
PSY 4346 Human Sexuality: Spring 2023

COURSE INFORMATION

Course Number/Section: PSY 4346.0W1

Course Title: Human Sexuality

Term: Spring, 2023

INSTRUCTOR CONTACT INFORMATION

Instructor: Catherine Boynton

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Office Hours: By appointment- JO 2.113 in the BBS Advising Suite

UNDERGRADUATE TEACHING INTERN CONTACT INFORMATION

Teaching Intern: Aurora Rochin

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Course Pre-Requisites, Co-Requisites, and/or Other Restrictions: There are no pre-requisites for this class.

COURSE DESCRIPTION

Welcome to Human Sexuality! I am excited to share this learning journey with you. For the best academic experience, I hope you will fully engage with all of the resources and materials. Even though this class is offered online, and we meet in a virtual environment, just as we do IRL in the classroom, I hope that you will interpret, reflect, and apply the class content to your own life in a meaningful way.

This is a web-based, asynchronous, online course. However, this course is NOT self-paced. Every week you will have readings, recorded lectures, content quizzes, and assignments. We also provide a variety of real-time sessions every week. These will include **a weekly interactive discussion held via MS Teams every Wednesday from 2-3PM CST (recorded and uploaded to MS Streams for those who are unable to attend)**, guest lectures and discussions, and virtual office hours. All assignments have a due date listed in the syllabus, and in the weekly modules. Modules go live every Sunday at 11:59pm CST. Modules include announcements and a weekly Roadmap outlining the topic and content material for the upcoming week.

To prepare fully for this rigorous schedule, you will want to map out the due dates in your personal planner at the beginning of the semester so that you can work to meet these deadlines at a comfortable pace. Due to the dynamic nature of online courses, these details are subject to change. To ensure that you have the most current information regarding assignment details and

course policies, always refer to the eLearning course site or contact your instructor or teaching intern.

This course examines human sexuality from psychological, behavioral, social, biological, and historical perspectives. Topics include a critical analysis of, and issues in, sexual research, cultural and theoretical perspectives on values and sex, attraction and love, communication and intimacy, sexual anatomy and physiology, patterns of sexual response, sexual disorders and therapies, the development of sexuality, sexual orientation, sexuality and the law, and other contemporary social issues in sexuality.

STUDENT LEARNING OBJECTIVES/OUTCOMES

After completing the course, students should be able to:

- 1.1 Describe and explain the nature of human sexuality as a scientific discipline.
- 1.2 Describe and analyze major theoretical perspectives and overarching themes of human sexuality from psychological, biological, behavioral, social, political, and historical perspectives.
- 1.3 Describe, apply, and analyze selected content areas within human sexuality:
 1. Historical and theoretical perspectives
 2. Sex research
 3. Anatomy and physiology of sexual response and biology
 4. Sexuality and the life cycle
 5. Attraction, intimacy, love, and communication
 6. Sexual orientation and gender roles
 7. Variations in sexual behavior, disorders, and sex therapy
 8. Sex and the law
- 2.1 Identify and explain different research methods used by psychologists to examine human sexuality and variations in sexual behavior.
- 2.2 Explain and apply basic statistical analyses and employ critical thinking to evaluate the appropriateness of conclusions derived from their use in human sexuality research.
- 2.3 Use critical thinking to evaluate popular media, stereotypes, and scholarly literature in human sexuality.
- 2.4 Use creative thinking to address human sexuality-related issues.
- 2.5 Demonstrate effective writing skills in research activities designed to assess integration of the material discussed in class and in the text.
- 2.6 Apply psychological concepts, theories, and research findings to issues addressing human sexuality, gender, sexual orientation, legal issues, and other aspects of everyday life.

REQUIRED TEXTBOOK AND MATERIALS

Required Text: The digital e-text for this class was created to align directly with the course content. To begin the semester successfully, students should plan on acquiring the e-text within the first week of the semester so that they can access it for the first chapter quiz. There are detailed instructions on how to purchase and access the digital text directly from the publisher in the "GRL Publication Link" in eLearning.

