

Human Sexuality Education

HSC5138 | Class # 2370 | Section 000DL | 3 Credits | Fall 2025

Connect with HHP



INSTRUCTOR: Dr. Sadie B. Sanders	Department Chair: Dr. M. Maldonado-Molina
Office Hours: Wednesday, 12:00 PM – 1:00 PM and by Appointment	Office: Florida Gym (FLG) #5
Email: Canvas Inbox Phone: 352-284-1810	Email: mmmm.ufl.edu

COURSE CORRESPONDENCE

- All emails should be sent via Canvas Inbox.
- Emails received Monday through Thursday will be responded to within 24 hours of receipt. Emails received after 5:00 p.m. on Friday will be responded to the following Monday.
- Please check Canvas daily, as you are responsible for the information posted in the Announcements and sent through Canvas Inbox.

COURSE PURPOSE

This course aims to provide students with evidence-based knowledge and skills to help them protect their sexual health, while critically evaluating various sources of sexuality information; explore their sexual attitudes, behaviors, values, and beliefs, and understand the diversity that exists among populations; develop and manage respectful and emotionally and physically healthy social and sexual relationships; and understand their rights and others rights regarding sexual health.

This course emphasizes the psychological aspects (such as emotions, attitudes, and motivations), social conditioning factors (how we learn cultural norms), and biological influences. It includes gender and sexual development and identities, sexual anatomy and physiology, sexuality across the life span, and contemporary and controversial issues and concerns about human sexuality.

This is a combined course consisting of undergraduate and graduate students.

COURSE OBJECTIVES

Upon completion of this course, students will have developed the ability to:

1. Engage in discussions regarding the various aspects of human sexuality, including psychosexual development, sexual anatomy and physiology, human sexual response cycle, sexual behavior and attitudes, sexually transmitted infections (including HIV), sexual orientations, sexual difficulties, and disorders, and the influence of the media on sexuality.
2. Recognize their attitudes and values towards sexuality topics, including gender roles and sexual orientation.
3. Apply critical-thinking techniques to the field of human sexuality education.

COURSE FORMAT

This residential course is 100% online and utilizes various methodologies, including PowerPoint audio and video lectures, individual and multiparty activities, discussion boards, case studies, and

videos.

REQUIRED MATERIALS

Required Textbook: Crooks, R. and Baur, C. Our Sexuality, 14th edition, 2021. Wadsworth, Cengage Learning: Belmont, CA

Supplemental readings are integral to the course and are included in course modules. All other course materials (and links) are located within the course in Canvas.

STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. Students must share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

COURSE POLICIES

UF Honor Code

UF students are bound by the Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code outlines behaviors that violate it, along with the corresponding sanctions. If you have any questions or concerns, please consult with the instructor of this class.

Personal Conduct Policy

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. No Student may share, work, or collaborate with another student on any assessment activity in the course. UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) outlines the behaviors that violate this code and the corresponding sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to the appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

Participation Policy

This course’s participation policy is consistent with the *University of Florida’s Excused and Unexcused Absences*. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Students may only participate in classes if they are officially registered or approved to audit, with evidence of having paid audit fees.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first assignment.

Acceptable reasons for failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows for the late submission of an assignment or activity must inform the instructor via Canvas Inbox at least 72 hours before the due date.

Documentation may be required, except for religious holidays.

For all unplanned absences because of accidents or emergency situations, students should contact the instructor within 24 hours of an assignment's due date or as soon as conditions permit. Documentation may be required, except for religious holidays.

Students shall be allowed a reasonable amount of time to make up the material or activities missed due to inability to participate in class activities because of the reasons outlined above.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the Email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is distressed, please contact umatter@ufl.edu, 352-392-1575, or visit the U Matter <https://umatter.ufl.edu/> We Care website to refer or report a concern. A team member will reach out to the student in distress.

Counseling and Wellness Center: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis and non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information on finding the care you need, or visit <https://shcc.ufl.edu/>

University Police Department: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>.

GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including Wellness coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: There are several ways to receive assistance concerning using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010, or to make an appointment, 352- 392-6420. They offer general study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help with brainstorming, formatting, and drafting papers.

Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information. <https://www.ombuds.ufl.edu/complaint-portal/>

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information. <https://uf.tfaforms.net/f/ombuds-contact>

GRADING AND ASSESSMENT

Grading

Assessment Components	Points	
Quizzes	140	
Module Activities	260	
Graduate Project	80	
Student Introductory Video	10	
Syllabus Quiz	10	
	Total	500

Assessment Overview

Throughout the course modules, you must participate in various activities that will support and build upon the PowerPoint lectures and meet the course objectives/learning outcomes.

