



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring 2025

Year: 2025

Course Prefix: FAMS

Course and Section #: 2800-001

Course Title: Teaching Human Sexuality

Credits: 3

Course Description

Introduces basic concepts of human sexuality and effective methods to teach these topics to adults, adolescents, and children. Discusses gender roles, sexual orientation, sexual dysfunction, and sexually transmitted disease. Examines sexuality from the perspective of ethics, religion, the law, and education. Requires students to assess their own sexual attitudes and acquire information that should enable them to make responsible sexuality decisions. Educates students in how to teach human sexuality effectively regardless of any biases or individual beliefs. Note: Due to Utah State Laws regarding sexuality education, students registering for FAMS 2800 must be 18 years of age or a high school graduate.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Sarah Hughes-Coles

Student Learning Outcomes

Upon successful completion, students should be able to: 1 - Explain sexual anatomy and response patterns of adult males and females. 2 - Describe the process of human reproduction. 3 - Evaluate methods of contraception as well as prevention and treatment of STIs. 4 - Define changes in sexuality across the life-cycle. 5 - Define sexual orientation diversity. 6 - Define the causes and treatments of sexual dysfunction. 7 - Describe effective methods of teaching human sexuality in families and communities.

Course Materials and Texts

Carroll, J. L. (2024). *Sexuality now: Embracing diversity (7th Ed.)*. Boston, MA: Cengage Learning.

Maxwell, S. (2008). *The Talk: A breakthrough guide to raising healthy kids in an oversexualized, online, in-your-face world*. New York, NY: Penguin Group

Course Requirements

Course Assignments, Assessments, and Grading Policy

This course and its assignments are experiential in nature. Therefore, students who learn and enjoy the class the most are those who come to class consistently, on time, and participate with the lecture. Successful students also complete assigned readings and assignments on time and put their full efforts into the assignments.

For all of the assignments, doing the absolute minimum requirements might not be enough for full points. Achieving full points for each assignment is awarded to those students who can show that they went “*above and beyond*” what was expected of them and who displayed significant understanding of the content and how it applies to the assignment.

Except where indicated, you will turn all assignments in via Canvas. It is important that you do the assignment well in advance as Canvas is sometimes temperamental. If for some reason you are unable to turn an assignment in via Canvas, you need to email (10922201@uvu.edu) the assignment to me *before* class begins or bring a hard copy at the beginning of class. Failing to turn the assignment in on the designated due date and time may result in a zero for that assignment.

1. ***Engagement Points:*** As mentioned previously, this course is experiential in nature. Attendance, in-class participation, and completing assigned readings are vital to success and the learning process in this course and is expected of every student. Therefore, you will record your daily attendance, participation, and completion of assigned readings in the Engagement Points Record, which is embedded in the class schedule and is located near the end of the syllabus. Do not lose your points record, as you will need to show it as proof of your work at the end of the semester. Your Engagement Points are broken down into the following categories:
 - a. **Attendance and Participation (10 points):** For these points, you need to: (1) come to class on time and stay for the entire class period and (2) be actively engaged and participatory in the class. Please note that while making comments is not necessary for full points—it is hard to imagine a student getting full attendance and participation points all semester and never making a comment, contributing to a class discussion, or asking a question. It is important that students push themselves to be involved in full class discussions and provide input during team activities. Each class period is 75 minutes in length.
 - b. **Readings (10 points):** Students earn 10 points for read each chapter(s) or article(s) from beginning to end (this should involve noting key points, questions, critique, etc.), 6 points for reading at least $\frac{3}{4}$ of the assigned readings, 4 points for reading half, and 0 points if you did not read. Students can “make up” readings by reading after the assigned day for 4 points for each reading assignment.

Note: If you do not attend class on days when readings are assigned, you can still get credit for reading. However, the reading must be done before class starts.

There will be approximately 27 – 28 days of class. As such, the total points will be determined at the end of the semester. I understand that life happens. You will not be graded on total possible points but rather a slightly reduced total. Therefore, you can miss a day or two or miss a reading or two and still be able to meet all of the requirements for this part of the class. Please evaluate yourself and give yourself a score after every class period—don't try to "recall" your scores at the end of the semester. This will obviously be **on your honor** which is purposely integrated into the course so that you can learn the importance of integrity in all of your academic, professional, and personal relationships. At the end of the semester, you will add up your points as well as print and sign your name and hand it in on the last day of class.