Title: *Human Sexuality Through a Psychological Lens* (2018)

Author: Gentsch, J. K.

Required Materials: Additional assigned readings and other materials will be provided to you via eLearning. These materials will be required to complete the writing assignments.

TECHNICAL REQUIREMENTS

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements in the [Getting Started with eLearning](#) webpage.

COURSE ACCESS AND NAVIGATION

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information. To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

COMMUNICATION

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations of eLearning tools.

Student emails will be answered within 3 working days under normal circumstances.

DISTANCE LEARNING STUDENT RESOURCES

Online students have access to resources including [McDermott Library](#), [Academic Advising](#), [Office of Student AccessAbility](#), and many others. Please see the [eLearning Current Students](#) webpage for more information.

SERVER UNAVAILABILITY OR OTHER TECHNICAL DIFFICULTIES

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

COURSE POLICIES AND CLASS EVALUATION CRITERIA

Evaluation of student performance in class is based on a combination of weekly content quizzes, weekly engagement activity blog posts, and reflection essay assignments.

Assignment		Point Distribution
Weekly Content Quizzes	17 total, 20 points each	340
Weekly Engagement Activity Blog Posts	10 out of 14 posts, 33 points each	330
Reflection Essays	2 out of 3 essays, 165 points each	330
<i>Total</i>		<i>1000</i>

Converted point values correspond to the percentage grade distributions below.

A+: 100-98	A: 97-94	A-: 90-93
B+: 89-87	B: 86-83	B-: 82-80
C+: 79-77	C: 76-73	C-: 72-70
D+: 69-67	D: 66-63	D-: 62-60
F: Below 60		

In the end, I do not give you a grade; I record and report the grade that you earned.

GRADE AND EVALUATION DISPUTES

If a student feels that their work has been evaluated unfairly or inaccurately, they will need to provide a written evaluation via email within 72 hours of the grade being posted. The written statement must detail the facts of the concerns. Other requests for grade changes will not be considered.

Weekly Content Quizzes

After completing the readings for the week, watching the pre-recorded mini-lectures, participating in the live online class session and/or listening to/watching the corresponding asynchronous recorded session, students will complete a brief content-based quiz comprised of multiple choice and true/false questions.

The purpose of the content quiz is to provide early feedback to understand how well students comprehend the content in the module just completed.

Every week, on Monday at 6:00pm (CST), the weekly content quiz(zes) will be made available and will remain live until Sunday at 11:59pm (CST). Quizzes are open-book and open-note and may be accessed and taken at any time within the week. Students must work

independently on the quizzes. Collaboration or discussion of quiz questions through any channel is considered a form of academic dishonesty.

The quizzes are timed. Students will have 20 minutes to complete each quiz once it has been started. There are two attempts per quiz, with the higher of the two grades recorded as the final score. Quiz questions will be selected at random from a pool, therefore there may not be the same questions for each quiz attempt.

Upon submission of the quiz, students will receive a score but will be unable to see the quiz questions (and answers) until after the quiz deadline has passed and all students have completed the quiz.

Value: Each weekly quiz is worth 20 points.

Total: 1 syllabus quiz, 1 plagiarism quiz, 14 chapter quizzes, and 1 wrap up quiz = a possible 340 points.

WEEKLY ENGAGEMENT ACTIVITY BLOG POSTS

One of the most effective ways to engage in the wide variety of fascinating topics in human sexuality is to have a hand in creating your own learning experience. In each weekly class module, there will be a list of activity options related to the topic. It will be a menu of sorts. Each week you will select an activity, document what you learned, and share it back to the class in a blog format. Activities will include watching a film, listening to a podcast, reviewing a relevant article, sharing a current event focused on human sexuality, or reviewing an assessment related to the week's topic. In addition to sharing your activity, you will also review your classmate's entries and provide feedback. Peer comments are not graded, but are an essential part of full engagement in the class and others will appreciate the time and effort you took on their behalf.

Over the course of the semester, you will need to engage in at least one form of each category available. I will provide a tracking template to help you monitor these submissions. Instructions and the blog posts grading rubric will be in the "Blog Posts" folder in eLearning. Weekly blog posts are due by 11:59pm (CST) on Sundays.

