



## HHPH 385: Current Issues in Health COURSE SYLLABUS: SPRING 2018

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### COURSE INFORMATION

#### REQUIRED Materials – Textbooks:

##### **e-Book-Textbook:**

HHPH 385 – **instructor - created text** based on McKee, Galarza, & Gilbert (2016; 14<sup>th</sup> edition). *Taking Sides: Clashing Views in Human Sexuality*. New York: McGraw-Hill Higher Education  
This ebook is available at [www.mcgrawhillcreate.com/shop](http://www.mcgrawhillcreate.com/shop).  
The ISBN Number is 9781307006988.

**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.

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**Introduction Week Graded Content:** (2 assignments at 10 points = 20 points)

During the introduction week, students will read over the syllabus and complete a syllabus quiz in addition to introducing themselves to the class.

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

Ten debates will take place online during the term over the assigned readings and topics. To complete these debates, students should read the book and research each assigned topic online before joining the debates. *For each topic, you will be assigned a side to debate at the beginning of the post – “Yes or No” (“why or why not”) and support your stance using your textbook and at least (2) outside credible reference, one being a peer-reviewed article. Please refrain from using sources; such as, Wikipedia or online media sources (i.e. livestrong.com, etc.) Again, you must cite the source in your original posting with correct APA formatting. A minimum of 150 words for the original posting and 75 words for 2 peer responses. All postings to the discussion boards are due by 11:59 pm on the last day (Sunday) of the course module.*

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

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| <ol style="list-style-type: none"><li>1. List the biological, psychological, and cultural factors that influence one’s sexuality.</li><li>3. Discuss legal responsibilities pertaining to sexual conduct.</li><li>4. Recognize the disruptive and harmful aspects of sexuality.</li><li>5. Discuss various controversial issues related to human sexuality.</li></ol> |
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Grade Earned	Debate Rubric: Evaluation Criteria	Points Awarded
<b>A</b>	<ul style="list-style-type: none"><li>• Participates significantly in debate, including meeting the minimum word requirement.</li><li>• Argument is consistent with point of view.</li><li>• Argument is well-organized and effective, and includes several points discussed in class, the book, and other readings.</li><li>• Student displays engagement within an interconnected and diverse world.</li><li>• Argument is “backed up” with fact (includes references that support the argument).</li><li>• Student is obviously prepared for debate.</li></ul>	90-100% 36 – 40 points
<b>B</b>	<ul style="list-style-type: none"><li>• Participates significantly in debate, including meeting the minimum word requirement.</li><li>• Argument is mostly consistent with point of view.</li><li>• Argument is fairly strong and includes points discussed in class, the book, and other readings.</li><li>• Student displays much engagement within an interconnected and diverse world.</li><li>• Argument is “backed up” with fact includes references that support the argument).</li></ul>	80-89% 32 – 35.9 points
<b>C</b>	<ul style="list-style-type: none"><li>• Participates in debate.</li><li>• Argument is mostly consistent with point of view.</li><li>• Argument includes some points discussed in class, the book, and other readings.</li><li>• Student displays some engagement within an interconnected and diverse world.</li><li>• Argument is “backed up” with fact (includes references that support the argument).</li></ul>	70-79% 28 – 31.9 points
<b>D</b>	<ul style="list-style-type: none"><li>• Participates somewhat in debate.</li><li>• Argument is somewhat consistent with point of view.</li><li>• Argument is weak and includes few points discussed in class, the book, and other readings.</li><li>• Student displays little engagement within an interconnected and diverse world.</li><li>• Argument may not be “backed up” with fact (includes references that may not be reliable).</li></ul>	60-69% 24 – 27.9 points

<b>F</b>	• Participates insignificantly (or not at all) in debate.	<60%
	• Argument is sometimes inconsistent with point of view.	0 – 23.9 points
	• Argument is weak and does not include points discussed in class, the book, 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.	

## **Assignment 2: Final Project – Gender, Sexuality, and the World** (380 points)

The final project is the culminating product (learning and application) to be completed by the end of the semester. (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 Video Creation Using Avatars.