- **Discussion Board** – The Discussion Board activities are designed to promote critical thinking, build a community, and display your understanding of key concepts. Your responses should be clear, concise, credible, thoughtful, and considerate, and comply with formal writing conventions such as spelling and grammar.

For each Discussion assignment, you must read your classmates' responses and respond to at least two. Initial responses to the discussion prompts are due on Wednesdays of the assigned week, and responses to other students' posts are due by 11:59 p.m. on Friday.

- **Peer Review** – Peer review provides students with feedback on their work from their peers. This process can potentially improve students' comprehension of the subject matter and enhance learning through knowledge diffusion and the exchange of perspectives. It can also improve students' critical thinking skills and their ability to give and receive constructive feedback.

Peer reviews are due on the Wednesday following the assignment's due date.

If you do not have experience with peer reviews, please refer to *How to Submit a Peer Review to an Assignment*:

https://elearning.ufl.edu/media/trainingitufledu/documents/elearningfaq/peer-review-in-canvas/how-to-review-peer-review-assignments_final.pdf

- **Syllabus Quiz.** The syllabus quiz will assess whether students have read and understood the course syllabus. It will help students become familiar with the course's requirements, expectations, policies, and schedule.
- **Module Quizzes**—Honorlock will be used to proctor quizzes. Quizzes will consist primarily of multiple-choice, matching, and short-answer items, concentrating on the learning objectives in the PowerPoint lectures. Quizzes do not incorporate supplemental readings.

As I'm sure you know, there isn't a one-size-fits-all approach to assessment preparation. Not all students understand, process, and retain information in the same way. Regardless of these factors, I recommend focusing on the learning objectives of the lectures, as they will be the emphasis of the assessment items. Some students find it helpful to write down information related to the learning objectives, while others use group study to discuss them.

If students encounter a problem while taking an exam, log out and log back in as quickly as possible. Remember that if the assessment is timed, the timer will continue to run while you are logged out. If you still have difficulties, call the UF Computing Help Desk (352-392-4357) immediately and take a screenshot of the issue. This allows the Help Desk to investigate, which can serve as proof of the problem for your instructor.

Quizzes will be available from 8:00 a.m. to 11:59 p.m. on their Friday due dates, and I recommend taking them during UF Computing Help Desk operating hours whenever possible.

- **Major Course Project**—Three options are available that address both teaching and research. It is recommended that each student meet with the instructor early in the semester to discuss the project that best meets their needs and interests. **Additional information and resources can be found in the Major Project Assignment on Canvas.**

1. Lesson Plan Development and Video Presentation

- Develop a 40–45-minute Lesson Plan Video Presentation on a topic of your choice (Examples include Sex Therapy, Female Genital Cutting, Transgenderism and sports, Transgenderism and the Military, etc.)

2. Comparative Paper: Sexuality in Other Cultures

- A comparative paper asks that you analyze similarities or differences between two (or more) items. These items will differ depending on the assignment. For this assignment, the *Comparative Paper* will examine sexual norms and practices of the U.S. and another culture/society of your choice (excluding China and India as they are included as examples), such as the Middle East, Caribbean, Thailand, the Netherlands, and Nigeria, for example.

3. Sexuality-Related Research Paper

- The topic and type will be determined in consultation with the instructor and student.

GRADING SCALE

Letter Grade	Points Needed for Each Letter Grade
A	93% - 100%
A-	90% - 92.9%
B+	88% - 89.9%
B	83% - 87.9%
B-	80% - 82.9%
C+	78% - 79.9%
C	73% - 77.9%
C-	70% - 72.9%
D+	68% - 69.9%
D	63% - 67.9%
D-	60% - 62.9%
E	0% - 59.9%

SUCCESS AND STUDY TIPS

- As a student, managing time wisely to complete assignments and prepare for quizzes is crucial. Some assignments may require more time than others, so plan accordingly. PowerPoints are usually just a summary of the audio lectures, while quizzes are solely based on lecture content. To make the most of your study time, follow these steps:
 1. Review the PowerPoint PDFs before viewing the video lecture and pay attention to the Learning Objectives.
 2. Take notes during the lecture focusing on the Learning Objectives.
- If you are experiencing difficulties with the course or life, please do not hesitate to contact me. I can meet via phone or Zoom at times convenient for your schedule.
- Check Canvas daily for course updates, which will be reflected in the Announcement.
- Remember not to procrastinate and start working on assignments as soon as possible to avoid rushing or missing the deadline.

