



For this section, you will work on your course and module learning objectives.

1. First, you will list your **Course Learning Objectives (CLOs)** here. These objectives are typically mandated by your department and cannot be changed. The CLOs will be the same for summer.

2. Next, you will list your Weekly or **Module Learning Objectives (MLOs)** for your 16-week course.

3. Then, you will transform your current MLOs from a **16-week course to a 6- or 12-week course** for summer and align your CLOs with your MLOs. Instructors are permitted to create their own MLOs.

Course Learning Objectives	Weekly learning objectives (MLOs) for a 16-week course. Module learning objectives are specific, observable term in smaller discrete pieces in comparison to your course learning objectives.	Weekly topics for summer (copied from previous tab)	MLOS for Summer How will you transform your MLOs from 16 weeks to 6 weeks or 12 weeks? Be realistic about what your students will be able to achieve in a shorter timeframe. Do your MLOs align with your CLOs? 2	Course Learning Objective Alignment. Align your CLOs with your MLOs.
1. Discuss historical & current views on human sexuality & how these views have changed over time. 2. Explain biological, evolutionary, & psychological processes that influence sexuality, including sexual differentiation & gender identity. 3. Evaluate various policies that pertain to human sexuality & their impact on individuals & society. 4. Analyze social & cultural influences on the diverse perspectives of human sexuality across the lifespan. 5. Discuss various expressions & behaviors of sexuality, sex & violence, & sex as a commodity.	Week 1 1. Define human sexuality. 2. What is the difference between sex and sexuality? 3. Describe the contributions made by the many disciplines involved to the study of human sexuality. 4. Explain the importance of including multiple perspectives to understand sexuality.	Week 1: Introduction to Human Sexuality, Sex and Evolution	Week 1: 1. Identify the pioneers of human sexuality research. 2. Recognize historical perspectives on human sexuality. 3. Identify the variety of perspectives and scientific approaches to sex research. 4. Describe how evolutionary processes have influenced sexual selection. 5. Discuss how attitudes and beliefs about sexuality have changed over time and been influenced by society and culture.	Discuss historical & current views on human sexuality & how these views have changed over time. Explain biological, evolutionary, & psychological processes that influence sexuality, including sexual differentiation & gender identity. Analyze social & cultural influences on the diverse perspectives of human sexuality across the lifespan.
	Week 2 1. List the conclusions evolutionary psychologists draw from the evolutionary perspective, and identify the assumptions underlying each one. 2. Identify, describe, and explain primary function of the female external and internal sex organs. 3. Identify the four phases of the menstrual cycle and discuss the	Week 2: Women's and Men's Bodies. Sexual Differentiation	Week 2: 1. Identify correct anatomical terms and primary functions of female and male external and internal sex organs. 2. Differentiate between typical and atypical sexual differentiation during prenatal development. 3. Analyze society's influence on the interpretation of female anatomy and its relationship to sexuality.	Explain biological, evolutionary, & psychological processes that influence sexuality, including sexual differentiation & gender identity. Discuss various expressions & behaviors of sexuality, sex & violence, & sex as a commodity.
	Week 3 1. Describe the penis and the internal structures and bodily systems that make the male sexual arousal cycle possible. 2. Describe the structure of the testes and explain their functions in sperm and testosterone production. 3. Discuss the role of the brain and the autonomic nervous system in erection. 4. Describe the process of ejaculation, including the roles of the spinal cord and the autonomic nervous system.	Week 3: Attraction, Sexual Behavior, Sexual Relationships	Week 3: 1. Analyze attributes that influence judgments about the attractiveness of men and women, noting evolutionary and sociocultural underpinnings. 2. Identify characteristics associated with attractiveness based on the evolutionary framework and cultural factors. 3. Identify phases of the sexual response cycle. 4. Recognize the prevalence and types of sexual expression and behaviors as reported by people living in the U.S. 5. Examine societal influences regarding attitudes about sexual relationships. 6. Explain the multidimensional models of love.	Explain biological, evolutionary, & psychological processes that influence sexuality, including sexual differentiation & gender identity. Discuss various expressions & behaviors of sexuality, sex & violence, & sex as a commodity. Analyze social & cultural influences on the diverse perspectives of human sexuality across the lifespan.
