



Human Sexual Biology - BIO 120 Syllabus

Course Title: Human Sexual Biology **Course Number:** BIO120
Prerequisites: ENG 101
Credits: 3
Instructor: **Phone:**
Email:
Office: **Office Hours:**

COURSE DESCRIPTION: Through lectures and class discussions, this course will enhance students' knowledge of the male and female reproductive parts and how they function. It helps them identify the role of certain hormones on male and female sexual mechanisms. This course gives students the opportunity to grasp the biological processes that underlie concepts of orgasm and satisfaction, and the causes of sexual dysfunction in both genders. At the completion of this course, students will have a thorough understanding of the risks, and how to prevent sexually transmitted diseases. Ultimately, the course will provide students with biological foundations for an informed discussion a

STUDENT OUTCOMES/OBJECTIVES:

Upon completion of this course students will be able to:

1. Students will understand the relationship between culture and sexuality
2. Students will comprehend the various theories and techniques of research in the field of human sexuality
3. Students will learn the male and female reproductive parts and how they function
4. Students will comprehend the role of certain hormones on male and female sexual mechanisms
5. Students will understand the biological processes that underlie concepts of orgasm and satisfaction, and the causes of sexual dysfunction in both genders
6. Students will learn the natural stages of pregnancy and how to avoid unwanted fertilization
7. Students will understand the physiological aspects related to contraception and abortion
8. Students will understand the risks and the prevention of sexually transmitted diseases
9. Students will learn the biological foundations for an informed discussion and exploration of human sexuality

Required Text Book:

TEXT: Hyde, J.S., Delamater, J.D. (2011) Understanding Human Sexuality, McGraw Hill, New York, Eleventh Edition, 978-0-07-



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EVALUATION CRITERIA AND METHODS:

1. 2 lecture exams 15% each
2. Midterm: 25%
3. Final comprehensive exam: 30%
4. Paper and presentation 15%

A (95-100), A- (90-94), B+ (86-89), B (80-85), B- (75-79)

C+ (71-74), C (65-70), D (60-64), F (LESS THAN 60)

Course outline:

Week	LECTURE
1 st	Introduction to the course
2 nd	Sexuality in Perspective
3 rd	Theoretical Perspectives on Sexuality
4 th	Sex Research
5 th	Gender and Sexuality
6 th	Variations in Sexual Behavior
7 th	Sex Anatomy
8 th	MIDTERM EXAM
9 th	Sex Hormones, Sexual Differentiation, and the Menstrual Cycle
10 th	Conception, Pregnancy, and Childbirth
11 th	Contraception and Abortion



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12 th	Sexual Disorders and Sex Therapy
13 th	Sexually Transmitted Infections
14 th	Students presentations
15 th	Comprehensive Final Exam

Attendance & Make Up Exams. Students are expected to follow attendance guidelines as presented in the syllabus provided by the instructor. However, in case of an emergency or illness, students are advised to notify their instructor or counselor immediately. The instructor will determine the validity of the absence. The exceptions to instructor discretion exist when members of armed forces are called for training or assignment or any case where students are legally required to be elsewhere. Pending the submission of appropriate documentation reasonable accommodations for make-up work shall be provided, and in accordance with guidelines included in the syllabus. Make up exams will be given only in extenuating circumstances. It is your responsibility to let me know that you missed an exam. All make up exams are more difficult than the original.

COURSE REQUIREMENTS. Attendance, punctuality and participation are required. Students missing more than 2 classes may receive a failing grade. Cell phones should be turned off in the classroom.

Library Component: Students are encouraged to use the library to complete their research paper. They may use database such as: Science @direct, EBSCO, and many others. The paper must follow the APA format and the student must select and extract a peer review research journal article, and write a two pages' review on that research article. You should use the HCCC library database and other resources

Incomplete: An INCOMPLETE grade for the course is given under specific conditions when a student, because of serious and unexpected reasons, cannot complete the requirements of the course. For example, if a student did not attend the final because of illness his or her excuse must be verified by a physician. Other absences from other assigned activities must be made up at



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another appointed time. To arrange for an incomplete grade, the student must see the instructor before final exam.

ACADEMIC INTEGRITY

Academic integrity is central to the pursuit of education. For students at HCCC, this means maintaining the highest ethical standards in completing their academic work. In doing so, students *earn* college credits by their honest efforts. When they are awarded a certificate or degree, they have attained a goal representing genuine achievement and can reflect with pride on their accomplishment. This is what gives college education its essential value.

