Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Course Description

COURSE DESCRIPTION

Students learn how groups work and how to improve relationships in order to function effectively with all groups.

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

Disability Support Services

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.
Faculty Information

FACULTY INFORMATION

The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources

REQUIRED TEXTS & RESOURCES

Sexuality Now: Embracing Diversity, 5th Edition

ISBN: 978-0-8308-2883-8

NOTE: The Point University Bookstore may offer this textbook(s) in other formats. Information can found at www.pointuniversityshop.com.

Assignments:
Threaded Discussion: Video Link:
- Week 2 - Sex and Psychosexual Development [https://youtu.be/7tRr7KyklLk](https://youtu.be/7tRr7KyklLk)

Journal – Topical Video Links:
- Week 1 – Making Sex Normal: [https://youtu.be/CE3tL9MMk3U](https://youtu.be/CE3tL9MMk3U)
- Week 2 – Raising a Transgender Child: [https://youtu.be/Si5kAnLyKeg](https://youtu.be/Si5kAnLyKeg)
- Week 3 – Skills for a Healthy Relationship: [https://youtu.be/qh5VhacG6g](https://youtu.be/qh5VhacG6g)
- Week 6 – Surrogacy: [https://youtu.be/Rj3EodH7lcY](https://youtu.be/Rj3EodH7lcY)

Course Technology

COURSE TECHNOLOGY

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.

System Requirements

- Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Access to a printer or scanner (depending on the course activities)
Technical Assistance
Keep in mind that Sakai technical assistance options are available by selecting the "Sakai Help" button located on the homepage of your course.

Course Learning Goals & Objectives

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS
This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

COURSE LEARNING GOALS & OBJECTIVES

COURSE DESCRIPTION
HREL 414 Human Sexuality (3 credit hours)

Students explore male and female differences with regard to emotions, perceptions, attitudes of relationships, and power of sexuality. The course focuses on psychological and socio-cultural influences on human sexuality and incorporates a lifespan perspective.

COURSE GOALS AND OBJECTIVES

Goal 1: Upon completion of this course students will demonstrate a working knowledge of historical, theoretical, biological and theological perspectives of sex, sexuality and sexual development.

Objective 1.1: Students will identify and explain major elements of psychological, social, biological and theological explanations of sex, sexuality and sexual development.

Objective 1.2: Students will explain the process of sexuality and gender development over the lifespan.

Objective 1.3: Students will recognize how sex and sexuality influence and are influenced by mental and physical health, disease and disorders.

Objective 1.4: Students will compare and contrast secular and biblical perspectives on contemporary issues of sex and sexuality: abortion, contraception, sexual orientation, dating, marriage, divorce...

Objective 1.5: Students will distinguish between healthy and unhealthy patterns of sexual behavior.

Goal 2: Upon completion of this course students will demonstrate the basic skills and professional attitudes pertinent to working with individuals and groups with varying beliefs, values and commitments related to sex and sexuality.

Objective 2.1: Students will recognize and articulate the foundations of sexology and ethical research.

Objective 2.2: Students will apply ethical standards and guidelines for working with individuals and/or groups in a helping relationship around issues of sex and sexuality.

Objective 2.3: Students will develop and demonstrate a thoughtful Christian response to sexual behaviors and/or orientations in order to address issues of sex and sexuality in helping relationships.

Objective 2.4: Students will demonstrate an integration of personal strengths and the application of professional standards and principles to working with individuals and groups around sex and sexuality.