Some of the lectures will be uploaded either from that day or a pre-recorded lecture. This is not guaranteed. If you miss a day and a lecture has been uploaded, you can watch the entire lecture and count that as 5 of your attendance and participation points.

2. *Experiential & Application Journal—5 points each*: Part of your learning in this course is to be mindful of your experience as you engage in the assignments, readings, and in class. Every two weeks throughout the semester, you will be expected to record your thoughts, insights, and experiences as you read your textbooks, attend class, and complete assignments. My suggestion is to make notes throughout the week and then bring those together to record in the assignment that is on Canvas. You are expected to write at least 3 – 4 *full paragraphs* for each entry.
3. *In-Class Activity Assignments—10 points each*: Throughout the semester, there will be randomized, in-class assignments to help apply the content presented in the text and in class.
4. *My Sexual Self-concept and Scripts*—30 points*: For this assignment, you will be asked to evaluate your current sexual self-concept and sexual scripts. Your sexual self-concept is a broadly defined term, which generally encompasses how one thinks about himself or herself as a sexual being. In addition, sexual scripts are the implicit and explicit messages that you received throughout your life from a variety of sources (e.g., family of origin, media, social network, etc.). These sexual scripts shape and influence your sexual self-concept which then impact your emotions, cognitions, and behaviors around sexuality and sexual intimacy. Because your environment, contexts, body, and mind will change over time and throughout your life, so also will your sexual scripts which in turn influence your sexual self-concept.

For this assignment, you will be asked to identify and process your thoughts and emotions around sexuality and sexual intimacy and what influenced these conceptions. I have provided a few questions or prompts to guide you in this assignment. You will notice that some questions are more sensitive than others. I would ask that you respond to those that you feel comfortable with but also challenge yourself to answer those you might not feel comfortable answering. In other words, the **assignment is not optional but each question is**. As you answer the questions, please keep in mind that your answers should include how the experience or memory shaped your sexual self-concept rather than merely relating the example. Please note, I do not have a TA for this course; so I will be the only one reading your submitted assignment. Therefore, feel free to be as open or reserved as you would like as you explore your thoughts and emotions about your own sexuality and sexual intimacy. Your finished paper should be at least 4 – 5 pages in length—double-spaced, 12-point font, and Times New Roman font. Please view the assignment description on Canvas more details and specific prompts for your paper.

**I understand that some students may have had some traumatic sexual experiences in their recent or distant past. It is not my intent to conjure up those unpleasant feelings. Therefore, please inform me if you are uncomfortable with this assignment, and I will allow you to participate in an alternative*

assignment that is of comparable workload.

In addition, please note, as a faculty member, instructor, and a therapist, I am also a mandated reporter. Any reference to physical, emotional, or sexual abuse must be reported to the proper authorities. If you reference abuse in your childhood or adolescence in your paper and it has not been reported to the proper authorities, I may contact you to inquire about this further as it is required by the law for me to do. If you mention any type of abuse in your paper, please be sure to include a statement that it has been reported to the proper authorities.

5. *Sexuality Education Program*: In a group of 3 – 4 students, you will be asked to design a sex education program that will cover a particular topic (e.g., STIs, pregnancy, sexual intimacy, family communication, etc.) and be focused on a particular population (e.g., children, adolescents, college students, couples, etc.). The program should be at least two hours in length. You will not be teaching the program but will be building a curriculum that will include all of the necessary components of an educational program and could be taught if needed. The project will be broken up into small assignments that will be embedded throughout the semester. All of the assignments below will be turned in as a group. Therefore, it is important that you include the names of each group member on each of the assignments.

a. Program Proposal and Needs Assessment Questions—20 points

- Program Proposal: As a group, you will be asked to write a 1 –2-page proposal on the program topic of your choice. You must include:
 - i. Why this topic interests you.
 - ii. Which population will benefit the most from this topic and why.
 - iii. Three objectives of the program following the prompt below:
 - a. *“After participants complete the program, they will have learned...”*
- Needs Assessment Interview Questions: You will also be asked to develop a set of interview questions for individuals in your target audience. Each group member will interview at least two individuals (this number may be contingent on the specificity of your topic) in your target audience. This may include individuals who have not yet been through the particular experience or those who have already gone through it. It may also include individual(s) who have a special expertise (i.e., training, research, etc.) in the topic of your choice. Questions *might* include,
 - i. *“If you were to attend a workshop on this topic, what areas would you like to see covered?”*
 - ii. *“What advice would you give to those who attend this workshop?”*