Violations of the principle of academic integrity include:

- Cheating on exams.
- Reporting false research data or experimental results.
- Allowing other students to copy one's work to submit to instructors.
- Communicating the contents of an exam to other students who will be taking the same test.
- Submitting the same project in more than one course, without discussing this first with instructors.
- Submitting *plagiarized* work. *Plagiarism* is the use of another writer's words or ideas without properly crediting that person. This unacknowledged use may be from published books or articles, the Internet, or another student's work.

When students act dishonestly in meeting their course requirements, they lower the value of education for all students. Students who violate the college's policy on academic integrity are subject to failing grades on exams or projects, or for the entire course. In some cases, serious or repeated instances of academic integrity violations may warrant further disciplinary action.

DISABILITY SUPPORT SERVICES

Students with disabilities who believe that they might need accommodations in this class are encouraged to schedule an appointment with Disabilities Support Services at (201) 360-4157, as soon as possible to better ensure that such accommodations are implemented in a timely fashion. All disabilities must be documented by a qualified professional such as a Physician, Licensed Learning Disabilities Teacher Consultant (LDTC), Psychiatrist, Psychologist, Psychiatric Nurse, Licensed Social Worker or Licensed Professional Counselor, who is qualified to assess the disability that the student claims to have and make recommendations on accommodations for the student. All information provided to the Disability Support Services Program will be confidential between the program, professors



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involved with the student, and individual student.

“Mandatory Use of HCCC Email Address: Members of the HCCC community are required to check their official HCCC email address in order to stay current with College and course communications. All college business communication between faculty, students, and staff must be sent via an official HCCC email address. If an employee or student elects to forward or link his/her HCCC email to a separate and private account, that individual remains responsible for all material transmitted to that account. Employees of HCCC shall not be responsible for any material that remains undelivered, due to defects in the private non-HCCC accounts. Failure in the operations of private email accounts shall not be cause for excuse from communications between the student and the employee. Students that encounter difficulty with HCCC email should view the FAQ’s section on the Portal. “

USE OF ELECTRONIC COMMUNICATION DEVICES:

Cell phones and all other devices are not allowed during class or lab times. **All of them Telephone, iPod or computer**

Diversity, Equity, and Inclusion Statement

Hudson County Community College (HCCC) fosters a welcoming environment that celebrates and encourages culturally responsive curricula, respects diverse viewpoints, and values discussions without censure or hostility. Our classrooms are strengthened by embracing all student voices and identities. The President’s Advisory Council on Diversity, Equity, and Inclusion (PACDEI) encourages students to review DEI resources and initiatives at the following link:

<https://myhudson.hccc.edu/teamsites/Pages/pacdei.aspx>

Statement on Camera Usage in Remote Learning Environments

As a college, we strive to be student-centered and therefore encourage faculty to consider a student’s individual circumstances (need for privacy, technological



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problems, etc.) when requiring that they turn on cameras during class. There is no legal prohibition on faculty requiring cameras be turned on during classes or college policy prohibiting such requests. If students are unable to turn their cameras on, they should communicate the circumstances to the faculty member. On-campus spaces are also available to students as an alternative to home or off campus online and remote instruction. The on-campus spaces include: Gabert Library L219, L221, L222, L419, STEM Building S217, and North Hudson Campus N224, N303D. Within these rooms, students will have access to computers, web cameras, and headsets. If there are any issues with space capacity, there are several additional rooms that can be utilized.

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Chemical Hygiene Coordinator
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RUBRIC FOR PRESENTATION

Student Name(s): _____ Date: _____

Title _____

<u>Evaluative Criteria</u>	<u>Point Value</u>	<u>Points Earned</u>
<u>Format</u> <ul style="list-style-type: none"> • Review of the Gene 	10	
<u>Completed Phases</u> <ul style="list-style-type: none"> • Provision of handout- listing/brief description of highlights • Provision of information (e.g., handout 	10	
<u>Delivery</u> <ul style="list-style-type: none"> • Projected voice • Good eye contact • Appropriate body language • Is concise and to the point 	10	
<u>Content</u> <ul style="list-style-type: none"> ○ Discusses the selected topic ○ Discusses its role to health ○ Discusses condition that related 	50	



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<ul style="list-style-type: none">○ Identifies treatment• Identifies contribution of health research on it		
<u>Timeframe</u> <ul style="list-style-type: none">• Stays within allotted timeframe (5-10 min)	10	
<u>Impression</u> <ul style="list-style-type: none">• Professional presentation	10	
TOTAL:	100	