	Week 4 1. Provide a complete survey of the process of sexual differentiation of the internal and external reproduction structures of males and females. 2. Trace the influences of sex chromosomes and hormones on prenatal sexual differentiation of the brain and body anatomy. 3. Define gender identity and gender dysphoria and discuss the research relevant to the debate on genetic vs socialized determination of gender identity	Week 4: Contraception, Sexuality from Birth to Adolescence, Sexual Orientation	Week 4: 1. Identify sexual behaviors typical in children and adolescents and the approximate ages at which they emerge. 2. Analyze social policies related to sex education during childhood and adolescence. 3. Recognize hormone-based and non-hormone-based birth control methods and their relative advantages and disadvantages. 4. Recognize theories in explaining sexual orientation. 5. Identify elements of the coming out process.	Evaluate various policies that pertain to human sexuality & their impact on individuals & society. Analyze social & cultural influences on the diverse perspectives of human sexuality across the lifespan. Explain biological, evolutionary, & psychological processes that influence sexuality, including sexual differentiation & gender identity.
	Week 5 1. Provide an overview of the prevalence and types of sexual expression reported by the NSSHB study and comment on the rank of "making love" on the happiness scale. 2. Review the historical perceptions, practice, prevalence, and attitudes toward masturbation in the United States. 3. Provide a capsule review of the major sex toys that are available and the various types of sexual relationships in which they are often used. 4. Explain how people judge the morality of sexual behavior in U.S. culture with particular reference to demographic variables that are	Week 5: Atypical Sexuality, Sexual Disorders, STIs	Week 5: 1. Recognize the spectrum of paraphilic disorders. 2. Differentiate between sexual behaviors that represent minority interests and those that are considered paraphilic disorders. 3. Identify the prevalence and forms of sexual dysfunction seen in men and women. 4. Recognize the approaches used by health care providers to treat various types of sexual disorders. 5. Recognize symptoms, mode of transmission, and treatment for most common sexually transmitted infections.	Evaluate various policies that pertain to human sexuality & their impact on individuals & society. Discuss various expressions & behaviors of sexuality, sex & violence, & sex as a commodity. Analyze social & cultural influences on the diverse perspectives of human sexuality across the lifespan.
	Week 6 1. Explain the differences between men and women in terms of their attitudes toward casual sex. 2. Provide a review of the various forms of love that have been described by researchers, the attempts to quantify love in several dimensions, and current understandings of the neurobiological bases of love. 3. Describe the psychological processes at play in unrequited love, both from the perspective of the unsuccessful suitor and that of the rejector. 4. Describe the different types of love and factors that may contribute to	Week 6: Sexual Assault, Intimate Partner Violence, Sex Trafficking	Week 6: 1. Recognize the prevalence and characteristics of domestic violence. 2. Analyze the role and responsibility of society in supporting victims of sexual assault, domestic violence, or human trafficking.	Discuss various expressions & behaviors of sexuality, sex & violence, & sex as a commodity. Evaluate various policies that pertain to human sexuality & their impact on individuals & society.
	Week 7 1. Discuss the types of sexual behaviors seen in childhood and the approximate ages at which they emerge. Describe the influence of caregivers on these behaviors across various cultures. 2. Outline the key requirements necessary for caregivers to talk frankly and openly to children about sex. 3. Review the types and prevalence of the various forms of adult-child sexual contact and the incidence of harm to the child that can result. 4. Describe the primary sexual developments of adolescence and their relationship to sex differences, cultural differences, social media, and			
	Week 8 1. Describe the way the concept of marriage has changed recently and throughout history. Include a discussion of the emergence of companionate marriages, domestic partnerships, and civil unions. 2. Discuss the frequency of different sexual behaviors and the degree of marriage satisfaction as people age. Describe the factors that appear to decrease marital satisfaction for men and women. 3. Discuss the sexuality of the elderly, the factors that reduce sexual behavior in older people, and how these factors might be remedied.			

