Understanding Human Sexuality

Police and Public Safety Institute

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Co-Requisites:</th>
<th>Pre-Requisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC2003</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Applicable Program(s):</td>
<td>AAL:</td>
<td>Core/Elective:</td>
</tr>
<tr>
<td>Multiple Programs</td>
<td>Multiple Levels</td>
<td>Multiple Core/Elective</td>
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<tr>
<td>Prepared by:</td>
<td>Janice E. McVeety, Professor</td>
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<tr>
<td>Approved by:</td>
<td>Cindy Harrison, Acting Chair, PPSI</td>
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<tr>
<td>Approval Date:</td>
<td>Tuesday, July 30, 2019</td>
<td></td>
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<tr>
<td>Approved for Academic Year:</td>
<td>2019-2020</td>
<td></td>
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<tr>
<td>Normative Hours:</td>
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Course Description

Students study human sexuality through an interdisciplinary approach. Students gain a basic understanding of human sexuality through an investigation of history, culture, physiology, sexual development, sexual behaviours, sexually transmitted diseases, attitudes, sex, deviance and sexual relationships.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Personal Understanding

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

- **EES 1**: Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (A)
- **EES 2**: Respond to written, spoken or visual messages in a manner that ensures effective communication. (A)
- **EES 8**: Show respect for diverse opinions, values, belief systems and contributions of others. (A)
- **EES 11**: Take responsibility for one's own actions, decisions and consequences. (T, A)

Course Learning Requirements/Embedded Knowledge and Skills
When you have earned credit for this course, you will have demonstrated the ability to:

1.) **Distinguish contemporary explanations of human sexuality.**
   - Identify cross-cultural comparisons
   - Seek to develop an understanding of sexuality research and research techniques
   - Define different theories and approaches regarding human sexuality

2.) **Examine sexual physiology and sexual development. Implement responsible choices with respect to types and causes of sexually transmitted diseases. Make critical judgements about birth control and pregnancy related issues.**
   - Learn about fertilization and prenatal development
   - Differentiate sexually transmitted infections
   - Identify the various types of birth control
   - Recognize issues related to pregnancy

3.) **Acknowledge and appreciate the different comfort levels in discussing sexual behaviour and sexual dysfunction.**
   - Appreciate the differences and variations in sexual arousal.
     - Discuss the dynamics of arousal and communication
     - Examine the types of sexual behaviour
     - Discuss sexual dysfunction
     - Identify the different types of dysfunction

4.) **Generalize about the dynamics of different life-style choices and of different sexual orientations.**
   - recognize gender and sexuality in various life stages
   - explore explanations of sexual orientation
   - discern different life-style patterns
   - explore sexual discrimination

5.) **Detect indications of erotica, prostitution, sexual coercion and atypical sexual activity.**
   - identify the types of sex for sale
   - explain erotica and the law
   - recognize commercial sex work
   - analyse feelings of jealousy, control, and explore issues related to fidelity
   - define atypical sexual activity

6.) **Demonstrate an ability to use the emotional language of sexual communication.**
Practice assertive forms of communication
Recognize the effects of personal communications.

Evaluation/Earning Credit

The following list provides evidence of this course's learning achievements and the outcomes they validate:

Discussion Forum (10%)
Validates Outcomes: CLR 1, CLR 6, EES 1, EES 8

Quiz(zes)/Test(s) (30%)
Validates Outcomes: CLR 2, CLR 4, EES 1, EES 2, EES 8

Journal/Reflective Assignment(s) (60%)
Validates Outcomes: CLR 2, CLR 3, CLR 5, EES 2, EES 11

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Learning Resources

Required Text

Learning Activities

- individual reading and research online
- participation in online discussions
- independent study and reflection
- access to Faculty by email
- study guidelines and time lines for completing the course over a fourteen week period
- online quizzes and tests
- preparing assignments
- independent study and reflection
- maintenance of personal journals

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Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Other: Prior Learning Assessment and Recognition (PLAR) is a process that assists adult learners to identify, articulate and demonstrate relevant learning acquired through life and work experiences and translate this learning into college credit.

You may choose to apply for a general education course credit using PLAR by demonstrating that you have acquired learning equivalent to the course learning requirements in a specific general education elective course or the presentation of a portfolio demonstrating that you have college level learning that addresses one of the Themes required by your program.

Grade Scheme

<table>
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<tr>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90% - 100%</td>
<td>4.0</td>
<td>A</td>
<td>85% - 89%</td>
<td>3.8</td>
</tr>
<tr>
<td>A-</td>
<td>80% - 84%</td>
<td>3.6</td>
<td>B+</td>
<td>77% - 79%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73% - 76%</td>
<td>3.0</td>
<td>B-</td>
<td>70% - 72%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>67% - 69%</td>
<td>2.3</td>
<td>C</td>
<td>63% - 66%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>60% - 62%</td>
<td>1.7</td>
<td>D+</td>
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<td>D</td>
<td>53% - 56%</td>
<td>1.2</td>
<td>D-</td>
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<td>0</td>
<td>FSP</td>
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Course Related Information

Please refer to the Course Section Information (CSI) / weekly schedule for specific course-related information as provided by your professor.

Department Related Information

STUDENT SUCCESS SPECIALIST

The Faculty Student Success Specialist is Karen Gendron in room P112. Karen may also be reached at telephone extension 7558 or by e-mail at gendrok@algonquincollege.com
ALGONQUIN COLLEGE - CODE OF CONDUCT

All members of the Algonquin Community will undertake to:

1. Conduct themselves in a manner which respects and promotes the dignity of others, and interact with others in the community in a spirit of cooperation, goodwill and mutual respect.

2. Conduct themselves in an honest and ethical manner, refraining from using their position or power to exploit any other individual, refraining from misrepresenting themselves, their work or qualifications in any manner, and refraining from violence, abuse, harassment and discrimination of any kind.

3. Assist in the maintenance of good order within their environment and refrain from creating a disturbance or a disruption to activities.

The Code of Conduct applies to students and staff of Algonquin College while at all College locations and while representing or carrying out activities related to the College at any off-campus location.

CONFIDENTIALITY

Students are required to respect the confidentiality of employer, client and/or patient information, interactions, and practices that occur either on Algonquin College premises, or at an affiliated clinical/field/co-op placement site. Concerns regarding clients, patients, and/or employer practices are to be brought to the attention of the program coordinator, or designated field/clinical/co-op placement supervisor so that they may be resolved collaboratively. Such concerns are not to be raised publically either verbally, in writing, or in electronic forums. These matters are to be addressed through established program communication pathways.

College Related Information

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities

If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

Retroactive Accommodations

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student
performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Academic Integrity & Plagiarism
Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback
It is Algonquin College’s policy to give students the opportunity to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Mobile Devices in Class
With the proliferation of small, personal mobile devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Mobile Devices in Class

Transfer of Credit
It is the student’s responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: It is the student’s responsibility to refer to the Algonquin College Policies website for the most current information at http://www.algonquincollege.com/policies/

Legend

Terms
• ALO: Aboriginal Learning Outcome  
• Apprenticeship LO: Apprenticeship Learning Outcome  
• CLR: Course Learning Requirement  
• DPLO: Degree Program Learning Outcome  
• EES: Essential Employability Skill  
• EOP: Element of Performance  
• GELO: General Education Learning Outcome  
• LO: Learning Outcome  
• PC: Program Competency  
• PLA: Prior Learning Assessment  
• PLAR: Prior Learning Assessment and Recognition  
• VLO: Vocational Learning Outcome
Assessment Levels
• T: Taught
• A: Assessed
• CP: Culminating Performance