, when behaviors of a sexual minority are being studied, it is important to include members of that group in constructing the questions and, if possible, administering the questionnaire. While confidentiality and anonymity are typically part of psychological studies, within the current context these concepts are critical to understanding behavior. As researchers interested in the typical behavior of a broad range of global citizens, it is important to be sensitive to participant viewpoints and determine ways to acquire research answers that minimize biases that can render results inaccurate and irrelevant.

An introductory psychology course is likely to provide a survey of several components of behavior but may not always show a cohesive integration of the different components into a system. One benefit of this systems-style course is that it reviews the different components but also helps students put these components together to form a coherent system. For example, students may learn about genes, chromosomes, inheritance, and behavior in other courses, but in this course each of these components is clearly linked to the other components to form a cohesive system.

**4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.** In the table below, describe in the right-hand column explicitly how the course meets each Connections SLO for the Systems subcategory. Descriptions in the right-hand column should be consistent with statements listing of course activities, readings, etc. in the syllabus attached to this application.

<b>Connections Student Learning Outcomes</b>	<b>How does the course meet these learning outcomes? (Align course goals to Connections SLOs)</b>
<i>Example: Analyze how systems evolve.</i>	<i>Example: Students analyze both the development and evolution of the mental system within an individual (e.g., (i) the utilization of various mental and sensori-motor components in an individual's development of a theory of mind and a capacity for joint attention, and (ii) causal and historical conditions of reference of singular terms and their neural realizers in an individual's cognitive system) as well as the essential role that causal history plays in the development across individuals of mental states with propositional contents (e.g., how the evolution of syntactic processing in humans' mental system can account for conditions of veridical representation of one's environment).</i>
1. Analyze how systems evolve.	Our course literally includes the description of evolution across different levels of analysis. Upon completion of the course, the student will be able to differentiate between the different analytic levels, but also explain how changes in one level of analysis impact other levels of analysis. At the genetic level of analysis, changes may be small, but a small genetic change can produce measurable changes at the behavioral level of analysis. Physical and behavioral changes with age provide another example of an evolving <i>individual</i> within a socio-cultural context. Students will leave this course able to describe physical development of the genitals and characterize psychological changes such as the acquisition of gender categorization and gender roles.
2. Compare the study of individual components to the analysis of entire systems.	One basic behavioral process that is helpful in understanding a range of different behavioral systems is simple associative learning. Also called classical conditioning or Pavlovian conditioning, the creation of new associations between a neutral and a conditioned response is important for understanding, gender role acquisition, gender-specific marketing, pair-bonding and media fetishes. Naturally, associative learning is one of several components in the system and, for different systems, there are also has competing

	<p>theories.</p> <p>Another example of a basic process that influences a variety of systems is testosterone level. Testosterone is just one of many hormones and can influence several systems ranging from physical maturation to sexual behavior.</p> <p>Students completing this course can identify individual elements such as associative learning and testosterone, how they differ from related processes and how they contribute to a number of systems.</p>
<p>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.</p>	<p>Decision-making and public policy are an intentional part of several class debate assignments. The debate topics include age-of-consent laws (lower the age vs. raise the age), art-can-be-sexist (punish a man who in the workplace, wears a shirt depicting scantily clad women or don't punish the man because it is art), legalization of prostitution (legalize or not). In each debate, two student teams demonstrate knowledge of the topic and argue their assigned position regarding a law or policy rule.</p> <p>System-level thinking is at the core of each of these debates with a main focus on balancing the desires of an individual with the desires of the system. A young adult may want to have sex with a younger person who the state has determined is not old enough to provide consent. A man may present what he considers to be art in the workplace but the impact of the art may disrupt the business and make the workplace hostile. A person may want to make money by engaging in sex, but this may make themselves or other sex workers vulnerable to injury. Naturally, consideration of each of these example topics requires students to think about the range of rules and expectations at a system-level.</p>

**5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).**

Additional learning outcomes included in the course are:

- Identify and differentiate the sexual anatomy for biological males and females.
- Understand different types of contraception and how they interrupt the reproductive process.
- Appreciate and are able to describe the gender differences that typically occur due to biological processes and environmental processes.
- Understand some of the challenges of conducting research on sex-related topics and can articulate some of the research approaches used to overcome or minimize the challenges.
- Are aware of and can describe the broad diversity of sexual behaviors and views of sexual behaviors.
- Can describe different ways that abnormal and normal behaviors are differentiated.