Course Schedule

COURSE SCHEDULE
CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). http://point.edu/course-schedules/

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Learning Activities</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: WHAT IS SEXUALITY?</td>
<td></td>
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</tbody>
</table>

https://sakai.point.edu/portal/tool/13738fa8-5b42-4c7d-b731-324b73cf18c2/printFriendly
| Reading: Carroll – Chapters 1, 2  
Balswick and Balswick – Chapters 3, 4 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Threaded Discussion: Authentic Sexuality</td>
<td>Due Week 1, Day 4</td>
</tr>
<tr>
<td>Assignment: Exercise -Values Clarifications</td>
<td>Due Week 1, Day 5</td>
</tr>
<tr>
<td>Assignment: Theoretical Understanding – Theories of Sexuality</td>
<td>Due Week 1, Day 5</td>
</tr>
<tr>
<td>Assignment: Topical Video – Making Sex Normal</td>
<td>Due Week 1, Day 5</td>
</tr>
<tr>
<td>Assignment: Short Paper – The Sexual Revolution</td>
<td>Due Week 1, Day 7</td>
</tr>
<tr>
<td>Group: Final Presentation Preparation</td>
<td>Due Week 1, Day 7</td>
</tr>
<tr>
<td>Quiz One</td>
<td>Due Week 1, Day 7</td>
</tr>
</tbody>
</table>

**Week 2**

**Unit 2: Gender Role, Development and Identity/Female and Male Anatomy**

| Readings: Carroll – Chapters 4, 5, 6  
Balswick and Balswick – Chapter 1 |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Threaded Discussion: Sex and Psychosexual Development (Video)</td>
<td>Due Week 2, Day 4</td>
</tr>
<tr>
<td>Assignment: Exercise – Create a mini PowerPoint or Prezi</td>
<td>Due Week 2, Day 5</td>
</tr>
<tr>
<td>Assignment: Theoretical Understanding - Theories of Gender Development</td>
<td>Due Week 2, Day 5</td>
</tr>
<tr>
<td>Assignment: Topical Video – Raising a Transgender Child (Video)</td>
<td>Due Week 2, Day 5</td>
</tr>
<tr>
<td>Assignment: Short Paper – Cancer of Female and Male Reproductive Organs</td>
<td>Due Week 2, Day 5</td>
</tr>
<tr>
<td>Group: Final Presentation Preparation</td>
<td>Due Week 2, Day 7</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Due Week 2, Day 7</td>
</tr>
</tbody>
</table>

**Week 3**

**Unit 3: Communication, Love and Intimacy**

| Reading: Carroll – Chapters 3, 7  
Balswick and Balswick – Chapters 4, |
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Threaded Discussion: Intimacy</td>
<td>Due Week 3, Day 4</td>
</tr>
<tr>
<td>Assignment: Exercise – Create a Playlist</td>
<td>Due Week 3, Day 5</td>
</tr>
<tr>
<td>Assignment: Theoretical Understanding – Styles of Loving</td>
<td>Due Week 3, Day 5</td>
</tr>
<tr>
<td>Assignment: Topical Video – Skills for a Healthy Relationship</td>
<td>Due Week 3, Day 5</td>
</tr>
<tr>
<td>Assignment: Short Paper – Sexual Communication</td>
<td>Due Week 3, Day 7</td>
</tr>
<tr>
<td>Group: Final Presentation Preparation</td>
<td>Due Week 3, Day 7</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>Due Week 3, Day 7</td>
</tr>
</tbody>
</table>

**Week 4**

**Unit 4: Sexual Behaviors of Children, Adolescents and Adults**

| Reading: Carroll – Chapters 8, 9  
Balswick and Balswick – Chapters 4, 7, 8, 9, 10 |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Threaded Discussion: Sexual Education</td>
<td>Due Week 4, Day 4</td>
</tr>
<tr>
<td>Assignment: Exercise – Write a Personal Ad</td>
<td>Due Week 4, Day 5</td>
</tr>
<tr>
<td>Assignment: Theoretical Understanding – Normative Childhood Sexual Behavior</td>
<td>Due Week 4, Day 5</td>
</tr>
<tr>
<td>Assignment: Topical Video – Divorce and Sexuality</td>
<td>Due Week 4, Day 5</td>
</tr>
<tr>
<td>Assignment: Short Paper – Preventing an Affair</td>
<td>Due Week 4, Day 7</td>
</tr>
<tr>
<td>Group: Final Presentation Preparation</td>
<td>Due Week 4, Day 7</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>Due Week 4, Day 7</td>
</tr>
</tbody>
</table>