Course Learning Objectives	Weekly learning objectives (MLOs) for a 16-week course. Module learning objectives are specific, observable term in smaller discrete pieces in comparison to your course learning objectives.	Weekly topics for summer (copied from previous tab)	MLOS for Summer How will you transform your MLOs from 16 weeks to 6 weeks or 12 weeks? Be realistic about what your students will be able to achieve in a shorter timeframe. Do your MLOs align with your CLOs? 2	Course Learning Objective Alignment. Align your CLOs with your MLOs.
	Week 9 1. Describe the process of fertilization and conception 2. Describe the effects on the embryo and fetus of environmental factors that the parents are exposed to before and during pregnancy. 3. Review the various considerations that influence people's choices about birth control and outline usage and failure rates of the most commonly used contraceptive techniques. 4. Survey the various barrier methods of contraception, noting their proper use, advantages, and drawbacks. 5. Survey the variety of hormone-based oral contraceptives and discuss their reliability, their relative advantages and disadvantages, and the factors that influence an individual's choice of oral contraceptive. 6. Survey the variety of hormone-based non-oral contraceptives that are available and discuss their reliability, advantages, and disadvantages. 7. Describe the types of birth control that rely on fertility awareness methods and discuss their reliability, convenience, advantages, and			
	Week 10 Exam review and holiday			
	Week 11 1. Review the prevalence and forms of sexual dysfunction seen in men and women. 2. Discuss the causes, types of, and treatments for premature ejaculation. 3. Outline the factors that can contribute to or cause delayed ejaculation. 4. Provide a survey of the physical and psychological causes of			
	Week 12 1. Describe incidence of, prevalence of, and reporting procedures for the major STIs in the United States. 2. Survey the different forms of STIs. 3. Provide an overview of the major bacterial STIs, including their modes of transmission, physiological effects, and treatment. 4. Describe the current treatments available for people			
	Week 13 1. Review the forms, prevalence, and contributing factors to sexual assault and date rape in a university/college setting. 2. Describe the tragic spiral of behaviors that leads to ever-worsening domestic abuse within some relationships and explain why victims may stay in these types of relationships. 3. Survey the impact of rape on the physical and psychological well-being of the victim (female, male, and LGBT).			
	Week 14 1. Provide an overview of the different types of prostitutes, along with the risks and motivations for this form of employment. 2. Discuss the differing views regarding the legality and morality of prostitution. 3. Discuss, with examples, how technological change has			
	Week 15 Exam review and exam			
	Week 16 Family History paper			

## For this section, you will work on transforming your assessments

As you develop your assessments for summer, consider the following questions:

1. Do your assessments align with your MLOs and CLOs? Make sure that your assessments permit your students to demonstrate
2. Do you provide a variety of ways for your students to achieve the learning objectives? For example, do you only have multiple
3. For assessments that you had implemented for face-to-face sessions, how will you transform these assessments for a fully o
4. Do you plan to keep all assessments from the 16-week course or can you streamline or compress them for summer?

Formative and summative assessments for	Formative and summative assessments	Do your assessments align with your MLOs? Are you asking your students to demonstrate what you have stated in your MLOs? <b>You cannot edit the MLOs here.</b> To edit the MLOs, go to the Module Objectives tab.
Weekly multiple-choice quizzes (10%) Weekly discussion postings (20%) Three multiple-choice Exams (30%) Family History Paper (1000 words) (20%) In class activities (20%)	To transform my assessments. I made the weekly quizzes into practice quizzes and broke up the 3 exams into weekly graded quizzes. I also added two brief essay quizzes. I kept the weekly discussion postings but changed the questions to make them more complex and reflective of the module objectives. I kept the family history paper but aligned it with the module objectives for week 3, replacing a discussion posting for that week. Week 1: Quiz Multiple Choice (MC) Chapter 1 –module objectives (MO) 1-3. Quiz essay – sex and evolution	Week 1: 1. Identify the pioneers of human sexuality research. 2. Recognize historical perspectives on human sexuality. 3. Identify the variety of perspectives and scientific approaches to sex research. 4. Describe how evolutionary processes have influenced sexual selection. 5. Discuss how attitudes and beliefs about sexuality have changed over time and been influenced by society and culture.
	Week 2: Discussion posting and peer response on gender development (MO3) Quiz chapters 2-4 (MO1-2) Quiz essay – the hymen	Week 2: 1. Identify correct anatomical terms and primary functions of female and male external and internal sex organs. 2. Differentiate between typical and atypical sexual differentiation during prenatal development. 3. Analyze society's influence on the interpretation of female anatomy and its

