

HUMAN SEXUALITY SYLLABUS
PSCI 118D ~ Spring 2023
Tuesdays & Thursdays from 5pm to 6:20pm in SSLH 100

INSTRUCTOR INFORMATION

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UCI email address: Although I will read and respond to message sent to me on the Canvas website, I *strongly prefer* to that you email me directly at my uci email address (joanne.zinger@uci.edu). It is easier for me to keep track of my emails (and to respond to them more quickly) when they are all in the same place.

Office hours (OH): I will hold office hours at the following days/times:

- Mondays from 10:30am to 11:30am in the Calit2 courtyard (<https://tinyurl.com/3sj5kwtn>), which is building number 325 on the campus map: <https://tinyurl.com/4p3tkpyc>
- Thursdays from 10:30am to 11:30am via zoom: <https://uci.zoom.us/j/93191884039>. My zoom office hours will typically be held as “fully open,” meaning there will be no waiting room – and anyone can show up at any time. However, if you would like to have a private conversation (i.e., you want to be sure that no one “pops in” during our conversation), please let me know at the beginning of our conversation and we can go into a breakout room. (As such, if you show up and I am not in the room, this simply means that I am meeting privately with another student in a breakout room and I will be back soon).

TA & PEER TUTOR INFORMATION

Name	Email Address	Office Hours (via Zoom) All times listed are in Pacific Time
TA Sarah Stevens	damianos@uci.edu	Mondays from 9am to 10am via zoom: https://uci.zoom.us/j/99495081143
Peer Tutor Ky Turk	keturk@gmail.com	Tues from 1:30pm to 2:30pm in SBSG 4311
TA Caleb Schlaupitz	cschlaup@uci.edu	Thursdays from 3:30pm to 4:30pm via zoom: https://uci.zoom.us/j/95396683083
TA Rudy Medina Ceballos	rmedinac@uci.edu	Fridays from 12pm to 1pm via zoom: https://uci.zoom.us/j/98688658536

Sarah, Caleb, and Rudy’s zoom office hours – like Dr. Zinger’s office hours - will typically be held as “fully open,” meaning there will be no waiting room – and anyone can show up at any time. However, if you would like to have a private conversation (i.e., you want to be sure that no one “pops in” during your conversation), please let the TA know at the beginning of the conversation and they will re-set the meeting to include a waiting room. (As such, if you show up and you are put into a waiting room, this simply means that the TA is meeting privately with another student and they will let you into the meeting as soon as they are done with the other student).

THE COURSE WEBSITE

There is a website for this class where you can read announcements and download course materials: <https://canvas.eee.uci.edu/courses/54257>. Please check this website often (ideally, every day) to keep on top of class information.

DISCUSSION SECTIONS

The TAs and peer tutors will hold optional weekly synchronous discussion sections (via zoom) several times per week (see below) in **Weeks 2 through Week 10**. Feel free to attend whichever discussion section best fits your schedule on any particular week. You do NOT need to be enrolled in discussion (and if you are enrolled, you can still attend whichever discussion/peer tutoring session works best for you).

- Tuesdays from 1pm to 1:50pm with TA Rudy via zoom: <https://uci.zoom.us/j/93588282574>
- Tuesdays from 4pm to 4:50pm with Peer Tutor Ky in SSL 152
- Wednesdays from 11am to 11:50am with TA Caleb via zoom: <https://uci.zoom.us/j/98764994275>
- Wednesdays from 3pm to 3:50pm with TA Sarah via zoom: <https://uci.zoom.us/j/95378587603>