Preferred Class Name

You can modify your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is the name you want people to see in the UF Directory, such as "Jenn" instead of "Jennifer." To update your display name, follow these steps: 1. Go to one.ufl.edu 2. Click on the dropdown at the top right 3. Select "Directory Profile". 4. Click "Edit" on the right of the name panel. 5. Uncheck "Use my legal name" under "Display Name." 6. Update as needed and save the changes.

COURSE SCHEDULE

Critical Dates and UF Observed Holidays

- Withdrawal with 25% Refund: September 12
- Drop Deadline: November 20
- Withdrawal Deadline: November 17
- Labor Day: September 1
- Homecoming: October 17 – 18
- Veterans Day: November 11
- Thanksgiving Break: November 24 – 29
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2025-2026/#fall25text>

Due Days for Assessments

- Discussion Initial Response: Wednesday
- Discussion Reply to Peers' Posts: Friday
- Peer Review: Wednesday (following the associated assignment's due date)
- Quizzes: Friday

Weekly Schedule:

Week	Dates	Topic	Assignment and Due Date
1	August 21-22	Course Introduction	Friday: <ul style="list-style-type: none"> • Student Introductory Video
2	August 25-29	Module 1: Human Sexuality: Introduction and Perspectives	Friday: <ul style="list-style-type: none"> • Activity # 1
3	September 1-5	Monday Labor Day Module 2: Sexuality Research	Friday: <ul style="list-style-type: none"> • Activity #2 Sex Research Review
4	September 8-12	Modules 3: Female Sexual Anatomy & Physiology, Ch. 3	Wednesday: <ul style="list-style-type: none"> • Discussion #1 Initial Post Friday: <ul style="list-style-type: none"> • Discussion #1 Response to posts of peers • Syllabus Quiz
5	September 15-19	Modules 4: Male Sexual Anatomy & Physiology, Ch. 4	Friday: <ul style="list-style-type: none"> • Activity #3 • Quiz #1 (Modules 1-3)
6	September 22-26	Module 5: Sexual Arousal and Response, Ch. 6	Friday: <ul style="list-style-type: none"> • Activity #4 Activity #4 M & J Reaction Paper
7	Sept. 29 – Oct. 3	Module 6: Sexuality Across the Life Span, Ch. 12-13	Friday: <ul style="list-style-type: none"> • Activity #5 Answering Children’s Qs About Sex
8	October 6-10	Module 6: Sexuality Across the Life Span, Ch. 10-11	Wednesday: <ul style="list-style-type: none"> • Activity #5 Peer Review • Discussion #2 Initial Post Friday: <ul style="list-style-type: none"> • Discussion #2 Response to Peers’ posts
9	Oct. 13-17	Module 7: Gender and Sexual Diversity Ch. 5 & 9 Friday – Homecoming	Thursday: <ul style="list-style-type: none"> • Quiz #2: Modules 4-6
10	October 20-24	Module 7: Gender and Sexual Diversity	Friday: <ul style="list-style-type: none"> • Activity #6 LGBT Development of Clinical Skill Scale
11	Oct. 27-31	Module 8: Sexual Health, Ch. 3, 4, & 15	Wednesday:

			<ul style="list-style-type: none"> • Discussion #3 Initial Post Friday: <ul style="list-style-type: none"> • Discussion #3 Response to Peers' posts
12	November 3-7	Module 8: Sexual Health, Ch. 3, 4, & 15	Friday: <ul style="list-style-type: none"> • Activity #7 • Quiz # 3: Modules 7-8
13	November 10-14	Module 9: Atypical Sexual Behavior, Ch. 16 Tuesday: Veterans Day	Friday: <ul style="list-style-type: none"> • Activity #8
14	November 17-21	Module 10: Love and Intimacy in Relationships, Ch. 7	Wednesday: <ul style="list-style-type: none"> • Discussion #4 Initial Post Friday: <ul style="list-style-type: none"> • Discussion #4 Response to posts of peers
15	November 24-28	Thanksgiving Break	
16	December 1-5	Wednesday: Class Ends Thursday and Friday: Reading Days	Wednesday: <ul style="list-style-type: none"> • Graduate Project • Quiz #4: Modules 9-10

Disclaimer: This syllabus reflects current plans and objectives. As we progress through the semester, these plans may need adjustments to enhance the learning opportunities in the class. Such changes will be communicated clearly through Canvas Announcements and/or Canvas Inbox. These modifications are not unusual and should be anticipated.

BEST WISHES FOR A GREAT SEMESTER