



Fayetteville State University
School of Education
Department of Health, Physical Education
and Human Services

HEED 300 – Human Sexuality

1. LOCATOR INFORMATION

Semester Fall _____ Spring _____ Summer _____

Credit Hours 3

Course Location & Meeting Time _____

Office Hours M _____ T _____ W _____ Tr _____ F _____

Instructor: Dr. Nosa Obanor

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

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2. COURSE DESCRIPTION

Human Sexuality deals with information and concepts of sex education including physiological, social and educational aspects of human sexuality. A wide range of topics such as love, biological male and female, marriage, pregnancy, childbirth and birth control and Sexually Transmitted Diseases will be covered. Emphasis will be placed on teacher preparation in sexuality in grades K-12.

3. TEXTBOOK

Crooks, Robert & Baur, Karla.: Our Sexuality. Wadsworth Group, 9th ed. 2005

4. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

5. COURSE GOALS AND OBJECTIVES

General Objective:

The student will understand the complexity of the multidimensional perspectives of human sexuality. Students will also learn more about their own sexuality and broaden their understanding of others thus developing a well-integrated and well-adjusted personality.

SPECIFIC COURSE OBJECTIVES

After completing this course, the student will be able to demonstrate a competence level of 85% of each of the following objectives:

1. Identify/describe the concept and multidimensional aspects of human sexuality;
2. Learn and be able to use oral/written proper terminology as related to sex education;
3. Learn and be able to list and describe the differences/similarity between male and female sexuality.
4. Learn to distinguish attitudes based on misconception and attitudes based on knowledge based on current factual scientific information and how to serve as a resource person.
5. Learn and be able to identify/describe the health implication of sexual behaviors and sexuality throughout human growth and development.
6. Learn and be able to demonstrate unit planning, lesson planning and teaching strategies in sexuality K-12.

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

Standards used in this course	NCDPI Health Education Standards	NCATE Standard(s)	Assessment(s)
X	Standard 1. Teachers know health content including health risks for youth and prevention and behavior change strategies.	I, II	
X	Indicator 1: Teachers have a medically and factually accurate base of knowledge in the following areas; nutrition, health related fitness, injury prevention and safety, decision making/problem solving, community and environmental health, conflict resolution, mental and emotional health, stress management, self esteem, substance abuse (specifically alcohol, tobacco, and other drugs), disease prevention, and consumer health.	Content Knowledge	Examination, Quiz
X	Indicator 2: Teachers develop knowledge about health risks for youth that lead to morbidity, mortality, and social problems and apply relevant content to prevention strategies.	Content Knowledge	Examination Literature Review
	Indicator 3: Teachers comprehend theories of behavior change and make connections between theory and practice.		
	Indicator 4: Teachers have knowledge of the <i>NCSCOS</i> in healthful living education, the focus on a skills approach, and understand the organization and importance of all curricular strands.		
	Indicator 5: Teachers demonstrate knowledge of organization and collaboration within schools and among school staff to promote and enhance coordinated school health programs.		
	Indicator 6: Teachers demonstrate knowledge of legislation and Board of Education policy that affects health education and comprehend the impact on		

	health education in public schools (including abstinence until marriage, alcohol, tobacco and other drugs, cardiopulmonary resuscitation).		
X	Standard 2. Teacher must be able to investigate and determine the health needs, problems, and interests of students.	I, VI	
X	Indicator 1: Teachers demonstrate the use of appropriate health behavior assessments.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Teaching Demonstration
X	Indicator 2: Teachers utilize appropriate local, state, and national data (e.g., Youth Risk Behavior Survey Data – YRBS) to inform instructional decisions and enhance the relevance of instruction.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Examination Lesson Plan Teaching Demonstration
X	Indicator 3: Teachers demonstrate the ability to address student needs in health education based on observation and communication.	Pedagogical and Professional knowledge, skills and disposition. Student Learning.	Lesson Plan Teaching Demonstration
X	Indicator 4: Teachers demonstrate assessing the community and accessing community resources to determine the needs of students.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Teaching Demonstration
X	Standard 3. Health teachers plan and implement effective instruction in the health component of healthful living education.	II,	
X	Indicator 1: Teachers plan and implement developmentally and age-appropriate instruction to meet competency goals and objectives in the <i>North Carolina Standard Course of Study</i> for healthful living education using a variety of teaching and learning strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination Lesson Plan Teaching Demonstration
X	Indicator 2: Teachers facilitate a positive learning environment that is student centered and actively engaging for students.	Pedagogical and Professional knowledge, skills and disposition. Student Learning.	Lesson Plan Teaching Demonstration
	Indicator 3: Teachers will have high expectations for student acquisition of skills for prevention of the following health risks: self esteem building, including self-perception, self acceptance, and self efficacy; behavior self management, including awareness/self monitoring, ethics development, decision making/problem solving, and planning behavioral strategies;		

