

HHPH 385: Current Issues in Health

COURSE SYLLABUS: MAY MINI 2016

Instructor: Dr. Spencer Willis

Office Location: Field House 100K

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COURSE INFORMATION

Course Description: The focus of this course pertains to current social issues of the individual in the domain of human sexuality. Sexuality has components of influence from the fields of sociology, psychology, biology, politics, religion, and the law across the globe. In each of these areas challenging issues regarding opposing views will be discussed. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Student Learning Outcomes: By the end of the course, the successful student will be able to:

1. List the biological, psychological, and cultural factors that influence one's sexuality. Current terminology in relation to gender and sexuality will be reviewed.
2. Describe various ways to judge the validity of what is heard, seen, and read.
3. Discuss legal responsibilities pertaining to sexual conduct.
4. Recognize the disruptive and harmful aspects of sexuality.
5. Discuss various controversial issues related to human sexuality.
6. Explore sexuality of various cultures, globally-- both historically and currently. Students will view themselves as engaged citizens within an interconnected and diverse world.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

We will discuss and debate various controversial health issues through online debates, homework, and exams.

Assignment 1: Debates (10 online debates at 40 points = 400 points)

Ten debates will take place online during the term over assigned topics. Students should read the assigned readings and research each assigned topic online before joining the debates.

Student Learning Outcomes #1, #3, #4, and #5

1. List the biological, psychological, and cultural factors that influence one's sexuality.
3. Discuss legal responsibilities pertaining to sexual conduct.
4. Recognize the disruptive and harmful aspects of sexuality.
5. Discuss various controversial issues related to human sexuality.

| Grade Earned | Debate Rubric: Evaluation Criteria | Points Awarded |
|--------------|---|----------------------------|
| A | <ul style="list-style-type: none"> Participates significantly in debate, including meeting the minimum word requirement. Argument is consistent with point of view. Argument is well-organized and effective, and includes several points discussed in scholarly readings. Student displays engagement within an interconnected and diverse world. Argument is “backed up” with fact (includes references that support the argument). Student is obviously prepared for debate. | 90-100% 36 – 40 points |
| B | <ul style="list-style-type: none"> Participates significantly in debate, including meeting the minimum word requirement. Argument is mostly consistent with point of view. Argument is fairly strong and includes points discussed in scholarly and other readings. Student displays much engagement within an interconnected and diverse world. Argument is “backed up” with fact includes references that support the argument). | 80-89% 32 – 35.9 points |
| C | <ul style="list-style-type: none"> Participates in debate. Argument is mostly consistent with point of view. Argument includes some points discussed in scholarly and other readings. Student displays some engagement within an interconnected and diverse world. Argument is “backed up” with fact (includes references that support the argument). | 70-79% 28 – 31.9 points |
| D | <ul style="list-style-type: none"> Participates somewhat in debate. Argument is somewhat consistent with point of view. Argument is weak and includes few points discussed in scholarly and other readings. Student displays little engagement within an interconnected and diverse world. Argument may not be “backed up” with fact (includes references that may not be reliable). | 60-69% 24 – 27.9 points |
| F | <ul style="list-style-type: none"> Participates insignificantly (or not at all) in debate. Argument is sometimes inconsistent with point of view. Argument is weak and does not include points discussed in scholarly and other readings. Argument is not “backed up” with fact. Student displays lack of engagement within an interconnected and diverse world. Student is obviously not prepared for debate. | <60% 0 – 23.9 points |

Assignment 2: Final Project – Gender, Sexuality, and the World (300 points)

The final project is the culminating product (learning and application) to be completed by the end of the term. (For students who participate in the TAMUC Global Scholars program, this project may be inserted into the student’s ePortfolio.) **To successfully complete this course, a grade of 70% or higher MUST be earned on both parts of this final project.**

Student Learning Outcomes #1 - #6

1. List the biological, psychological, and cultural factors that influence one’s sexuality.
5. Discuss various controversial issues related to human sexuality.
6. Explore sexuality of various cultures, globally-- both historically and currently. Students will view themselves as engaged citizens within an interconnected and diverse world.