Your teaching assistants and peer tutors will hold several optional discussion sections (some in person, some via zoom) per week, which you are encouraged to attend. The activities for discussion sections will vary...sometimes, the TAs and peer tutors will review for and/or go over quizzes or exams. Other times, they may do activities related to something we are learning (to help you gain a deeper understanding of the material) and/or they may lecture on sections of the book that I will not talk about in lecture (but that you are still responsible for). Most importantly, the discussion section is an opportunity for you to ask questions and get extra help. Data from past classes suggest that there is a relationship between discussion section/peer tutoring session attendance and course performance. For example, the last time I taught this course (Spring 2021), there was a small-to-medium sized, positive correlation ($r = .23$) between attending discussion and course grades. Indeed, students who attended discussion most weeks (i.e., at least 5 weeks of discussion) earned an average of 21 points more than students who attended discussions less regularly (or not at all). Those 21 points could mean the difference between a B and a solid A in the course! Activities done in discussion section will be included in the “Discussion Random Extra Credit” (see below), meaning that you *might* earn extra credit for your attendance/participation – but please note: To be eligible for extra credit, you must arrive on time and stay for the entire 50 minutes. Please do not be disrespectful to your TA/peer tutors and your fellow students by arriving late and/or leaving early.

NOTE: If any discussion section (led by a graduate TA) is poorly attended, we reserve the right to cancel (or reschedule) that discussion section for the remainder of the quarter. If you do not take advantage of our services, we will not continue to provide them - so be sure to attend discussion early and often!

COURSE STRUCTURE

In-Person Lecture. This course is primarily designed to be a face-to-face course, and – unless you are notified otherwise – I will be present in our lecture hall, delivering a lecture, every Tuesday & Thursday from 5pm to 6:20pm. You are strongly encouraged to attend lecture in person, as I believe that students really do learn better – and have more fun – in in-person lectures.

Lecture Video Recordings. All of my lectures will be “lecture captured” by Yuja, and I will post the lecture recordings on our course website within 24 hours after the lecture ends. As such, if you are unable to attend one (or more) in-person lectures (e.g., due to illness, family emergency, to avoid a very long commute, etc.), you should watch the lecture recording to stay on top of the lecture material. In this lecture recording, you will be able to hear my lecture and see the lecture screen - but there may be some video clips (that I show in class) that will not come through on the video; this is because Yuja (the video recording system) will not record copyrighted (or youtube) videos. If this happens, you will most likely be able to find the link to the video clip directly on the powerpoint slide (in which case, you can watch it at that link) – but if that does not work, please let me know and I will find another way to allow you to watch the clip.

Let’s keep everyone healthy! Although coming to the in-person lecture is *usually* the best choice, please do not come to class if you have tested positive for COVID-19 in the last 5 days or if you don’t feel well.

COURSE MATERIALS

Textbook (Required). Hyde, J. S., & Delamater, J. D. (2019). *Understanding Human Sexuality* (14th ed.). New York: McGraw Hill. (ISBN: 9781260914566 for the ebook, ISBN: 9781260500233 for the 14th edition hardcover, or ISBN: 9781260041767 for the 14th edition loose leaf).

A few notes about this book:

- If you plan to order a hardcopy of the book online, I recommend ordering your book as soon as possible so you can be sure they arrive by the start of Week 1.
- Although the 14th edition of the book is the “official” editions for our course, if you have/can find a 13th edition of the book, it is OK to use that instead. (The 12th, 11th, or 10th edition is *probably* OK too, but I do not recommend the 9th edition or older, as those much older editions are too outdated). That being said, if you use the 13th (or older) edition of the book, it is ultimately *your responsibility* to find out what the differences are between the two editions and act accordingly.
- Although the 14th edition can be purchased or rented (online) at the university bookstore (\$60 to rent a digital copy, \$70 to rent a hard copy, \$94 to buy a digital copy), you may be able to find less expensive copies elsewhere. For example, on the textbook publisher’s website (<https://www.mheducation.com/highered/product/understanding-human-sexuality-hyde-delamater/M9781260500233.html#buying-options>), you can rent an e-book of the 14th edition for \$52). Also, on [amazon.com](https://www.amazon.com), used copies of the 11th edition are selling for as low as \$7, used copies of the 12th edition are selling for as low as \$9, and used copies of the 13th edition are selling for as low as \$30.
- Copies of the 14th, 12, and 11th edition of the book are on reserve (2-hour reserve) at the Langson library. Notably, some (but not all) of these copies can be read electronically (without physically being present in the library). Pretty cool, right? However, only a limited number of students can access the reserve copies at the same time (even in the case of the electronic versions) – so, be sure to plan ahead (and consider checking out/accessing these books during “off peak” periods, such as early morning), if you wish to rely only on the reserve copies.