Value: There will be 14 weeks of possible engagement activities. To receive all available points, over the course of the semester students must create and submit 10 out of 14 engagement activity blog posts. Each blog post is worth 33 points.

Total: 10 engagement activity blog posts = a possible 330 points.

REFLECTION ESSAYS

Over the course of the semester there will be three reflection essays assigned. The final essay grade will be based on the highest two paper grades; therefore, students may choose to drop the lowest grade of the three or submit two essays. Each essay will focus on a topic that will be

discussed in class and preparation will be aided with a grading rubric and explicit instructions. Essay assignment deadlines, instructions, and grading rubrics are available in the "Reflection Essays" folder in eLearning. Associated due dates are posted in the syllabus to help you plan in advance.

Value: There will be 3 reflection essays assigned. To receive all available points, students must submit 2 out of 3 reflection essays. Each reflection essay is worth 165 points.

Total: 2 reflection essays = a possible 330 points.

GENERAL COURSE POLICIES

Classroom Citizenship: If attending the virtual live class sessions, please log in on time and plan to stay for the duration of the session. If you have one, please turn on your camera. To minimize noise/distractions, please mute your microphone unless you are speaking. Active participation is encouraged.

Challenging and Sensitive Content: At times, we will be discussing controversial and sensitive topics in class. We will make every effort not to make others uncomfortable and to be respectful as we explore these topics. You are sharing the classroom with others, and it is expected that we will not all share the same thoughts, values, opinions, or perspectives, especially related to topics that bring out diverse moral, ethical, and spiritual issues. Please remember not to share your personal sexual experiences, but to instead focus on critical analysis of the course material.

Late Work: In the interest of fairness to other students, late blogs and essays will not be accepted. Remember, you can drop four weeks of blogs and one essay in the event you get busy or are unable to submit that week. Additional blogs or essays cannot be counted as extra credit.

Make-Up Exams: There will be no make-up exams given. If a student anticipates missing a quiz deadline, please communicate with your instructor to notify them and make alternate arrangements if needed.

Extra Credit: This course is designed to provide a variety of grading opportunities and assessment options. Therefore, there will be no individualized extra credit offered.

Class Materials: The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, they are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Participation: Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class, including engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as

consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings: Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor of a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

COMET CREED

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT DALLAS SYLLABUS POLICIES AND PROCEDURES

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class. Please go to the [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor.

THIS SEMESTER AT A GLANCE

- Weekly class modules will become available in eLearning on Sundays at midnight. These will include a Roadmap outlining the week ahead, as well as pre-recorded lectures and other assignments.
- PowerPoint slides and other class materials can be found in the week's module in eLearning. This is to ensure that students will have everything they need to be successful and to allow students to focus on discussion rather than note-taking in class.
- Even though this is a fully online class, it is NOT self-paced. You may complete each weekly module independently or participate in the various live sessions to add to the engagement experience. There will be a live, synchronous class session every week which will focus on

the weekly content and will also include guest speakers. These sessions will be recorded and posted to Microsoft Streams for captioning and available for view.

- Weekly quizzes become available on Monday at 6:00pm (CST) and must be completed by Sunday at 11:59pm (CST).
- Weekly engagement activity blog posts are due on Sunday by 11:59pm (CST). Additional materials for engagement activities will be found in the weekly class module in which they are assigned in eLearning.
- Reflection essay due dates are posted in the syllabus and in eLearning. Essays will also be due on Sunday at 11:59pm (CST) throughout the semester for consistency.
- Additional readings/materials may be added throughout the semester so they may not appear on the syllabus. If additional readings/materials are added, that information will be included in the week's Roadmap and the readings/materials will be posted in the class module.