This Final Project has two parts: Issue Investigation and Current World Health Issue.

Part I: Issue Investigation (150 points): Each student will choose one topic discussed this semester and answer a variety of questions. Then, the answers will be posted in the Discussion Thread for Unit 10.

| Grade Earned | Final Project Part I: Evaluation Criteria | Points Awarded |
|--------------|---|----------------------------|
| A | <ul style="list-style-type: none"> • Topic was approved by the instructor. • All key elements of topic were covered in a substantive way. • Detailed answers were provided for each question. • References were provided to support answers and cited in APA format. • Answers were posted in Unit 10 discussion board. | 90-100% 90 - 100 points |
| B | <ul style="list-style-type: none"> • Topic was approved by the instructor. • Most key elements of topic were covered in a substantive way. • Detailed answers were provided for each question. • References were provided to support answers and cited in APA format. • Answers were posted in Unit 10 discussion board. | 80-89% 80 – 89.9 points |
| C | <ul style="list-style-type: none"> • Topic was approved by the instructor. • Some key elements of topic were covered in a substantive way. • Answers were provided for each question. • References were provided to support answers. • Answers were posted in Unit 10 discussion board. | 70-79% 70 – 79.9 points |
| D | <ul style="list-style-type: none"> • Topic was approved by the instructor. • Some key elements of topic were covered in a substantive way. • Answers were provided for most questions. • References may or may not have been provided to support answers. • Answers were posted in Unit 10 discussion board. | 60-69% 60 – 69.9 points |
| F | <ul style="list-style-type: none"> • Topic may or may not have been approved by the instructor. • All key elements of topic were not covered in a substantive way. • Detailed answers were not provided for each question. • References were not provided to support answers and cited in APA format. • Answers may or may not have been posted in Unit 10 discussion board. | <60% 0 – 59.9 points |

Part II: Current World Health Issue (150 points): Each student will choose a current world health issue to research. You will choose a side (defend or oppose) and develop a variety of questions to prove your research. Must be 90% fact and 10% opinion.

| Grade Earned | Final Project Part II: Evaluation Criteria | Points Awarded |
|--------------|--|----------------------------|
| A | <ul style="list-style-type: none"> • Topic was approved by the instructor. • All key elements of topic were covered in a substantive way. • Detailed answers were provided for each question. • References were provided to support answers and cited in APA format. • Research was in depth and well organized. • Information is 90% fact and 10% opinion. | 90-100% 90 - 100 points |
| B | <ul style="list-style-type: none"> • Topic was approved by the instructor. • Most key elements of topic were covered in a substantive way. • Detailed answers were provided for each question. • References were provided to support answers and cited in APA format. • Research was in depth and semi-organized. • Information is 90% fact and 10% opinion. | 80-89% 80 – 89.9 points |
| C | <ul style="list-style-type: none"> • Topic was approved by the instructor. • Some key elements of topic were covered in a substantive way. • Answers were provided for each question. • References were provided to support answers. • Research was lacking in depth and unorganized. • Information provided more opinion than factual evidence. | 70-79% 70 – 79.9 points |
| D | <ul style="list-style-type: none"> • Topic was approved by the instructor. • Some key elements of topic were covered in a substantive way. • Answers were provided for each question. • References may or may not have been provided to support answers. • Research was lacking in depth and unorganized. • Information provided more opinion than factual evidence. | 60-69% 60 – 69.9 points |
| F | <ul style="list-style-type: none"> • Topic may or may not have been approved by the instructor. • All key elements of topic were not covered in a substantive way. • Detailed answers were not provided for each question. • References were not have been provided to support answers. • Research was lacking and unorganized. • Information provided mostly opinion over factual evidence. | <60% 0 – 59.9 points |

Assignment 3: Class Participation (300 points)

Class activities and homework will be a major portion of the student's grade.

