



HHPH 385: Current Issues in Health COURSE SYLLABUS: SPRING 2019

INSTRUCTOR INFORMATION

Instructor: Dr. Elizabeth Wachira, Assistant Professor
Office Location: Field House 100J
Office Hours: MW 9-10am; 11am -2pm (Appointments by email)
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Preferred Form of Communication: Email
Communication Response Time: 48 business hours

COURSE INFORMATION

Course Value: Three (3) Credit Hours
Course Location: Online
Course Time Online

REQUIRED TEXT: E-BOOK

HHPH 385 – **instructor - created text** based on McKee, Galarza, & Gilbert (2016; 14th edition).
Taking Sides: Clashing Views in Human Sexuality. New York: McGraw-Hill Higher Education

ISBN Number is 9781307006988

Ebook is available at www.mcgrawhillcreate.com/shop. (Can purchase directly from the publisher – see image for book visual)

HHPH 385 Current Issues in Health (HEALTH/HUMAN PERFORM/ATHLETICS)

The screenshot shows a product page for the e-book 'Taking Sides: Clashing Views in Human Sexuality'. The page is titled 'HHPH 385 Current Issues in Health (HEALTH/HUMAN PERFORM/ATHLETICS)'. It features a 'WHAT YOU GET:' section with a book cover image. Below this, there are details for the school (Texas A & M Univ Commerce), department (HEALTH/HUMAN PERFORM/ATHLETICS), instructor (Dr. Tara Tieljen-Smith), and ISBN (9781307006988). A 'Summary:' section states: 'This text is for use in HHPH 385 at TEXAS A & M UNIV COMMERCE (COMMERCE)'. There are two purchase options: 'ADD TO CART' and 'USE YOUR ACCESS CODE'. The 'USE YOUR ACCESS CODE' option includes a text input field for the access code and a 'GO' button. A 'What's this?' link is also present.

The syllabus/schedule are subject to change.

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

Upon completion of this course, students should 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

Minimal Technical Skills Needed

Students should have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some highlights:

1. Knowledge of terminology, such as browser, application, URL, etc.
2. Understanding of basic computer hardware and software; ability to perform computer operations, such as: managing files and folders: save, name, copy, move, backup, rename, delete, check properties
3. Ability to use the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, accessing and navigating sites like YouTube
4. Knowledge of copying and pasting, spell-checking, saving files in different formats and sending and downloading attachments
5. Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
6. Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, etc.

Instructional Methods

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

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Student Responsibilities or Tips for Success in the Course

Strong reading and writing skills:

- Most of the material in the online environment will come from your textbooks, discussions, lectures, and videos; therefore, strong reading, writing and critical thinking skills are very important for success in an online course.
- Success in this class will come from independent reading of textbook chapters as well as other assigned material.

Self-motivated and independent learner:

- While online courses can offer more flexibility in scheduling, they require more self-discipline and independence than on-campus courses.
- In the online environment, you have to be able to start and to work on tasks on your own, without someone keeping you focused, and you have to be self-disciplined in order to follow the class schedule and meet deadlines.

Time commitment:

- Online classes take as much time as regular on-campus classes. You need to set aside sufficient time for study. Plan to spend at least as much time working on the assignments and studying as you would with a traditional course.
- Even though you may not have to "be" in class on some specific day and time, you still have to follow the **course schedule** provided. Remember that online classes are not independent study courses; you are still required to "show up" and participate actively (e.g. regularly logging into the course website, actively participating and turning in assignments on time).

Active Learner:

- Online students must be active learners, self-starters who are not shy or afraid to ask questions when they do not understand. Remember that you are in control of your learning process.
- Since I cannot see you, you need to "speak up" right away if you have problems and be as explicit as possible; otherwise there is no way I will know that something is wrong.

ASSESSMENTS

The student will be responsible for obtaining all materials presented online, assigned readings from the textbook, and any outside assignments given by the instructor. All class assignments must be turned in online. . You are responsible for making sure your assignments are in on time per the directions. You are also responsible for making sure the assignment is in a file format (word/pdf) that can be viewed by the instructor and peers (discussion boards). All assignment details will be provided during each week/module section. No emailed work will be accepted.

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NOTE: Unless otherwise specified, all assignments are due ONLINE by 11:59pm on the Sunday of the module week. Example Week of 1/14/19, assignments are due that Sunday, 1/20/19 by 11:59pm. **NO LATE WORK IS ACCEPTED (anything submitted after the due date gets an automatic grade of a “zero”)**

1. Introduction Week 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.

2. Assignment 1: Discussion Debates (10 online debates @ 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 first 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.** **Debate & Responses due Sunday by 11:59pm of the corresponding week.** See rubric document for grading evaluation criteria

- A minimum of **150 words** for the original posting and **75 words for 2 peer response.**
 - Peer responses should **add to and facilitate** the discussion. *Simply stating “I like your post, you give some good ideas; never thought of it that way (etc)” is not enough and that peer post will be given a grade of a “zero”.*
- In addition to your textbook, you must back up your original post with **(2) outside credible** sources, one being a peer-reviewed article
- Please refrain from using sources; such as, Wikipedia or online media sources (i.e. livestrong.com, etc.)
- Peer reviewed journal articles, credible websites; such as the CDC or the American Public Health Association may be used as a credible source.
- APA formatting must be used for citing all your sources (in-text & reference list)

3. Assignment 2: Final Project – Gender, Sexuality, and the World (400 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.** See rubric document for grading evaluation criteria

More details on the final project provided via the Final Project Assignment Document.

