



Master Course Syllabus

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

Semester: Spring

Year: 2025

Course Prefix: FAMS 2800

Course and Section #: X01

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: Jeremy Boden

Student Learning Outcomes

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.
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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

1. **Quizzes:** As you can see, there are several quizzes throughout the semester. All of the quizzes are timed and open book but you are not allowed to consult with anyone. The quiz questions are not in chronological order of the chapter.

For the first quiz of each textbook, I will give you extra time to complete it so that you can become familiar with my style of reading assessments. After the first quiz, your allotted time to complete the quizzes will be reduced--20 minutes for all of the Carroll chapters and 10 minutes for all of the Maxwell chapters.

2. **Module Experiential Journal Entries:** Part of your learning in this course is to be mindful of your experiences as you engage in the assignments, lectures, and readings. Throughout the semester, you will be expected to record your thoughts, insights, and experiences as you engage in the course. My suggestion is to make notes throughout the week as you read, do the assignments, and watch the lectures and then bring those together to record in the assignment that is on Canvas. You are expected to write at least 250 words but no more than 500 words for each entry. My suggestion is to write a full paragraph for each area--readings, lectures, and assignments.

3. **My Sexual Self-Concept and Sexual Scripts:** For this assignment, you will be asked to evaluate your current sexual self-concept and sexual scripts. 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. **Please see the assignment description for more detailed instructions and further instructions.**

4. **Sexuality Education Program:** Each student will select a topic to complete a multi-step process of building a sex education program. **Please see the assignment description for more detailed instructions and further instructions.**

6. **Final Exam:** There will be one exam this semester. 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 take-home, open-book/notes exam and administered at the end of the semester.

Required or Recommended Reading Assignments

All chapters in each book.

General Description of the Subject Matter of Each Lecture or Discussion

Understanding the field of human sexuality and the sexual self: Covers research in the development of sexuality in humans and the history of sexuality in cultures

Gender development, roles, and identity: covers development of sexual identity

Male and female sexual anatomy: Covers anatomy and physiology of male and female anatomy

Sexual orientation: Covers theories, history, and research on sexual orientation

Transition to sexual intimacy: Covers research on sexual debut

Sexual intimacy in committed relationships: Covers research on healthy sexual intimacy

Hypersexual compulsive sexual behavior: Covers compulsive sexual behaviors

Pregnancy, Birth, Abortion, and Infertility: Covers research on pregnancy, birth, abortion, and infertility

Challenges to sexual functioning: Covers sexual dysfunction.

Sexual education in family and schools: Covers research on the efficacy and best practices on sex education in school and home environment.

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.