Formative and summative assessments for	Formative and summative assessments for	Do your assessments align with your MLOs? Are you asking your students to demonstrate what you have stated in your MLOs? <b>You cannot edit the MLOs here.</b> To edit the MLOs, go to the Module Objectives tab.
	Week 3: Quiz MC Ch. 6 (MO2) Family History Paper (MO1,2,3)	Week 3: 1. Analyze attributes that influence judgments about the attractiveness of men and women, noting evolutionary and sociocultural underpinnings. 2. Identify characteristics associated with attractiveness based on the evolutionary framework and cultural factors. 3. Identify phases of the sexual response cycle. 4. Recognize the prevalence and types of sexual expression and behaviors as reported by people living in the U.S.
	Week 4: Quiz MC chapters 9, 10, & 12 (MO 1,3,4,5) Discussion board posting and peer response regarding policies related to sex health education. (MO2)	Week 4: 1. Identify sexual behaviors typical in children and adolescents and the approximate ages at which they emerge. 2. Analyze social policies related to sex education during childhood and adolescence. 3. Recognize hormone-based and non-hormone-based birth control methods and their relative advantages and disadvantages. 4. Recognize theories in explaining sexual orientation.
	Week 5: Quiz MC chapters 13-15, (MO1-5) Group discussion about STIs (MO5,6)	Week 5: 1. Recognize the spectrum of paraphilic disorders. 2. Differentiate between sexual behaviors that represent minority interests and those that are considered paraphilic disorders. 3. Identify the prevalence and forms of sexual dysfunction seen in men and women. 4. Recognize the approaches used by health care providers to treat various types of sexual disorders.

For this section, you will work on transforming your learning activities and course materials.

As you develop your learning activities for summer, consider the following questions:

1. Do your learning activities support your assessments? Consider eliminating learning activities that do not help students be successful for the assessments you have developed for summer.
2. Do you provide a variety of learning activities besides reading?
3. Do your learning activities permit students to interact with each other?
4. How will you interact with your students as part of the learning activities?
5. Do your students have access to course materials and technology that support the learning activities?
6. Do your learning materials meet accessibility standards?
7. Have you considered equity-related issues?