As you are creating your questions, remember to focus on questions that would be *helpful* in building the curriculum rather than questions that are merely interesting. Further, be sure to ask questions that are open-ended rather than questions that will likely only elicit a one-word response. Finally, and perhaps most important, if you are going to develop a program for individuals under 18, please do *not* interview them. Instead, you may interview individuals 18 years old and older.

b. Needs Assessment Assignment—40 points

Interviews (20 points): Using the questions you developed in the previous assignment, each group member will interview at least two individuals who fall into your target audience. Again, this could be individuals who have a set of expertise in this area, individuals who are

about to go through this particular event or transition, individuals who are currently experiencing the event or transition, and/or individuals who have already gone through the event or transition. *Please avoid interviewing individuals who are younger than 18 years old. It is also important that you let your participants know that they do not have answer any of the questions and that their responses will not be published or present in a formal setting.*

Write-up (20 points): You will meet together as a group, share your insights from the interviews, and write a 2 – 3-page summary of what you learned from the interviews and how you will incorporate what you learned into your program.

c. Rough Draft of Literature Review—75 points

- This is the scholarly foundation of your program and should contain ample convincing evidence of why this educational program is needed. Sources of this information would be refereed or peer-reviewed journal articles and book chapters, and full-length books by scholars. I will pass out a separate outline that will have more details on the assignment and help you in the process.

d. Rough Draft of Curriculum Guide—60 points

- Now that you have a review of the literature completed, you can now start developing your curriculum. This will include several components and more details will be discussed in class and on Canvas. Your workshop should be at least 90 minutes.

e. Final Program Proposal and Presentation—50 points

- This will be due on the day of the first presentations. On the last day of class, your group will also take no more than five minutes in class to summarize the core principles in your program, highlight one readiness or engagement activity, and individually share what you learned from putting this program together. The in-class presentation will be worth 10 points and part of the total grade for this project. The materials should be in the following order:

- i. Title page
- ii. Program Changes—10 points: here you will include a detailed list of how you made any changes I suggested in the feedback of your rough draft literature review and/or Detailed Leaders Guide.
- iii. Final Draft of Literature Review—20 points
- iv. Final Draft of Curriculum Guide—20 points

6. Exam—50 points: There will be one exam. The exam will be a reflective exam on what you have learned over the course of the semester and how your sexual self-concept and sexual scripts have been influenced. It will be a take-home, open-book/notes exam and administered at the end of the semester via Canvas.

Student Responsibility/Likelihood of Success

If a student needs clarification on any course assignment, then it is his/her responsibility to request clarification from the instructor. To increase the likelihood of successful performance on any course assignment, the student is strongly encouraged to attend class, take notes and read assigned materials.

Assignments/Participation:

Engagement points	(TBD)
Experiential & Application Journal	(40 points)

In-class Written Assignments x 10 points	(TBD)
Textbooks chapter quizzes (15 quizzes x 10 pts.)	(150 points)
My Sexual Self-Concept	(30 points)
SBR/SRP/SIA	(50 points)
Sexuality Education Program	(245 points)
Final Exam	(50 points)

Total Points = TBD

Grading Scale:

94% – 100% = A	80% – 82.9% = B-	66% – 69.9% = D+
90% – 93.9% = A-	76% – 79.9% = C+	63% – 65.9% = D
86% – 89.9% = B+	73% – 75.9% = C	60% – 63.9% = D-
83% – 85.9% = B	70% – 72.9% = C-	0% – 59.9% = F