This Final Project has two parts: Issue Investigation and Video Creation Using Avatars.

Part I: Issue Investigation (200 points): Due Sunday, April 14th

Each student will choose one topic (**topics due by February 10th**) discussed this semester and answer a variety of questions. Submit your answers as a written word document to the corresponding assignment link. This is a formal assignment – avoid personal pronouns, use correct APA formatting.

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Part II: Video Creation Using Avatars (200 points): Due Sunday, April 23rd

Each student will create a **script** for a video representation of their chosen issue using the website, 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. **Submit your script and video link as a word document to the Discussion Board #11.**

4. Midterm Exam (80 points): Due by Sunday March 3rd

One midterm exam will be administered midway during the semester, covering all information covered to date in class: discussion prompts and book readings. **Exam is due by 11:59pm on the last day of the course module (see note above).**

5. Video Summaries (100 points): Due Sunday, May 5th

1. Choose 5 videos that others in class submitted under the Discussion 11 thread. Each one should be on a different topic. (You should not use your own video OR a video with your topic.)
2. Type a 1/2 to a full-page **summary** (double-spaced) for **each** one. (Make sure you include the title of the video and the link to it.)
3. Submit your assignment in Word format to the corresponding assignment link.

GRADING

Please see a listing and description of all assignment grading criteria within the Course Grading Rubric document.

Grading Criteria:

Introduction Week Content	20 points
Assignment 1: Discussion Debates	400 points
Assignment 2: Final Project	400 points
Midterm Exam	80 points
Video Summaries	100 points
Total Points	1000 points

Final grades in this course will be based on the following Grading Scale:

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

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TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *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.

Running the browser check will ensure your internet browser is supported.
Pop-ups are allowed.

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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:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [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.

ACCESS AND NAVIGATION

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.

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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



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System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

E-mail strategy: You are welcome to email your questions or concerns to me. There are, however, some caveats associated with email that you must remember:

- Do not expect an immediate response to your questions. A reasonable response time to emailed questions is 24 - 48 hours. **
- Questions emailed on weekends may not receive a response until the work week begins.
- As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email to everyone for the benefit of all students.
- Please be courteous and professional in all of your interactions with me and fellow students.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

How is the Course Organized?

- The course is organized by weekly modules. Each module will be formatted similarly including chapter learning objectives, lecture and debate discussion boards

What Should Students Do First?

Students should begin by:

- Thoroughly reviewing the syllabus
- Obtain materials (textbooks)
- Familiarizing oneself with the course layout
- Take the syllabus quiz
- Introduce yourself in the Module 1 introduction discussion

How Should Students Proceed Each Week for Class Activities?

- The student will access and follow all course instructions found in the weekly module content areas. The weekly module content area of our course is found on the left navigation bar.
- The student will read chapters and read/listen to all online lectures provided provided.
- The student will complete all assignments: respond to online course discussion questions and exams.

Attendance, Late or Missing Course and Extra Credit

The syllabus/schedule are subject to change.

1. Attendance in class is **required**. If you are unable to attend a class (actively logged in and participating in the online class), please notify me through email.
2. It will be very difficult for you to do well in this class if you miss submitting coursework. Please be aware that class participation goes beyond simply logging into this class. Just because you are logged in to the class, does not mean you are participating. It means active involvement in class discussions, assignments, quizzes and active participation in group activities.
3. Make-up of coursework will only be given in very rare circumstances: serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur you **MUST** email me prior to the module end date.
4. Make-ups will only be given if I have been notified prior to the end of the course module in order to verify your reason for missing coursework. All missed coursework not meeting the criteria for a make-up will be given a grade of 0.
5. Extra credit is **NOT** available.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

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>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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- Room 162
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
 Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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

The syllabus/schedule are subject to change.

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.

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**HHPH 385: GLB Current Issues in Health
SPRING 2019 COURSE OUTLINE**

Module	Week Of	Chapter / Activity	Assignments Due by 11:59pm on the last day (Sunday) of the course week/module.
1	1/14	Syllabus Review Introduction Discussion Introduction to Current Issues in Health	Syllabus Quiz Introduction Discussion
2	1/21	Issue 1 Content Material	Discussion Debate # 1
3	1/28	Issue 2 Content Material	Discussion Debate # 2
4	2/4	Issue 3 Content Material	Discussion Debate #3 Final Project Topic Due
5	2/11	Issue 4 Content Material	Discussion Debate #4
6	2/18	Issue 5 Content Material	Discussion Debate #5
7	2/25	MID TERM	EXAM
8	3/4	Issue 6 Content Material	Discussion Debate #6
9	3/11	Issue 7 Content Material	Discussion Debate #7
10	3/18	<i>ENJOY SPRING BREAK</i>	
11	3/25	Issue 8 Content Material	Discussion Debate #8
12	4/1	Issue 9 Content Material	Discussion Debate #9
13	4/8	Work on Final Project	Part 1 of Final Project Due
14	4/15	Issue 10 Content Material	Discussion Debate #10
15	4/22	Finalize Final Project	Part 2 of Final Project Due
16	4/29	Wrapping up	Video Summaries Due

Dates and assignments are tentative and subject to change.

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