**Part I: Issue Investigation (200 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
<b>A</b>	<ul style="list-style-type: none"> <li>Topic was approved by the instructor.</li> <li>All key elements of topic were covered in a substantive way.</li> <li>Detailed answers were provided for each question.</li> <li>References were provided to support answers and cited in APA format.</li> <li>Answers were posted in Unit 10 discussion board.</li> </ul>	90-100% 90 - 100 points
<b>B</b>	<ul style="list-style-type: none"> <li>Topic was approved by the instructor.</li> <li>Most key elements of topic were covered in a substantive way.</li> <li>Detailed answers were provided for each question.</li> <li>References were provided to support answers and cited in APA format.</li> <li>Answers were posted in Unit 10 discussion board.</li> </ul>	80-89% 80 – 89.9 points
<b>C</b>	<ul style="list-style-type: none"> <li>Topic was approved by the instructor.</li> <li>Some key elements of topic were covered in a substantive way.</li> <li>Answers were provided for each question.</li> <li>References were provided to support answers.</li> <li>Answers were posted in Unit 10 discussion board.</li> </ul>	70-79% 70 – 79.9 points
<b>D</b>	<ul style="list-style-type: none"> <li>Topic was approved by the instructor.</li> <li>Some key elements of topic were covered in a substantive way.</li> <li>Answers were provided for most questions.</li> <li>References may or may not have been provided to support answers.</li> <li>Answers were posted in Unit 10 discussion board.</li> </ul>	60-69% 60 – 69.9 points
	<ul style="list-style-type: none"> <li>Topic may or may not have been approved by the instructor.</li> </ul>	<60%

<b>F</b>	<ul style="list-style-type: none"> <li>All key elements of topic were not covered in a substantive way.</li> <li>Detailed answers were not provided for each question.</li> <li>References were not provided to support answers and cited in APA format.</li> <li>Answers may or may not have been posted in Unit 10 discussion board.</li> </ul>	0 – 59.9 points
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**Part II: Video Creation Using Avatars (200 points):** Each student will create a **script** for a video representation of this chosen issue using the website, [www.digitalfilms.com](http://www.digitalfilms.com) or other platform (approved by the instructor). The script (and subsequent video) you create should clearly demonstrate the knowledge you gained on this issue.

Grade Earned	Final Project Part II: Evaluation Criteria	Points Awarded
<b>A</b>	<ul style="list-style-type: none"> <li>Scenario and script were well-thought-out and complete.</li> <li>Flow of conversation was appropriate for scenario.</li> <li>Dialogue was coherent and followed a path that was believable.</li> <li>Video covered the required issues related to: U.S. and five other countries' political stance; U.S. and five other countries' laws; media portrayal of topic; supported personal views on stances and laws; U.S. world leader obligation view; and current views based on research.</li> </ul>	90-100% 90 - 100 points
<b>B</b>	<ul style="list-style-type: none"> <li>Scenario and script were well-thought-out and mostly complete.</li> <li>Flow of conversation was appropriate for scenario.</li> <li>Dialogue was coherent and followed a path that was believable.</li> <li>Video covered the majority of the required issues related to: U.S. and five other countries' political stance; U.S. and five other countries' laws; media portrayal of topic; supported personal views on stances and laws; U.S. world leader obligation view; and current views based on research.</li> </ul>	80-89% 80 – 89.9 points
<b>C</b>	<ul style="list-style-type: none"> <li>Scenario and script were somewhat well-thought-out and complete.</li> <li>Flow of conversation was mostly appropriate for scenario.</li> <li>Dialogue was mostly coherent and followed a path that was believable.</li> <li>Video covered some of the required issues related to: U.S. and five other countries' political stance; U.S. and five other countries' laws; media portrayal of topic; supported personal views on stances and laws; U.S. world leader obligation view; and current views based on research.</li> </ul>	70-79% 70 – 79.9 points
<b>D</b>	<ul style="list-style-type: none"> <li>Scenario and script were only marginally well-thought-out and complete.</li> <li>Flow of conversation was somewhat appropriate for scenario.</li> <li>Dialogue was somewhat coherent and followed a path that was believable.</li> <li>Video covered a few of the required issues related to: U.S. and five other countries' political stance; U.S. and five other countries' laws; media portrayal of topic; supported personal views on stances and laws; U.S. world leader obligation view; and current views based on research.</li> </ul>	60-69% 60 – 69.9 points
<b>F</b>	<ul style="list-style-type: none"> <li>Scenario and script were not well-thought-out and complete.</li> <li>Flow of conversation was not appropriate for scenario.</li> <li>Dialogue was not coherent and did not follow a path that was believable.</li> <li>Video did not cover all of the required issues related to: U.S. and five other countries' political stance; U.S. and five other countries' laws; media portrayal of topic; supported personal views on stances and laws; U.S. world leader obligation view; and current views based on research.</li> </ul>	<60% 0 – 59.9 points