**6a. Explain how the department plans to assess each of the Connections student learning outcomes *beyond course grades*.** Applicants are encouraged, but not required, to adopt or adapt the Connections Student Learning Outcomes rubric (available on [the Colonnade website](#)). Note: SACSCOC requires assessment of SLOs to compare Bowling Green campus, online, and regional campus learning experiences; some consideration of such a distinction must be included in the right-hand column, when applicable.

Connections Student Learning Outcomes	Identify the “artifact(s)” (assignments, papers, activities, etc) that will be used for assessing each learning outcome <i>beyond course grades</i> . Applicants must be explicit in describing how the artifact(s) provides evidence of student learning for each Connections SLO.	Describe in detail the assessment methods the department will employ for this Connections course. Assessment plans must produce a <i>separate evaluative rating</i> for each Connections SLO.
<i>Example: Analyze how systems evolve.</i>	<i>Example: The department will use several questions, added to the final exam, in order to assess how well the course’s learning outcomes are being met. Each question will correspond to a separate Connections Student Learning Outcome for the Systems Subcategory.</i>	<i>Example: At the end of each semester the final exam answers of 30% of the students in the course will be selected at random for assessment. Each answer will correspond to one of the three Colonnade Student Learning Outcomes. At the beginning of the next semester a faculty member will assess each answer using the attached rubric. The names of the students and of the instructor will be eliminated before the assessment takes place. Assessment results will be communicated to the Department Head, who will then follow up with the faculty who teach the course and the department.</i>
1. Analyze how systems evolve.	Questions about evolution and development will be included in the regular exams.	The student scores for the relevant questions will be recorded. The average students should score 60% or higher for these questions. The questions used for this assessment will be shared with the instructor(s) teaching this course at regional campuses.
2. Compare the study of individual components to the analysis of entire systems.	Questions about basic processes such as associative learning and testosterone levels will be included in the regular exams.	The student scores for the relevant questions will be recorded. The average students should score 60% or higher for these questions. The questions used for this assessment will be shared with the instructor(s) teaching this course at regional

		campuses.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.	As part of the debate activity, students will articulate arguments that support and that contradict their policy position.	Papers from 20% of the class will be sampled. At least 50% of the student papers should include descriptive arguments that support more than one viewpoint on the assigned topic. The rubric used for this assessment will be shared with the instructor(s) teaching this course at regional campuses.

**6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).** If the assessment plan will utilize the Connections rubric available on [the Colonnade website](#), state as much.

	<b>1. EXCELLENT</b>	<b>2. GOOD</b>	<b>3. NEEDS WORK</b>	<b>4. POOR</b>
<b>1. Analyze how systems evolve</b>	Correctly answers multiple-choice question.			Incorrectly answers multiple-choice question.
<b>2. Compare the study of individual components to the analysis of entire systems.</b>	Correctly answers multiple-choice question.			Incorrectly answers multiple-choice question.
<b>3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself</b>	Provides several system-level arguments that support more than one viewpoint on the topic assigned.	Provides only a single system-level argument that support more than one viewpoint on the topic assigned.	Provides system-level arguments that support only one viewpoint on the topic assigned.	Does not consider system-level arguments but only opinions regarding the assigned topic.

**7. Evidence & Argument Artifact.** As the capstone experience for the Colonnade Program, Connections courses are expected to include activities, assignments, or other learning experiences that will produce at least one “artifact” (research paper, presentation, major project, etc.) that can be used to evaluate students’ ability to identify, synthesize, and make use of evidence in support of cogent and persuasive arguments. What “artifact” in the proposed course could be used for this purpose? (Note: This could be, but is not required to be, the same “artifact” identified in 6a above.)

The paper assignment that is described in 6a can be used to evaluate students’ ability to make use of evidence to support their persuasive arguments.