My <i>current</i> learning activities for a 16-week course.	My <i>transformed</i> learning activities for summer	Learning materials my students will need for summer	Check Alignment. Do your learning activities support your assessments? The below assessments are automatically copied from the Assessments sheet. You cannot edit assessments here. To edit assessments, go to the Assessments tab. The edits will automatically be transferred over.
<p>Week 1</p> <ol style="list-style-type: none"> <li>1. Read textbook chapter 1 and appendix A</li> <li>2. Attend lecture and complete in class discussion activity</li> <li>3. Practice quiz</li> <li>4. Discussion board</li> </ol>	<p>Week 1</p> <ol style="list-style-type: none"> <li>1. Read textbook: Chapter 1: Pathways to Understanding and Appendix A: Sex and Evolution.</li> <li>2. View Dr. Dang's lecture on module 1 content</li> <li>3. View the two videos below for discussion assignment and quiz. These videos provide a good overview of how evolution has shaped sexual selection.</li> </ol> <p>Sexual Selection Explained: Evolution 101 (Links to an external site.) (3 min)</p> <p>Evolution: Why Sex? (11:53 min)</p> <ol style="list-style-type: none"> <li>4. View Saped: Hooking Up in the Digital Age for discussion assignment</li> </ol> <p>OPTIONAL ACTIVITIES:</p> <ol style="list-style-type: none"> <li>1. Human Sexuality History with Masters and Johnson, a video clip with historical footage and brief interviews with Dr. William Masters and Virginia Johnson (8:39 min) <a href="https://www.youtube.com/watch?v=3A6vKbV7P7s">https://www.youtube.com/watch?v=3A6vKbV7P7s</a> (Links to an external site.)</li> <li>2. Parable paternity, briefly explained (1:51 min) <a href="http://www.youtube.com/watch?v=HVyQZAVvVrQ">www.youtube.com/watch?v=HVyQZAVvVrQ</a> (Links to an external site.)</li> <li>3. Kinsey Institute for Research in Sex, Gender, and Reproduction (Links to an external site) (Links to an external site.) Located at Indiana University, it promotes interdisciplinary research and scholarship in the fields of human sexuality, gender, and reproduction.</li> </ol>	<p>Week 1: Textbook &amp; videos, practice quiz</p>	<p>To transform my assessments, I made the weekly quizzes into practice quizzes and broke up the 3 exams into weekly graded quizzes. I also added two brief essay quizzes. I kept the weekly discussion postings but changed the questions to make them more complex and reflective of the module objectives.</p> <p>Week 1:                  Quiz Multiple Choice (MC) Chapter 1 – module objectives (MO) 1-3.                  Quiz essay – sex and evolution                  Discussion board posting on the evolution and sex and the role of social media on sexual behavior in the 21st century. – (MO 4-5)</p>
<p>Week 2</p> <ol style="list-style-type: none"> <li>1. Read Chapter 2</li> <li>2. Read article by Bass and Schmitt "Sexual Strategies Theory: An Evolutionary Perspective on Human Mating"</li> <li>3. Read Appendix A</li> <li>4. Watch Biology 101: Sexual Selection and Sexual Selection Explained: Evolution 101</li> <li>5. Attend lecture and complete in class activity</li> <li>6. Practice quiz</li> <li>7. Discussion board</li> </ol>	<p>Week 2</p> <ol style="list-style-type: none"> <li>1. Read textbook:                     <ul style="list-style-type: none"> <li>oChapter 2: Women's Bodies</li> <li>oChapter 3: Men's Bodies</li> <li>oChapter 4: Sex Development and Diversity</li> </ul> </li> <li>2. View Dr. Dang's lecture on sexual differentiation</li> <li>3. Click on StudyMate in the left side menu and review terms in Female Anatomy, Male Anatomy, and Sex Development</li> <li>4. View Middle Sexes: Redefining He and She (1 hr 16 min)                     <p>oVideo description: This documentary explores the lives of those who do not conform to rigid gender concepts and examines changes in brain science that are shedding light on grey areas between male and female. The film also explores the serious social and family problems, even dangers, often faced by those whose gender may fall somewhere in between male and female.