**Week 5**

**Unit 5: Sexual Orientation and Sexual Expression**

| Reading: Carroll Chapters 10, 11  
Balswick and Balswick – Chapters 5, 6 |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Assignment: Exercise</td>
<td>Due Week 5, Day 4</td>
</tr>
<tr>
<td>Assignment: Theoretical Understanding – Theories of Sexual Orientation</td>
<td>Due Week 5, Day 5</td>
</tr>
<tr>
<td>Assignment: Topical Video – Same Sex and Heterosexual</td>
<td>Due Week 5, Day 5</td>
</tr>
<tr>
<td>Assignment: Short Paper – The Evolution of Sexual Orientation</td>
<td>Due Week 5, Day 5</td>
</tr>
<tr>
<td>Group: Final Presentation Preparation</td>
<td>Due Week 5, Day 7</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>Due Week 5, Day 7</td>
</tr>
</tbody>
</table>
Threaded Discussion: Celebration of Sex Due Week 5, Day 4
Assignment: Exercise: Create a Press Release Due Week 5, Day 5
Assignment: Theoretical Understanding – Theories of Sexual Orientation Due Week 5, Day 5
Assignment: Topical Video – Homosexuality Due Week 5, Day 5
Assignment: Short Paper – Gay Rights Movement Due Week 5, Day 7
Group: Presentation Preparation Due Week 5, Day 7
Quiz 5 Due Week 5, Day 7

Week 6

Unit 6: Pregnancy, Birth, Contraception, Abortion, Sexual Functioning and STIs
Reading: Carroll Chapters 12, 13, 14, 15
Threaded Discussion: Fertility Awareness Methods Due Week 6, Day 4
Assignment: Exercise – Create a Pamphlet Due Week 6, Day 5
Assignment: Theoretical Understanding – Illness, Disability and Sexual Functioning Due Week 6, Day 5
Assignment: Topical Video – Surrogacy Due Week 6, Day 6
Assignment: Short Paper – Abortion
Group: Final Presentation Preparation Due Week 6, Day 7
Quiz 6 Due Week 6, Day 7

Week 7

Unit 7: Inauthentic Sexuality
Reading: Carroll Chapters 16, 17, 18
Balswick and Balswick Chapters 12, 13, 14, 15
Threaded Discussion: Inauthentic Sexuality Due Week 7, Day 4
Assignment: Topical Video - Sex Trafficking Due Week 7, Day 5
Final Presentation Project Due Week 7, Day 7
Quiz 7 Due Week 7, Day 7

Grading Policies

GRADING POLICIES

Course Evaluation Plan
An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution
Graded assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threaded Discussions</td>
<td>240</td>
</tr>
<tr>
<td>Assignments:</td>
<td>600</td>
</tr>
<tr>
<td>Theoretical Understanding</td>
<td>(150)</td>
</tr>
<tr>
<td>Exercise</td>
<td>(150)</td>
</tr>
<tr>
<td>Journal</td>
<td>(150)</td>
</tr>
<tr>
<td>Short Paper</td>
<td>(150)</td>
</tr>
<tr>
<td>Group Presentation Interaction Activities</td>
<td>60</td>
</tr>
<tr>
<td>Presentation Project</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>350</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>1250</strong></td>
</tr>
</tbody>
</table>

Final Grades
The following scale will be used when calculating final grades:
A  90-100%  D  60-69%
B  80-89%  F  0-59%
C  70-79%

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)

Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

**Checking Grades**

Be sure to check your grades often via the Sakai online Gradebook.

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly ([https://point.edu/catalogs/](https://point.edu/catalogs/))

**Course Expectations**

**STUDENT EXPECTATIONS**

- **Syllabus**: Please begin by reading the "Syllabus" page on the left hand menu. It includes detailed information about the course expectations and requirements. If you should have questions about the syllabus or the requirements of this course, please email the instructor directly.