**8. Attach a sample course syllabus.** The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.



## PSYS 482: Psychology of Sexuality

MWF 1:50-2:45

Gary Ransdell Hall 2064

<p><b>Professor:</b> Dr. Lance W. Hahn <b>Office:</b> 3033 Gary Ransdell Hall <b>Phone:</b> 745-6314 <b>Office Hours:</b> MWF 11:15-12:15, 1:35-2:30 By appointment <b>E-mail:</b> Lance.Hahn@wku.edu</p>	<p><b>Course Description</b> <i>Prerequisites:</i> PSYS 100 or PSYS 220 (PSY 100 or PSY 220 are ok)</p> <p>Explores psychological, social, emotional, spiritual and cultural aspects of sexuality including sexual development across the life span, consensual and coercive sexual behavior, sex and gender, sexual orientation, sexuality and religious traditions, and sexuality education.</p>
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### Course Objectives

This course covers a range of topics within the context of sexuality. Because sex is a basic biological process, we will discuss genetic, anatomical and physiological factors that impact sexual behavior. Because sexual behavior is influenced by psychological factors, we will discuss learning and cognitive factors that impact sexual behavior. Because sexual behavior and identity are formed within a social context, we will discuss familial, social and cultural factors that impact sexual behavior.

As a Connections-Systems course in WKU's Colonnade Plan, this course will guide students to reach the following learning objectives:

- Analyze how systems evolve
- Compare the study of individual components to the analysis of entire systems
- Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself

Additional learning outcomes included in the course are:

- Identify and differentiate the sexual anatomy for biological males and females.
- Understand different types of contraception and how they interrupt the reproductive process.
- Appreciate and describe the gender differences that typically occur due to biological processes and environmental processes.
- Understand some of the challenges of conducting research on sex-related topics and articulate some of the research approaches used to overcome or minimize the challenges.
- Be aware of and describe the broad diversity of sexual behaviors and views of sexual behaviors.
- Describe different ways that abnormal and normal behaviors are differentiated.

### Required Text

Hyde, J. S. and DeLamater, J. D. (2013) Understanding Human Sexuality, 12<sup>th</sup> edition. McGraw-Hill Higher Education

### Required Technology

Tophat (4 Month Access Code) ISBN: 9780986615108

This is a cell-phone or laptop based “clicker” technology that will allow you to respond to questions in class. It will be used for class activities and quizzes.

### **Suggested Text**

Publication Manual of the American Psychological Association, 6<sup>th</sup>. Edition. (2010). Washington, DC: American Psychological Association. **Second Printing.**

### **Examinations** (best 4 out of 5 exams with each exam worth 100 points)

There will be four exams and a final exam. The four exams and the final exam will cover material from both the book and the lectures. They will be composed of some multiple-choice questions and short answer questions.

Only four of the five exams will count towards your grade. The exam with your lowest score will be dropped. If you choose not to take one exam, then this will be the dropped exam. The wisest strategy is to take all five exams and drop the lowest score. The final exam will cover the whole semester.

Make-up exams will only be given on one day at the end of the semester. Each student can only take one make-up exam and the final exam may not be taken as a make-up exam. If you miss a second exam, you will need to take the final to replace the first missed exam. Make-up exams will not be curved and will not be the same as the original exams.

### **Frequent Quizzes** (best 8 out of 10 quizzes with each quiz worth 10 points)

There will be a short quiz about every week. There will only be 10 short quizzes. Each quiz will be composed of multiple-choice questions covering the material being discussed on the day of the quiz and the material covered since the previous quiz. Note that the quiz may include questions from the chapter that have not been discussed in class. Only the best 8 quiz scores will be counted towards your final grade. No make-up quizzes will be given except for university-sponsored activities that a student has notified me of in advance of the quiz.

### **Paper** (Writing Component)

Developing the ability to write is an integral component of your education. To facilitate this development, every 300- and 400-level Psychology course is required to have a significant writing assignment. In this class, each student is required to write a paper in which the student reviews and discusses a nonfiction book related to the psychology of sexuality. A list of books will be provided at the beginning of the semester. You may choose a book not on my list with my approval. The assignment requirements are broken down into two stages: a cover page and a book report.

Each stage is associated with a due date listed in the *Schedule* section of the syllabus. Further details will be provided in class handouts or on the class Blackboard web site.