</p> </li> <li>5. View Intersex People and the Physics of Judgment (11 min)                     <p>oVideo description: Cecilia McDonald discusses the shame around being intersex, as shown by the very few intersex people who have "come out." The talk also highlights on what it's like to be diagnosed, what it's like to date and tell people about being intersex.</p> </li> </ol> <p>OPTIONAL ACTIVITIES:</p> <ol style="list-style-type: none"> <li>1. American Academy of Pediatrics' Statement regarding care for transgender and gender diverse children.</li> <li>2. Planned Parenthood: Transgender Identities</li> <li>3. Do Ask Ask! A health promotion website supported by Columbia University. The site offers research-based and honest answers to real life questions about our bodies, sexuality, and reproductive health.</li> </ol>	<p>Week 2: Textbook, taped lectures, YouTube videos, StudyMate, practice quiz</p>	<p>Week 2:                  Discussion posting and peer response on gender development (MO3)                  Quiz chapters 2-4 (MO1-2)                  Quiz essay – the hymen</p>
<p>Week 3</p> <ol style="list-style-type: none"> <li>1. Read Chapter 3</li> <li>2. Read SNAS study correlating testicular size to nurturing behaviors in human fathers. (pdf posted)</li> <li>3. Watch Pathway of Sperm (<a href="https://youtu.be/hPH4bUkUJ4Y">https://youtu.be/hPH4bUkUJ4Y</a>) (Links to an external site.)</li> <li>4. Watch Middlesexes in class</li> <li>5. Weekly quiz and discussion board</li> <li>6. In class lecture on men's bodies.</li> </ol>	<p>Week 3:</p> <ol style="list-style-type: none"> <li>1. Read textbook:</li> <li>2. Chapter 5: Attraction, Arousal, and Response</li> <li>3. Chapter 6: Sexual Behavior</li> <li>4. Chapter 7: Sexual Relationships</li> <li>5. View Science of Sex: Mating (2 min, 46 sec.)</li> <li>6. View The Keys to a happier and healthier sex life by Emily Nagoski</li> <li>7. Video description: Explains how evolution has shaped our mating strategies and selection.</li> <li>8. View The Brain in Love by Helen Fisher (15 min, 48 sec.)</li> <li>9. Video description: Helen Fisher explains why we crave love so much, even to the point that we would die for it.</li> <li>10. Dr. Fisher and her research team took MRIs of people in love and people who had just been dumped to learn more about the universal experience of being in love.</li> <li>10. BPH lectures by Dr. Dang</li> </ol> <p>OPTIONAL ACTIVITIES:</p> <ol style="list-style-type: none"> <li>1. Read about Richard and Mildred Loving: Reluctant Civil Rights Heroes. Life magazine story and photos.</li> </ol>	<p>Week 3: Textbook, taped lectures, YouTube videos, practice quiz.</p>	<p>Week 3:                  Quiz MC Ch. 6 (MO2)                  Family History Paper (MO1,2,3)</p>
<p>Week 4</p> <ol style="list-style-type: none"> <li>1. Read Chapter 4 and Appendix B</li> <li>2. Read articles:                     <ul style="list-style-type: none"> <li>Transgender Athletes Can Now Compete in Olympics</li> <li>Beyond Binary</li> <li>Watch Intersex Children: Wallow to Decide on Sex Surgery?</li> </ul> </li> <li>3. Read Chapter 5</li> <li>4. Watch Naked Science – What's Sexy?</li> <li>5. Weekly quiz and discussion board</li> <li>6. In class lectures</li> </ol>	<p>Week 4:</p> <ol style="list-style-type: none"> <li>1. Read textbook:                     <ul style="list-style-type: none"> <li>oChapter 9: Contraception and Abortion (focus on contraception)</li> <li>oChapter 10: Sexuality across the Life Span: From Birth to Adolescence</li> <li>oChapter 12: Sexual Orientation</li> </ul> </li> <li>2. View Dr. Dang's lecture</li> <li>3. Review Birth Control methods from Planned Parenthood</li> <li>4. Complete Practice Quiz for Contraception</li> </ol> <p>OPTIONAL ACTIVITIES:</p> <ol style="list-style-type: none"> <li>1. How to use a female condom.</li> <li>2. Seven steps to putting on a condom</li> <li>3. Bisexuality: Setting the Record Straight</li> <li>4. Julia Sweezy "Six Ed." Monologue. This hilarious speech summarizes how "the talk" went with Julia Sweezy and her eight-year-old daughter. <a href="http://www.youtube.com/watch?v=Ry-LwR746s">www.youtube.com/watch?v=Ry-LwR746s</a></li> </ol>	<p>Week 4: Textbook, taped lectures, YouTube videos, practice quiz, Planned Parenthood website</p>	<p>Week 4:                  Quiz MC chapters 9, 10, &amp; 12 (MO 1,3,4,5)                  Discussion board posting and peer response regarding policies related to sex health education (MO2)</p>