HOW TO BE SUCCESSFUL IN THIS CLASS

- Students are expected to spend 3 hours of studying, reading, and review for every enrolled credit (3 credit hours = 9 hours per week). While you may find you can accomplish the required work in less time, those who spend more time receive better grades and a better understanding of the topic and its application to their lives. Your text has wonderful resources to help you review the material and engage in it in different ways. Each chapter contains practice quiz items, knowledge checkpoints, and reflective activities that will help you prepare for your weekly online quizzes.
- Pace yourself and develop a systematic weekly strategy for finishing your weekly assignments. Be aware of the recurring due dates and timelines. Organize your week to address the assignments in increments and don't try to do everything at once.
- Follow the instructions for the assignments and review the grading rubrics to make sure you are maximizing all available points.
- Ask questions! Office hours are available for a reason. Feel free to visit during posted office hours to discuss concerns or issues that aren't clear. Please don't wait until the end of the semester to address problems.
- Avoid cheating and plagiarism. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the University's [policy on plagiarism](#) (see the general catalog for details).
- The best way to fully engage with the class is to participate in the live sessions. **We will be meeting every week on Wednesday from 2-3 pm (CST) for interactive, content-based discussion and Q&A sessions.** We will also have guests visit us several times throughout the semester. These sessions will be recorded and available for viewing if you are unable to attend in real time.

ACADEMIC SUPPORT RESOURCES

The information contained in the following link lists the University's academic support resources for all students. Please go to the [Academic Support Resources](#) webpage for these policies.

COURSE CALENDAR

MODULE 1 - GETTING STARTED IN PSY4346 & THE NATURE OF HUMAN SEXUALITY

Week 1

Dates: January 17-22

Topic: Getting Started in PSY 4346 and The Nature of Human Sexuality

Reading:

- Course Syllabus
- Module 1 Roadmap
- Textbook: Forward and Chapter 1

Assignments:

- Syllabus Quiz
- Plagiarism Quiz
- Chapter 1 Quiz

Due Dates: The content quizzes will become available in the week's module in eLearning on Tuesday, January 17th at 6:00pm (CST), this week only, and will remain available until Sunday, August 28th at 11:59pm (CST).

MODULE 2 - THEORETICAL PERSPECTIVES ON HUMAN SEXUALITY

Week 2

Dates: January 23-29

Topic: Theoretical Perspectives on Human Sexuality

Reading:

- Module 2 Roadmap
- Textbook: Chapter 2

Assignments:

- Chapter 2 Quiz
- Module 2 Engagement Activity Blog Post

Due Dates:

- The Chapter 2 Quiz will become available in the week's module in eLearning on Monday, January 23rd at 6:00pm (CST) and will remain available until Sunday, January 29th at 11:59pm (CST)
- The Module 2 Engagement Activity Blog Post is due in the Module 2 Blog Post Forum by Sunday, January 29th at 11:59pm (CST)

MODULE 3 - STUDYING HUMAN SEXUALITY

Week 3

Dates: January 30- February 5

Topic: Studying Human Sexuality

Reading:

- Module 3 Roadmap
- Textbook: Chapter 3

Assignments:

- Chapter 3 Quiz
- Module 3 Engagement Activity Blog Post

Due Dates:

- The Chapter 3 Quiz will become available in the week's module in eLearning on Monday, January 30th at 6:00pm (CST) and will remain available until Sunday, February 5th at 11:59pm (CST)
- The Module 3 Engagement Activity Blog Post is due in the Module 3 Blog Post Forum by Sunday, February 5th at 11:59pm (CST)

MODULE 4 - SEXUAL ANATOMY AND THE HUMAN SEXUAL RESPONSE

Week 4

Dates: February 6-12

Topic: Sexual Anatomy and the Human Sexual Response

Reading:

- Module 4 Roadmap
- Textbook: Chapter 4

Assignments:

- Chapter 4 Quiz
- Module 4 Engagement Activity Blog Post

Due Dates:

- The Chapter 4 Quiz will become available in the week's module in eLearning on Monday, February 6th at 6:00pm (CST) and will remain available until Sunday, February 12th at 11:59pm (CST)
- The Module 4 Engagement Activity Blog Post is due in the Module 4 Blog Post Forum by Sunday, February 12th at 11:59pm (CST)