### **Class Debate and Paper**

This course will include 6 debate activities during regularly scheduled class times. Each student will argue in support of one position in one of the debates.

In addition to leading the activity, each student will write a short paper describing the debate topic and the arguments supporting both positions.

Handouts describing these activities and the expectations for the debate papers will be provided in class or on Blackboard. The papers will be due one week after the scheduled debate.

## Extra Credit

There will be four opportunities for extra credit. All written extra credit must be emailed with your name, at the top of the first page. Note, that neatness **does** count. By doing the extra credit you can substantially increase your final grade. As a result, you should not expect a curve at the end of the semester. Take advantage of these opportunities to ensure that you get a good grade in this class! One objective of these extra credit assignments is to help current and future students learn the material by making your work available on the internet. If you do not want your work to be available on the internet, then you must let me know when you give me your assignment.

**1. Lecture Notes** (up to 10 points) - To reward good note-taking and to create a free set of lecture notes available on the internet, extra credit will be awarded to those who email notes for a lecture assigned to them. At the beginning of the semester, everyone will be assigned one day when notes can be taken for extra credit. If you e-mail a copy of the notes to me, you may receive up to 10 extra points. The class notes that are e-mailed to me will be put on the web will be accessible from the main class web page. In order to receive the extra credit, the notes must be emailed to me by the next lecture.

These notes should not be seen as a way to avoid attending class. There is no guarantee that a good set of notes will be available for any particular day. However, these notes are usually a good way of "filling out" your own notes. The online notes are likely to contain references to in-class discussions that will not make sense without attending. The notes put on the web *may* include errors. If you find contradictions between your notes and the web notes, please ask about this inconsistency in class.

**2. Attend Lecture related to Sexual Behavior** (up to 10 points) – Often there are opportunities on campus to attend lectures related to sexual behavior. You may earn extra credit by attending a lecture and turning in a single page description of what you learned by attending the lecture. Be sure to ask me if a lecture is appropriate for this class before attending the lecture for extra credit. This assignment must be turned in before the 4<sup>th</sup> exam.

**3a. Sex in the media** (up to 10 points) – Sexual topics are often presented in both scientific and mass media. You may earn extra credit by finding an article available on the web that is related to this course. Email a document that provides a link to the article, a paragraph describing the article, a paragraph describing the related topic in class and a page number from our textbook that covers this topic. Each article you summarize is worth 5 extra points. You may do this for at most 2 different articles and at least one of the articles must be a research article. Our textbook has a good list of research articles. Any article listed in the book would be appropriate for this extra credit assignment. This assignment must be turned in before the 4<sup>th</sup> exam.

**3b. Study Board participation** (up to 10 points) – An excellent way to become familiar with experimental psychology is to participate in research studies. Unless you took "Introduction to Psychology" someplace else, you have already had some exposure to research in the Psychology department. The departmental policy for research credits in this class is:

## **Research Credits**

Students in this course can earn extra credit points through psychological research experiences. Students may earn credit by any of the following means, in any combination: 1) The student may volunteer to serve as a research participant in an approved study being conducted by Western Kentucky University Psychology or Psychological Sciences faculty or students. 2) The student may take quizzes over psychology research articles. This website <http://www.wku.edu/psychological-sciences/studyboard/> handles all research scheduling and credit administration. Only credits for which you register online will count toward research credit.

Credits are earned accordingly. Each half hour (30 minutes) of research participation is worth one (1) credit. There are studies listed on the website with credits that vary from one to eight or more. Each satisfactory score on an article quiz is worth half (.5) of a credit. Your instructor will inform you how class credit will be assigned from the research credits earned.

Students interested in taking a quiz on an article can get details at the Study Board website (<http://www.wku.edu/psychological-sciences/studyboard/>). Complete information about research participation, research credits, and the Study Board can be found at <http://www.wku.edu/psychological-sciences/studyboard/>

In order to acquire extra credit in this class you must also fill out an "Experiment Participation Form" that is available at the class website. You will need to take this form with you when you participate in an experiment. If you choose to write an article summary instead of participating in an experiment, you will still need to fill out this form. You may earn up to 4 credits through the Study Board. Participation in each study must be accompanied by an "Experiment Participation Form" and each Study Board credit is worth 2 points of extra credit with a limit of 8 extra credit points. An additional 2 points will be awarded to those who have earned this credit and not had any "no-shows".