Required or Recommended Reading Assignments

Course Schedule and Engagement Points Record

Date	Topic	Readings	A/P	R	Assignment Due Date
Module 1: January 7 – January 16					
1/7	Introduction to FAMS 2800: Teaching Human Sexuality	No Readings	/10		
1/9	Exploring Human Sexuality: Past and Present	Carr. Ch. 1	/10	/10	
1/14	Understanding the Sexual Self	Carr. Ch. 2 & Max. Ch. 1	/10	/20	My Sexual Self-Concept and Scripts
1/16	Understanding the Sexual Self	Max. Ch. 2	/10	/10	
Module 2: January 21 – February 4					
1/21	Gender Development, Roles, and Identity	Carr. Ch. 4 & Max. Ch. 3	/10	/20	
1/23	Female Sexual Anatomy and Physiology	Carr. Ch. 5	/10	/10	ICA #1: Female Reproduction Anatomy Drawing
1/28	Male Sexual Anatomy and Physiology	Carr. Ch. 6	/10	/10	ICA #2: Male Reproduction Anatomy Drawing
1/30	Sexual Orientation	Carr. Ch. 11	/10	/10	If These Walls Could Talk Reflection Paper
2/4	UVU LGBTQ+ Panel	Potoczniak Reading	/10	/10	
Module 3: February 6 – February 20					
2/6	Transition to Sexual Intimacy	Shalev Reading	/10	/10	
2/11	Sexual Intimacy in Committed Relationships	Carr. Ch. 7 & 9	/10	/20	
2/13	Introduction to Creating a Sexual Education Program	Myers-Bowman Reading	/10	/10	
2/18	Sexual Intimacy in Committed Relationships	Carr. Ch. 3	/10	/10	

2/20	Sexual Intimacy in Committed Relationships	Carr. Ch. 10	/10	/10	Program Proposal
Module 4: February 25 – March 13					
2/25	Compulsive Sexual Behavior and Intimate Relationships	Poulson Reading	/10	/10	
2/27	Compulsive Sexual Behavior and Intimate Relationships	No Readings	/10		
3/4	Pregnancy, Birth, & Infertility— Guest Lecture	Carr. Ch. 12	/10	/10	Needs Assessment
3/6	(Pre-recorded Video Lecture) Challenges to Sexual Functioning	Carr. 14	/10	/10	
3/11	No Class—Spring Break				
3/13	No Class—Spring Break				
3/18	STIs and Contraception— Guest Lecture	Carr. 13 & 15	/10	/20	
3/20	Abortion: History, Facts, and Myths	No Readings	/10		Literature Review References
Module 5: March 18 – April 22					
3/25	Teaching Sexuality in the Family	Carr. Ch. 8 & Max. Ch. 4 – 5	/10	/30	
3/27	Teaching Sexuality in the Family	Max. Ch. 6 – 7	/10	/20	
4/1	Teaching Sexuality in the Family	Max. Ch. 8 – 9	/10	/20	RD Literature Review
4/3	Setting the Learning Environment in Sexual Education	Darling Reading	/10	/10	
4/8	Teaching Sexuality in the Family	Max. 10 – 11	/10	/20	
4/10	Sex Education in Public School	SIECUS Reading; Carr. Ch. 17 & Gardner Reading	/10	/30	RD of Curriculum Guide
4/15	No Class—Meet in Groups				
4/17	Team Program Presentations	No Readings	/10		Program Presentation
4/22	Final Exam due at 11:59pm				

General Description of the Subject Matter of Each Lecture or Discussion

Introduction to FAMS 2800: Teaching Human Sexuality
Exploring Human Sexuality: Past and Present
Understanding the Sexual Self
Understanding the Sexual Self
Module 2: January 21 – February 4
Gender Development, Roles, and Identity
Female Sexual Anatomy and Physiology
Male Sexual Anatomy and Physiology
Sexual Orientation
UVU LGBTQ+ Panel
Module 3: February 6 – February 20

Transition to Sexual Intimacy
Sexual Intimacy in Committed Relationships
Introduction to Creating a Sexual Education Program
Sexual Intimacy in Committed Relationships
Sexual Intimacy in Committed Relationships
Module 4: February 25 – March 13
Compulsive Sexual Behavior and Intimate Relationships
Compulsive Sexual Behavior and Intimate Relationships
Pregnancy, Birth, & Infertility— Guest Lecture
(Pre-recorded Video Lecture) Challenges to Sexual Functioning
No Class—Spring Break
No Class—Spring Break
STIs and Contraception— Guest Lecture
Abortion: History, Facts, and Myths
Module 5: March 18 – April 22
Teaching Sexuality in the Family
Teaching Sexuality in the Family
Teaching Sexuality in the Family
Setting the Learning Environment in Sexual Education
Teaching Sexuality in the Family
Sex Education in Public School

Required Course Syllabus Statements

Generative AI

Most recently, ChatGPT and other AI (artificial intelligence) has become a growing aid for students. This form of plagiarism also falls under academic dishonesty and will be treated similarly as any other form of cheating. Therefore, using any form of AI, including ChatGPT, will result in a grade reduction or other forms of penalization.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.