MODULE 5 - GENDER: PSYCHOLOGICAL, BIOLOGICAL, AND SOCIAL CONTEXTS

Week 5

Dates: February 13-19

Topic: Gender: Psychological, Biological, and Social Contexts

Reading:

- Module 5 Roadmap
- Textbook: Chapter 5

Assignments:

- Chapter 5 Quiz

- Module 5 Engagement Activity Blog Post

Due Dates:

- The Chapter 5 Quiz will become available in the week's module in eLearning on Monday, February 13th at 6:00pm (CST) and will remain available until Sunday, February 19th at 11:59pm (CST)
- The Module 5 Engagement Activity Blog Post is due in the Module 5 Blog Post Forum by Sunday, February 19th at 11:59pm (CST)

MODULE 6 - DEVELOPMENTAL PERSPECTIVES: INFANCY, CHILDHOOD, AND ADOLESCENCE

Week 6

Dates: February 20-26

Topic: Developmental Perspectives: Infancy, Childhood, and Adolescence

Reading:

- Module 6 Roadmap
- Textbook: Chapter 6

Assignments:

- Chapter 6 Quiz
- Module 6 Engagement Activity Blog Post
- Reflection Essay 1

Due Dates:

- The Chapter 6 Quiz will become available in the week's module on Monday, February 20th at 6:00pm (CST) and will remain available until Sunday, February 26th at 11:59pm (CST)
- The Module 6 Engagement Activity Blog Post is due in the Module 6 Blog Post Forum by Sunday, February 26th at 11:59pm (CST)
- Reflection Essay 1 is due in the Reflection Essay 1 Turnitin portal by Sunday, February 26th at 11:59pm (CST)

MODULE 7 - DEVELOPMENTAL PERSPECTIVES: ADULTHOOD

Week 7

Dates: February 27-March 5

Topic: Developmental Perspectives: Adulthood

Reading:

- Module 7 Roadmap
- Textbook: Chapter 6

Assignments:

- Chapter 7 Quiz
- Module 7 Engagement Activity Blog Post

Due Dates:

- The Chapter 7 Quiz will become available in the week's module in eLearning on Monday, February 27th at 6:00pm (CST) and will remain available until Sunday, March 5th at 11:59pm (CST)
- The Module 7 Engagement Activity Blog Post is due in the Module 7 Blog Post Forum by Sunday, March 5th at 11:59pm (CST)

MODULE 8 - SEXUAL ORIENTATION

Week 8

Dates: March 6-12

Topic: Sexual Orientation

Reading:

- Module 8 Roadmap
- Textbook: Chapter 8

Assignments:

- Chapter 8 Quiz
- Module 8 Engagement Activity Blog Post

Due Dates:

- The Chapter 8 Quiz will become available in the week's module in eLearning on Monday, March 6th at 6:00pm (CST) and will remain available until Sunday, March 12th at 11:59pm (CST)
- The Module 8 Engagement Activity Blog Post is due in the Module 8 Blog Post Forum by Sunday, March 12th at 11:59pm (CST)
- No class next week! Enjoy Spring Break!

MODULE 9 - ATTRACTION, ROMANCE, AND LOVE

Week 9

Dates: March 20-26

Topic: Attraction, Romance, and Love

Reading:

- Module 9 Roadmap
- Textbook: Chapter 9

Assignments:

- Chapter 9 Quiz
- Module 9 Engagement Activity Blog Post

Due Dates:

- The Chapter 9 Quiz will become available in the week's module in eLearning on Monday, March 20th at 6:00pm (CST) and will remain available until Sunday, March 26th at 11:59pm (CST)
- The Module 9 Engagement Activity Blog Post is due in the Module 9 Blog Post Forum by Sunday, March 26th at 11:59pm (CST)

MODULE 10 - INTIMACY, COMMUNICATION, AND THE DARK SIDE OF LOVE

Week 10

Dates: March 27-April 2

Topic: Intimacy, Communication, and the Dark Side of Love

Reading:

- Module 10 Roadmap
- Textbook: Chapter 10

Assignments:

- Chapter 10 Quiz
- Chapter 10 Engagement Activity Blog Post

Due Dates:

