

FCS 3800 002
Fall 2012 Syllabus
Family Life Sex Education

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Office Hours:
M (9-10, 11-11:30, 2-2:45),
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F (11-11:30) or by appointment

TEXTBOOKS: Blonna, R., & Levitan, J. (2006). *Human Sexuality*. Belmont, CA: Thomson Learning.

COURSE DESCRIPTION:

FCS 3800: (3-0-3) To prepare professionals such as family service personnel, educators, and parents to work with individuals and families at various stages in the family cycle in the area of family life and sex education.

COURSE OBJECTIVES:

Upon completion of this course participants should be better able to:

1. express feelings and gain an understanding of self and class members through communication skill exercises, self-analysis, and class participation;
2. discuss problems and methods for introducing sex education to special groups including parents, special needs persons, and older people;
3. discuss sexual needs and problems of students, preschool through senior high school, and examine techniques and methods for meeting those needs;
4. identify ways that sex education is being incorporated into church programs;
5. discuss sexual coercion and exploitation and other societal sexual concerns; and
6. examine various sexual health problems and solutions.

This upper division course assumes standards of professionalism, a respectful attitude of pluralism, confidentiality when appropriate, and an interest in understanding issues of sexuality without evaluative overlays (with the exception of illegality). The purpose of this course is not only to educate participants for personal sexuality. The purpose of this course is to learn about individuals and families and about providing support in the form of education related to sexuality, as focused on public service.

CLASSROOM COURTESY:

As a courtesy to each other there will be no newspaper reading, working on other assignments, personal conversations, or text messaging during class. In addition, in the rare occurrence that you must come in late, please wait outside until an appropriate break in class in order not to disturb your classmates. In addition, you are responsible for obtaining information and announcements you may have missed at the beginning of class.

CELL PHONE POLICY:

Cell phones and other technology are to be TURNED OFF during class and exams. In addition, TEXT MESSAGING DURING CLASS OR EXAMS WILL NOT BE TOLERATED. The first time a student is caught texting in class, they will receive a verbal warning from the instructor; the second time they will receive a written warning; the third time they will be asked to leave the class for causing disruption, administratively dropped from the course, and sent to the Student Standards Board.

METHODS OF EVALUATION:

Note: Assignments completed outside of the classroom are required to be typed, double-spaced, stapled, and proof-read. Evaluation may be based, in part, on the appearance of the work including grammatical or typographical errors and use of APA references.

Assignments and Attendance:

Your success is largely dependent upon your presence in this class. Your attendance is expected at all class meetings and attendance will be taken each class period. If you are absent, it is your responsibility to retrieve information you missed.

Exams - four exams worth 75 points each for a total of 300points.

The exams will be made up of T/F, multiple choice, matching, fill-in the blanks, and essay. Students will be unable to make up an exam without documentation of an excused absence. If a student is unable to attend class on the day an exam is scheduled, the instructor must be notified PRIOR to exam time. This notification must be followed up with appropriate documentation of the excuse for absence.

In-class Assignments - various activities and point values for a total of 100 points

Students will complete these brief assignments during the class period. Students must be present when assignment is given in order to receive credit. Make-up work is at the discretion of the instructor and only in the case of excused absences. Please note that calling in does not excuse the absence.

Media Assignment - 50 points

Students will explore various media in relation to sexuality. A written, three page paper will be submitted. Detailed evaluation criteria will be provided.

My Sexuality Education – 25 points

Students will focus on their own sexuality education, beginning from as early as you can remember. Incorporating the different types of messages received about sexuality at different stages of life, beginning with the preschool years. A typed 4-6 page paper will be submitted. A handout will be given with further instructions.

Education presentation - 100 points

Students will choose from a list of topics related to human sexuality. A poster presentation will be developed. Between 5 and 10 references should be used, obtained from 3 to 5 different mediums, only one of the references may be popular media. A set induction of some type is required. Great personal freedom will be allowed in the interpretation and construction of the presentation's contents. A handout will be given with further instructions.

Four Exams - 75 points each	300 points
In-class Assignments	100 points
Media Assignment	50 points
My Sexuality Education	25 points
Education presentation	100 points
Total points possible	575points

GRADING SCALE:

A	B	C	D	F
90-100%	89-80%	79-70%	69-60%	59% and below

*****If you have a documented disability and wish to receive academic accommodations, contact the Coordinator of the Office of Disability Services at 581-6583.

STUDENT RIGHTS:

Having described policies and responsibilities to which you, as a student, will be expected to adhere for this course, I want to emphasize that as an instructor I have responsibilities to you. Cornwell Strickland, writing in Excellence in University Teaching, has noted the following student rights:

1. the right to be recognized as an individual, even in large classes,
2. the right to have a professor interested in teaching,
3. the right to instruction based on adequate preparation,
4. the right to express opinions and to challenge those of the instructor,
5. the right to personalized instruction, relevant to student needs and interests,
6. the right to access to the professor at times other than class sessions, and
7. the right to know the system by which he or she is graded.