Student Learning Outcomes #1 - #6

1. List the biological, psychological, and cultural factors that influence one's sexuality.
2. Describe various ways to judge the validity of what is heard, seen, and read.
3. Discuss legal responsibilities pertaining to sexual conduct.
4. Recognize the disruptive and harmful aspects of sexuality.
5. Discuss various controversial issues related to human sexuality.
6. Explore sexuality of various cultures, globally-- both historically and currently. Students will view themselves as engaged citizens within an interconnected and diverse world.

| Grade Earned | Class Participation and Homework: Evaluation Criteria | Points Awarded |
|---------------------|--|------------------------------|
| A | <ul style="list-style-type: none">• Student participates fully in all class activities (including discussions) on all days of the week.• Student displays full engagement within an interconnected and diverse world.• Student consistently presents quality homework assignments. | 90-100% 270 - 300 points |
| B | <ul style="list-style-type: none">• Student participates in most class activities (including discussions) on most days of the week.• Student displays much engagement within an interconnected and diverse world.• Student mostly presents quality homework assignments. | 80-89% 240 - 269.9 points |
| C | <ul style="list-style-type: none">• Student participates in the majority of class activities (including discussions).• Student displays some engagement within an interconnected and diverse world.• Student occasionally presents quality homework assignments. | 70-79% 210 - 239.9 points |
| D | <ul style="list-style-type: none">• Student participates in some class activities (including discussions).• Student displays little engagement within an interconnected and diverse world.• Student consistently presents poor homework assignments. | 60-69% 180 - 209.9 points |
| F | <ul style="list-style-type: none">• Student does not participate fully in all class activities (including discussions).• Student displays a lack of engagement within an interconnected and diverse world.• Student does not consistently present quality homework assignments. | <60% 0 – 179.9 points |

Grading

| | |
|---|--------------------------------|
| Assignment 1: Debates | 400 points (40%) |
| Assignment 2: Final Project | 300 points (30%) |
| <u>Assignment 3: Class participation, homework</u> | <u>300 points (30%)</u> |
| TOTAL | 1000 POINTS (100%) |

Grade Scale:

| | |
|----------------|---------------|
| 900 - 1000 = A | 600 - 699 = D |
| 800 - 899 = B | 0 - 599 = F |
| 700 - 799 = C | |

TECHNOLOGY REQUIREMENTS

The following information on technological requirements has been provided to assist you in preparing to use technology successfully in this course. You should have access to a computer with:

- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Office (more specifically, MS Word and PowerPoint)

You also have access to a personal MyLeo account and a **MyLeo email address**. This is the email address that I will use to send you information regarding this course. Please check it regularly, and be sure to send me emails from this address, also.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The best way to reach me is via email (spencer.willis@tamuc.edu). I will reply within 48 hours to your MyLeo email address. Please be courteous and professional in all of your interactions with me and fellow students.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- o **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- o **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- o **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- o **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to Discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance:

Please see syllabus for due dates on all assignments. **Late assignments will not be accepted.**

Academic Honesty Policy:

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Be aware that the intent to deceive the reader does not have to be present for plagiarism to occur. For more information, please go to <http://www.plagiarism.org/>. **If you are in any doubt as to whether your work constitutes plagiarism or academic dishonesty, please discuss this with me confidentially.**

University Specific Procedures:

ADA Statement for Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax: (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

This course will cover sensitive topics related to human sexuality. Students may have widely differing views. This range of views is what makes this course so interesting. Students should feel comfortable discussing their individual views and experiences concerning each subject. Students should also respect each other's differences and points of view. **If the instructor deems that individual students are not being respectful toward each other or the instructor, then these students will be asked to drop the course.** Please refer to pages 42 – 45 of the TAMU-C Students' Guidebook Codes of Conduct for details. All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).