- The Chapter 10 Quiz will become available in the week's module in eLearning on Monday, March 27th at 6:00pm (CST) and will remain available until Sunday, April 2nd at 11:59pm (CST)
- The Module 10 Engagement Activity Blog Post is due in the Module 10 Blog Post Forum by Sunday, April 2nd at 11:59pm (CST)

MODULE 11 - VARIATIONS IN THE HUMAN SEXUAL EXPERIENCE

Week 11

Dates: April 3-April 9

Topic: Variations in the Human Sexual Experience

Reading:

- Module 11 Roadmap
- Textbook: Chapter 11

Assignments:

- Chapter 11 Quiz
- Module 11 Engagement Activity Blog Post
- Reflection Essay 2

Due Dates:

- The Chapter 11 Quiz will become available in the week's module in eLearning on Monday, April 3rd at 6:00pm (CST) and will remain available until Sunday, April 9th at 11:59pm (CST)
- The Module 11 Engagement Activity Blog Post is due in the Module 11 Blog Post Forum by Sunday, April 9th at 11:59pm (CST)
- Reflection Essay 2 is due in the Reflection Essay 2 Turnitin portal by Sunday, April 9th at 11:59pm (CST)

MODULE 12 - SEXUAL PROBLEMS, DYSFUNCTION, AND THERAPY

Week 12

Dates: April 10-16

Topic: Sexual Problems, Dysfunction, and Therapy

Reading:

- Module 12 Roadmap
- Textbook: Chapter 12

Assignments:

- Chapter 12 Quiz
- Module 12 Engagement Activity Blog Post

Due Dates:

- The Chapter 12 Quiz will become available in the week's module in eLearning on Monday, April 10th at 6:00pm (CST) and will remain available until Sunday, April 16th at 11:59pm (CST)
- The Module 12 Engagement Activity Blog Post is due in the Module 12 Blog Post Forum by Sunday, April 16th at 11:59pm (CST)

MODULE 13 - THE DARK SIDE OF SEX

Week 13

Dates: April 17 -23

Topic: The Dark Side of Sex

Reading:

- Module 13 Roadmap
- Textbook: Chapter 13

Assignments:

- Chapter 13 Quiz
- Module 13 Engagement Activity Blog Post

Due Dates:

- The Chapter 13 Quiz will become available in the week's module in eLearning on Monday, April 17th at 6:00pm (CST) and will remain available until Sunday, April 23rd at 11:59pm (CST)
- The Module 13 Engagement Activity Blog Post is due in the Module 13 Blog Post Forum by Sunday, April 23rd at 11:59pm (CST)

MODULE 14 - SEX AND THE LAW

Week 15

Dates: April 24-30

Topic: Sex and the Law

Reading:

- Module 14 Roadmap
- Textbook: Chapter 14

Assignments:

- Chapter 14 Quiz
- Module 14 Engagement Activity Blog Post

Due Dates:

- The Chapter 14 Quiz will become available in the week's module in eLearning on Monday, April 24th at 6:00pm (CST) and will remain available until Sunday, April 30th at 11:59pm (CST)
- The Module 14 Engagement Activity Blog Post is due in the Module 14 Blog Post Forum by Sunday, April 30th at 11:59pm (CST)

MODULE 15 - THE IMPORTANCE OF SEX EDUCATION & CLASS WRAP UPWeek 16**Dates:** May 1-7**Topic:** The Importance of Sex Education and Class Wrap Up**Reading:**

- Module 15 Roadmap

Assignments:

- Wrap Up Quiz
- Module 15 Engagement Activity Blog Post
- Reflection Essay 3

Due Dates:

- The Wrap Up Quiz will become available in the week's module in eLearning on Monday, May 1st at 6:00pm (CST) and will remain available until Sunday, May 7th at 11:59pm (CST)
- The Module 15 Engagement Activity Blog Post is due in the Module 15 Blog Post Forum by Sunday, May 7th at 11:59pm (CST)
- Reflection Essay 3 is due in the Reflection Essay 3 Turnitin portal by Sunday, May 7th at 11:59pm (CST)