<p>Week 5</p> <ol style="list-style-type: none"> <li>1. Read textbook:                     <ul style="list-style-type: none"> <li>oChapter 13: Atypical Sexuality</li> <li>oChapter 14: Sexual Disorders</li> <li>oChapter 15: Sexually Transmitted Infections</li> </ul> </li> <li>2. View Dr. Dang's lecture on chapters 13-15</li> <li>3. Review StudyMate "Paraphilic Disorders" lesson. This is a good tool to review definitions. Click on StudyMate in left side menu.</li> <li>4. Complete STI practice quiz.</li> <li>5. Review the CDC's website about on STDs. You will have a group assignment in this module on a specific STI/STD that you and your group will choose. You can learn more about your assigned STI/STD from the website. Other websites will be provided in the assignment instructions.</li> </ol> <p>OPTIONAL ACTIVITIES:</p> <ol style="list-style-type: none"> <li>1. Paraphilias by Psychology Today. This website provides definitions about various paraphilic disorders in an easy to read format.</li> <li>2. Sexual Dysfunctions in Males by Cleveland Clinic. A good overview of various sexual disorders that affect men.</li> <li>3. Sexual Dysfunctions in Females by Mayo Clinic. A good overview of various sexual disorders that affect women.</li> </ol>	<p>Week 5:</p> <ol style="list-style-type: none"> <li>1. Read textbook:                     <ul style="list-style-type: none"> <li>oChapter 13: Atypical Sexuality</li> <li>oChapter 14: Sexual Disorders</li> <li>oChapter 15: Sexually Transmitted Infections</li> </ul> </li> <li>2. View Dr. Dang's lecture on chapters 13-15</li> <li>3. Review StudyMate "Paraphilic Disorders" lesson. This is a good tool to review definitions. Click on StudyMate in left side menu.</li> <li>4. Complete STI practice quiz.</li> <li>5. Review the CDC's website about on STDs. You will have a group assignment in this module on a specific STI/STD that you and your group will choose. You can learn more about your assigned STI/STD from the website. Other websites will be provided in the assignment instructions.</li> </ol> <p>OPTIONAL ACTIVITIES:</p> <ol style="list-style-type: none"> <li>1. Paraphilias by Psychology Today. This website provides definitions about various paraphilic disorders in an easy to read format.</li> <li>2. Sexual Dysfunctions in Males by Cleveland Clinic. A good overview of various sexual disorders that affect men.</li> <li>3. Sexual Dysfunctions in Females by Mayo Clinic. A good overview of various sexual disorders that affect women.</li> </ol>	<p>Week 5: Textbook, taped lectures, YouTube videos, StudyMate, practice quiz</p>	<p>Week 5:                  Quiz MC chapters 13-15, (MO1-5)                  Group discussion about STIs (MO5,6)</p>
<p>6</p> <ol style="list-style-type: none"> <li>1. Review textbook</li> <li>2. Chapter 16: Sexual Assault, Harassment, and Partner Violence</li> <li>3. Chapter 17: Sex Work (focus on sex trafficking content)</li> <li>4. View Why Domestic Violence Victims Don't Leave (15 min 53 sec).</li> <li>5. Dreamcatcher (1:38:27)</li> <li>6. Optional: Review data from the following websites.                     <ul style="list-style-type: none"> <li>Centers for Disease Control and Prevention: Intimate Partner Violence (Links to an external site.)</li> <li>RAINN (intimate partner violence) (Links to an external site.)</li> <li>National Human Trafficking Hotline (Links to an external site.)</li> <li>Polaris Project (Human Trafficking) (Links to an external site.)</li> <li>RAINN (Sexual Assault) (Links to an external site.)</li> <li>National Sexual Violence Resource Center (Links to an external site.)</li> </ul> </li> </ol>	<p>Week 6: Textbook, YouTube videos, Film from CSU Library</p>	<p>Week 6: Textbook, YouTube videos, Film from CSU Library</p>	<p>Week 6:                  Quiz MC domestic violence (MO1)                  Movie Dreamcatcher Reflection (MO2)</p>
<p>7</p>	<p>7</p>	<p>7</p>	<p>7</p>