## **Attendance**

Attendance may be taken. Attendance will only contribute to your class grade if it is necessary to distinguish between an "F" grade and an "FN" grade. However, skipping classes is *very likely* to reduce your grade. Some topics covered in class may not be covered in the textbook and I will certainly highlight specific topics that are more likely to be on the exams.

## **Class Behavior**

Please be respectful of your peers and of me. Bad behavior can distract those around you who are interested and trying to learn. I consider it part of my job to protect the student who is interested in the class from distracting bad behavior. Distracting behaviors include: eating, drinking, reading unrelated material, talking, text messaging, talking on a cell phone, using a laptop for activities unrelated to the class, arriving late or leaving early. If exceptional circumstances arise and you must arrive late or leave early please be seated near the door.

I will directly confront inappropriate behavior. If, after one warning, the inappropriate behavior continues, I will ask the student to leave the class for a week. If the student returns after a week and still behaves inappropriately, the student will be

asked not to return. I have great respect for students who are trying to learn a topic that can be difficult and intend to ensure that the class environment allows students an opportunity to learn.

**Note:** The topics covered in this course have the potential to provoke a range of emotions. Although class discussions and questions are important, it is also important to respectfully listen to your peers even when you may passionately disagree with them.

## Grading

Assignment	Possible Points	
Paper – Cover Page	10	
Paper – Book Report	55 (by 2 <sup>nd</sup> exam), 50 (by 3 <sup>rd</sup> exam) or 45 (by 4 <sup>th</sup> exam)	
Debate Paper & Debate	60	
Best 8 (of 10) quiz scores	80	
Best Exam Score	100	
+ 2 <sup>nd</sup> Best Exam Score	100	<b>Required Credit Total: 600</b>
+ 3 <sup>rd</sup> Best Exam Score	100	
+ 4 <sup>th</sup> Best Exam Score	100	
+ Lecture Notes Extra Credit	10	
+ Attend Sex Lecture	10	<b>Extra Credit Total: 30</b>
+ Sex in the media	10	
or Experiment Participation		
<b>= Total Possible Points</b>	<b>630</b>	<b>630</b>

Due to federal privacy laws, grades will not be given out over the phone or via e-mail. See the above “Grading” Table and the “Converting Points to a Letter Grade” sections of the syllabus for a more complete breakdown of the points earned and how they are converted into a letter grade at the end of the semester.

In order to drop this class, you must go through normal university registration procedures rather than just not coming to class. If you stop coming to class **do not** assume that I will drop the class for you.

## Converting Points to a Letter Grade

540+	<b>A</b>	360 – 419.99	<b>D</b>
480 – 539.99	<b>B</b>	0 – 359.99	<b>F</b>
420 – 479.99	<b>C</b>	0 – 359.99 score with less than 60% participation	<b>FN</b>

## Late Policy

In the interest of being fair to all members of the class, **exceptions will not be made** to the syllabus.

Extra Credit assignments will receive no credit if they are turned in late.

Each of the writing assignments and the debate paper will be penalized 10% if it is turned in late, but not more than a week late. The book report will only be eligible for the full 55 points if it is turned in by the second exam. **If an assignment is more than a week late, it will not earn any credit.**

If you miss an exam for a university sponsored activity, you must arrange to take a make-up exam with me **before** the scheduled exam. If you miss an exam for any other reason, you may take a make-up exam at the end of the semester on the Wednesday morning during finals week (see the "Schedule" section of the syllabus). **You may only take one make-up exam.** If you miss a second exam, then it will be given a 0 and the final exam can be used to replace the 0. When two exams are missed, the earliest missed exam will be replaced by the final exam. There will not be any make-up quizzes unless the absence is due to a university sponsored activity and the student has made arrangements with me before the quiz.