- **Textbooks & Materials**: Acquire your textbooks and materials for this course. If there is a delay in the receipt of your textbook, please let your instructor know immediately.

- **Sakai**: Become familiar with the Sakai learning management system. Students may find technical help, tutorials, and other information by selecting the "Help" icon on the home page menu. Students may also view the "Course Introduction/Tour" below by clicking on the button at the bottom of this webpage.

- **Student Support Services**: Please become acquainted with the various support services that Point University offers. These services can be utilized upon request and you may access more information by clicking the "Student Support" icon located on the home page. Utilize the services offered by the Point University Library and the Writing Lab.

- **Academic Policies**: Review the academic policies enforced for all Point University programs and courses. These policies can be found by clicking on the "Academic Policies" icon on the home page.

- **Attendance**: Attendance is important. Please review the Point University’s Attendance Policy for clarification about absences, tardiness, and early departure. If you are absent, contact one of your classmates for notes, updates, information, etc.

- **Turnitin**: This class will use Turnitin software to check on plagiarism. Acceptable plagiarism for this course is 24% overlap or less. If a student has over 24% plagiarism on their Study Summary Paper, they will receive an automatic F on the assignment and cannot make it up. The instructor encourages limited direct quoting in papers (where you acknowledge the source you are citing. Direct quotes should be kept to a minimum (roughly one per page, if that, and no more than FIVE per paper).

- **Discussion Forums**: Please note the Discussion Forums are platforms for students to academically and professionally discuss and interact with each other and the instructor based on the forum topic. You will be required to participate in weekly discussions. Your participation should be thoughtful and engaging. Always keep in mind; the exchange of ideas is extremely important to establishing a successful teaching and learning environment. If you do not participate during the required time frame, you have not completed the requirement of the Discussion Forum; therefore, no credit is available for postings of any kind made in the Discussion Forums after a given forum ends. All discussion forums must be submitted according to the requirements stated in the syllabus to receive full credit.

**NOTE:** No Late Forums Will Be Accepted.

When writing, others cannot see your face, they cannot hear the tone or inflection of your voice, and they cannot observe your body language to determine your intention. Therefore, when responding to another student’s post, or even in creating your own, it is very important to write your thoughts out and take a few minutes away from them. Then reread what you wrote and make sure it answers the question(s) and is worded in a way that is not likely to offend others.

It is okay to disagree, but do so in a manner that is constructive, rather than destructive, encouraging rather than denigrating.
• It is very easy to say the right words, but for them to be “heard” incorrectly. Take the time to review what you type. This is one of the benefits of online education: you have the ability to wait and rethink what you will say before you say it.

• USING ALL CAPITAL LETTERS IS THE SAME AS SHOUTING!!!!! Use capitals only to emphasize a point; do not type full posts in capital letters.

• Respect others’ opinions as you would have yours respected. Remember: This is a Christian school; please respect the religious beliefs of those around you.

• **Assignments**: Adhering to due dates is very important to your learning experience.

  • Be mindful of what you submit. Submitting the wrong assignment will affect your grade towards the specific assignment due. The Late Policy will be applied for all assignments resubmitted due to submission of incorrect assignment after the due date.

  • To avoid any mishaps [e.g., computer issues, internet issues, etc.], complete work prior to the due date.

  • No assignments will be accepted via email unless specifically requested.

• **Instructor Interactions**: Contact your instructor to discuss assignments and gain clarification prior to due dates. No emails, text messages, or phone calls will be accepted to discuss assignments on the date the specific assignment is due.

  • In an effort to be proactive, schedule meetings with your instructor throughout the term to discuss your progress in the course.

**POLICIES**

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

**Suggested Resources for Further Study**

**SUGGESTED RESOURCES FOR FURTHER STUDY**

**Celebration of Sex**

• Presentation Rubric
• Sample Annotated Bibliography
• Sample APA formatted PowerPoint

**Copyright Statement**

**Copyright and Further Dissemination**

All content within this course is intended for transformative, educational, and informational purposes under (Fair Use). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.