**Assignment 3: Homework** (5 assignments at 40 points = 200 points)

Homework will be a major portion of the student's grade. The student will be responsible for obtaining all materials presented online, assigned readings from the textbook, and any outside assignments given by the instructor. You are responsible for making sure your assignments are in on time. Homework details will be provided during each week/module section. All assignments are due on Sunday by 11:59pm (CST)

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

**Grading**

<b>Assignment 1: Discussion Debates</b>	<b>400 points (40%)</b>
<b>Assignment 2: Final Project</b>	<b>380 points (38%)</b>
<b>Assignment 3: Homework</b>	<b>200 points (20%)</b>
<b>Introduction Week Content</b>	<b>20 points (2%)</b>

**TOTAL** **1000 POINTS (100%)**

## **Grade Scale:**

900 – 1000 points = A  
600 - 699 = D

800 - 899 = B  
0 - 599 = F

700 - 799 = C

## **TECHNOLOGY REQUIREMENTS**

- To fully participate in the online portion of this course you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - o 512 MB of RAM, 1 GB or more preferred
  - o Broadband connection required courses are heavily video intensive
  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#BrowserCheck](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#BrowserCheck)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.  
JavaScript is enabled.  
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - o [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - o [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - o [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical](https://secure.ecollege.com/tamuc/index.learn?action=technical)

## **ACCESS AND NAVIGATION**

*Pearson LearningStudio (eCollege) Access and Log in Information*

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.

<http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

### **Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site http://247support.custhelp.com/](http://247support.custhelp.com/)

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### ***Policy for Reporting Problems with Pearson LearningStudio***

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo. https://leo.tamuc.edu](https://leo.tamuc.edu)

### Learner Support


The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

### FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses - Phone</b>
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled



students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

**Interaction with Instructor Statement:**

The best way to reach me is via email ([Tara.Tietjen-Smith@tamuc.edu](mailto:Tara.Tietjen-Smith@tamuc.edu)) as I check it frequently. I will reply within 24 hours to your MyLeo email address. Please be courteous and professional in all of your interactions with me and fellow students.

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**Course Specific Procedures:**

**Attendance:**

Please see syllabus itinerary for due dates on all assignments. Late assignments will incur a 10% point deduction per day late.

**Academic Integrity Policy:**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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, this 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 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto: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*).

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**HHPH 385: GLB Current Issues in Health  
COURSE OUTLINE**

<b>Week Of</b>	<b>Chapter / Activity</b>	<b>Assignments Due by 11:59pm on the last day (Sunday) of the course week/module.</b>
1/18	Syllabus Review Introduction Discussion Introduction to Current Issues in Health	Syllabus Quiz Introduction Discussion
1/29	Issue 1 Content Material	Discussion Debate # 1
2/5	Issue 2 Content Material	Discussion Debate # 2 Assignment #1
2/12	Issue 3 Content Material	Discussion Debate #3
2/19	Issue 4 Content Material	Discussion Debate #4 Assignment #2
2/26	Issue 5 Content Material	Discussion Debate #5
3/5	<b>MID TERM</b>	<b>EXAM</b>
3/12	<i>ENJOY SPRING BREAK</i>	
3/19	Issue 6 Content Material	Discussion Debate #6 Assignment #3
3/26	Issue 7 Content Material	Discussion Debate #7
4/2	Issue 8 Content Material	Discussion Debate #8 Assignment #4
4/9	Issue 9 Content Material	Discussion Debate #9 Assignment #5
4/16	Work on Final Project	<b>Part 1 of Final Project Due</b>
4/23	Issue 10 Content Material	Discussion Debate #10
4/30	Finalize Final Project	<b>Part 2 of Final Project Due</b>
5/4	<b>FINAL EXAM</b>	<b>FINAL</b>

*Dates and assignments are tentative and subject to change*