## **Cheating and Fairness**

Presenting unoriginal work as original work (i.e. copying answers from someone else's exam or handing in someone else's notes) will be considered academic dishonesty and will not be tolerated. Using any source other than your own mind to answer exam questions will be considered academic dishonesty. Giving another student your answers in an exam setting will be considered academic dishonesty. Academic dishonesty in an exam setting will result in an F in the course.

Plagiarism, copying text and presenting it as your own work, is taken very seriously and is considered academic dishonesty. **The writing assignments must be your own writing.** Text taken from a paper or book **must** be quoted and attributed to the source. Plagiarism in any part of a writing assignment will result in a 0 for the writing assignment. When I encounter plagiarism on a paper, I immediately stop giving feedback on that assignment. **For all assignments, you should write in your own words or put the text in quotes with a citation.**

Similarly, the written parts of your extra credit assignments must be your own work. Academic dishonesty for any extra credit assignment will result in the loss of any past earned extra credit and you will not be able to earn any future extra credit.

The debate paper should be in your words and not written by the group leading the debate. If two students turn in debate papers with the same text, **both** students will be assumed to have plagiarized and be guilty of academic dishonesty.

Academic dishonesty in an exam setting will result in an F in the course. Academic dishonesty in a writing assignment will result in a 0 for the assignment. All incidences of academic dishonesty may be reported to the WKU Office of Student Life for University disciplinary sanctions.

## **Internet**

General information about PSYS 482 and links to all other PSYS 482 web stuff can be found at the Blackboard web site for this course. You can access it at:

<http://ecourses.wku.edu/>

## **Schedule**

Below is a list of lecture topics, readings and exam dates. The readings and exam dates will not change. The assigned readings should be read by the specified date in order to get the most out of the lecture. The "Due" column lists some of the

writing assignment due dates. The Lecture Notes extra credit is always due at the class meeting immediately following the lecture in which you take notes. If you take notes on Tuesday, then the notes are due on the following Thursday.

<b>Date</b>	<b>Lecture Topic</b>	<b>Due</b>	<b>Reading</b>
January M	Intro & Perspectives		Syllabus & Intro
W	Genes and Heredity		Chapter 2
F	Heredity and Evolution		
February M	Research/Science		Chapter 3
W	Research/Science		
F	Sexual Physiology		Chapter 4
M	Sexual Physiology		
W	Hormones	<b>Cover Page</b>	Chapter 5
F	Development		
<b>M</b>	<b>Exam #1</b>		<b>Chaps 2 - 5</b>
W	Pregnancy		Chapter 6
F	Birth		
M	<b>Debate: Public Breastfeeding*</b>		
W	Contraception		Chapter 7
F	Sexual Arousal		Chapter 8
March M	Sexual Arousal		
W	Lifespan: Childhood		Chapter 9
F	Lifespan: Adolescence		
	<b>Spring Break</b>		
M	<b>Debate: Age of consent*</b>		
<b>W</b>	<b>Exam #2</b>	<b>Book Report (55)</b>	<b>Chaps 6 - 9</b>
F	Lifespan: Adulthood		Chapter 10
M	Lifespan: Adulthood		
W	Attraction		Chapter 11
F	Attraction		
M	<b>Debate: Sex &amp; Commitment*</b>		
April W	Gender		Chapter 12
F	Gender		
M	<b>Debate: Gay Marriage*</b>		
W	Sexual Orientation		Chapter 13
F	Sexual Orientation		
M	<b>Exam #3</b>	<b>Book Report (50)</b>	<b>Chaps 10 - 13</b>
W	<b>Debate: Sex Education*</b>		
F	Sex Education		
M	Sexual Variations		Chapter 14
W	Sexual Variations		
F	Sexual Coercion		Chapter 15
M	Sexual Coercion		

W	<b>Debate: Pornography &amp; Prostitution*</b>		
May F	Sexual Disorders		Chapter 17
M	Sexual Therapy		
W	Religion & Ethical Sex		Chapter 19
F	<b>Exam #4</b>	<b>Book Report (45)</b>	<b>Chaps 14, 15, 17, 19</b>
	<b>Final Exam</b>		<b>Chaps 2 - 15, 17, 19</b>
	<b>Make-up exams</b>		

\*Debate topics may change.

### **Student Disability Services**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.