	communicating, including expressing empathy, assertiveness, conflict resolution and negotiation, and responding to persuasion; using appropriate resources, especially for assessing need for help, locating sources of help, exercising rights, and overcoming obstacles.		
X	Indicator 4: Teachers evaluate and select instructional materials that support the competency goals and objectives in the <i>NCSCOS</i> for healthful living education, including evidence-based curricula and instructional materials where alignment exists.	Pedagogical and Professional knowledge, skills and disposition Student Learning	Lesson Plan Teaching Demonstration
	Indicator 5: Teachers will be able to link health knowledge and skills with content and skill development in other disciplines.		
X	Indicator 6: Teachers will use and incorporate student use of technology when planning and implementing instructional strategies.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Teaching Demonstration Article Critique
X	Indicator 7: Teachers use reading and writing as a means of teaching health education and promoting literacy.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Article Critique Examination Teaching Demonstration
X	Standard 4. Teachers are able to select, design, and implement assessments to evaluate student learning and health behaviors and subsequently utilize information to improve teaching.	II, III, IV	
X	Indicator 1: Teachers apply a variety of assessment activities and instruction to evaluate students' health knowledge and skill, including authentic assessment and appropriate use of technology.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Lesson Plan Teaching demonstration
X	Indicator 2: Teachers assess health behaviors as an outcome of learning information in a variety of ways.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Lesson Plan Teaching demonstration
	Indicator 3: Teachers interpret and use assessment data to make informed curricular and instructional decisions.		
	Standard 5. Teachers demonstrate equity and fairness and promote respect and appreciation for diversity.	III	
	Indicator 1: Teachers recognize special health needs and adapt instruction for various racial/ethnic, limited English proficient, and exceptional children.		
X	Indicator 2: Teachers integrate a variety	Pedagogical and	Examination

	of modes of instruction and evaluation to address diverse learning styles.	Professional knowledge, skills and disposition Content Knowledge Student Learning	Lesson plan Teaching demonstration
	Indicator 3: Teachers recognize and value diversity of student learners.		
X	Indicator 4: Teachers promote fairness, social justice, and peer acceptance to ensure the development of social and emotional wellness.	Pedagogical and Professional knowledge, skills and disposition Content Knowledge Student Learning	Lesson Plan Teaching demonstration
	Indicator 5: Teachers establish and maintain high expectations for all students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lesson Plan Teaching demonstration
	Standard 6. Teachers demonstrate leadership and model positive health behaviors within the classroom, school, and community.		
	Indicator 1: Teachers recognize the importance of coordinated school health programs and have a plan for coordinating health education with other components of a coordinated school health program.		
	Indicator 2: Teachers understand and communicate the value of health education to students, colleagues, administrators, parents, and other community members.		
	Indicator 3: Teachers demonstrate the disposition and skills to facilitate cooperation among other health educators, teachers of other disciplines, and appropriate school staff.		
	Indicator 4: Teachers serve as a resource for students, families, and staff by interpreting and responding to requests for health information.		
	Indicator 5: Teachers demonstrate their commitment to health and wellness by demonstrating with their own behavior a healthy lifestyle.		
	Standard 7. Teachers participate in reflective practices that promote creativity, stimulate personal growth, and enhance professionalism.		
	Indicator 1: Teachers stay abreast of current recent research and new innovations within the field of health education.		
	Indicator 2: Teachers reevaluate instructional decisions and analyze the		

	relationships between practice and student learning.		
	Indicator 3: Teachers have multiple experiences with observation and field practice.		
	Indicator 4: Teachers demonstrate the ability to collaborate with colleagues to reexamine their practice critically and seek help from colleagues to continue to develop as teachers and learners.		

7. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Examination
X	2. Teachers know how to teach students.	Examination, Lesson Plan Teaching Demonstration
X	3. Teachers are successful in teaching a diverse population of students.	Lesson Plan Teaching Demonstration
	4. Teachers are leaders.	
X	5. Teachers are reflective about their practice	Teaching Demonstration Review of video Tape
X	6. Teachers respect and care about students.	Teaching Demonstration Role Play

8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Examination Lesson Plan Teaching Demonstration
	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	
	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Examination Lesson Plan Teaching Demonstration

	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	

9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
X	Productivity tool (Power Point)
X	Presentation software
X	Internet
	Web page construction
X	e-mail
X	On-line applications
	Grade book
X	Video camera
	Scanner
	Excel
	Smart board
X	Lap Top and LCD panel
	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Presentation using PowerPoint
	2. Teachers plan and design effective learning environments and experiences supported by technology.	
X	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	Teaching demonstration using technology
X	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	Teaching demonstration using technology
X	5. Teachers use technology to enhance their productivity and professional practice.	Teaching demonstration using technology Presentation using PowerPoint
X	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	Article review/critique and presentation

10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
X	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
X	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

11. GENERAL REQUIREMENTS

1. Class attendance - See FSU catalog under class attendance policy. Four (4) class absences and you will be withdrawn. You are responsible for all work when you are absent.
2. Submit assignments on or before due date. All assignments are to be TYPED. Late assignments will not be accepted
3. Attend each class on time. We start and end on time. This is the way professionals demonstrate they are professional.
4. Public School observation/participation
5. Research topics and teaching demonstration

12. EVALUATION CRITERIA

- | | |
|--|-----|
| 1. Examinations | 70% |
| 2. Lesson Plans and Teaching Demonstration | 15% |
| 3. Quizzes | 5% |
| 4. Article Critique | 5% |
| 5. Attendance and Participation | 5% |

Grading Scale

92 -	100	= A
83 -	91	= B
73 -	82	= C
64 -	72	= D
Below 64		= F

Absentee Policy

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average.

Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 - 3 = 89) = B grade.

Excused absences include **DOCUMENTED** emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor's approval. **This policy includes all levels of classes (100 thru 400 level.)**

13. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
Wk 1 – 2	Perspective on Sexuality	Chapter 1
	Sex Research: Methods and Problems	Chapter 2
	Gender Issues	Chapter 3
Wk. 3	Chapters 1 - 3	Examination I
Wk 3 – 4	Female Sexual Anatomy and Physiology	Chapter 4
	Male Sexual Anatomy and Physiology	Chapter 5
	Sexual Arousal and Response	Chapter 6
Wk 5	Chapters 4 – 6	Examination II
	Select Teaching Demonstration Topic and Grade or Select a Term Paper Topic	TBA
Wk. 5 – 7	Love, Attraction, Attachment, and Intimate Relationship	Chapter 7
	Communication in Sexual Behavior	Chapter 8
	Sexual Behavior	Chapter 9
	Sexual Orientations	Chapter 10
Wk. 8	Chapters 7 – 10	Examination III
Wk. 8	Contraception	Chapter 11
WK 9	Spring Break	
Wk. 10- 11	Conceiving Children: Process and Choice	Chapter 12
	Sexuality During Childhood and Adolescence	Chapter 13
	Sexuality and the Adult Years	Chapter 14
Wk. 12	Chapters 11 – 14	Examination IV
	Teaching Demonstration/Term paper presentation	
Wk 13 - 16	Nature and Origin of Sexual Difficulties	Chapter 15
	Sexually Transmitted Diseases	Chapter 17
	Atypical Sexual Behavior	Chapter 18
	Sexual Coercion	Chapter 19
	Chapters 15, 17, 18, 19.	Examination V

14. TEACHING STRATEGIES

1. Lecture and discussion
2. Audio-visual aids
3. Reading and written assignment
4. Individual projects with oral presentation
5. Role playing
6. Public School observation/participation
7. Research topics

15. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

16. REFERENCES

- Byer, C.O., Shainberg, L.W., Galliano, G.; Dimensions of Human Sexuality, 6th edition. McGraw-Hill, 2002.
- Jarrold S, Greenberg, Clint E. Bruess, Debra W. Haffner: Exploring the Dimension of Human Sexuality. 2nd Edition. Jones and Bartlett, 2004.
- Insel, P.M., Roth, W.T.; Core Concepts in Health, 9th edition McGraw-Hill, 2002.
- Meeks, L.; Heit, P.; Page, R.: Comprehensive School Health Education – Totally Awesome Strategies for Teaching Health. 5th edition, McGraw Hill 2007.

Richard D. McAnulty, M. Michele Burnette: Fundamentals of Human Sexuality –Making Healthy Decision. Allen & Bacon, 2003.

Simon Levay, Sharon M. Valente: Human Sexuality 2nd edition, Sinauer Associates 2006.

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