I-Clicker (Strongly recommended, will be used for extra credit). We will be using iclicker cloud in this course to promote student engagement, to track attendance, and to (occasionally) award extra credit. Here’s what you need to know:

Step 1: Join our class

- To “join” our class (for the purposes of the iclicker), go to <https://join.iclicker.com/LQUY> (or go to [join.iclicker.com](https://www.iclicker.com) and enter code LQUY)
- Sign in (if you already have an iClicker account) or create a new account (if you don’t already have any account)
- Once you have signed in (or signed up), you should be “dropped” directly into this course (Human Sexuality). If you don’t see this course in your account, use the + sign to search for the course (with “University of California Irvine” as the institution name and “Human Sexuality” as the course name). Then, select “Add This course” and it will be added to the “Main Courses” screen of your iclicker account.

Step 2: Choose between using a physical iclicker or an iclicker subscription

- You can use either a physical iclicker remote (Gen1, Gen2, and iclicker+ are all okay – as long as they are the iclicker brand) or you can purchase an iclicker subscription (which allows you to answer iclicker questions with your cell phone, tablet, or laptop).
- Brand new iclickers (Gen2) cost about \$45 on amazon, but you can find used iclickers on ebay for as low as \$10 (for the Gen1 iclicker); alternatively, a 6-month iclicker subscription costs \$15.99.
- Although it is ultimately up to you, I personally recommend that you use a physical iclicker (as opposed to doing the iclicker subscription) because the physical iclicker does not require the internet to work. As such, if there are internet problems/deadspots in the classroom, the physical iclicker will still work (whereas those using their cell phone, tablets, or laptops may encounter problems).

If you use a physical iclicker:

- Be sure to add your iclicker number to your iclicker account (so your iclicker use will be recorded).
- You do not need to pay for an iclicker subscription – you only need to pay for the actual device.
- Be sure that your iclicker is set to the “AA” Frequency.

If you go with the iclicker subscription option:

- You can download the iclicker student mobile app via the App Store or Google Play, or you can use the iclicker web app by signing in as a student at iclicker.com.

Additional notes:

- Please let me know if you have any questions or need help with your iclicker device, account, or subscription – I will do my best to troubleshoot with you.
- If you cannot afford a physical iclicker or a subscription, please let me know – I may have a physical iclicker that you can borrow for the quarter.

COURSE OVERVIEW

Sexuality is central to life. In this course, you will learn about the current science of human sexuality. This course involves the study of psychological, sociological, and physiological aspects of human sexuality; the primary objective is to give you a broad overview of human sexuality. The content is an overview of the multidisciplinary field of human sexuality with a primary focus on social psychological approaches and sexuality in close relationships but extending to biological, cultural, evolutionary, anthropological, and historical treatments of human sexuality. Major themes of the course include: sexual selection; sex and gender; male & female sexuality; sexual orientations, sexuality in close relationships, sexual behaviors & practices, human cultural variation; reproduction, and sexual development across the life span; we will cover topics ranging from physiology of sexual arousal to social issues such as rape and sexual harassment. My own professional training is in social psychology, so emphasis will be placed on the behavioral aspects of sexuality, on awareness of one's own sexuality and adaptation, and on the interpersonal aspects of sexuality. By the end of the course, I hope that you will better understand your own sexuality as well as the role of sexuality in society.

EVALUATION

You will have the opportunity to earn up to 300 points in this course.

- Syllabus & Related Materials Quiz 6 points (2% of your course grade)
- Interim Quizzes 2 quizzes at 26 points each = 52 points (17% of your course grade)
- Midterm Exam 102 points (34% of your course grade)
- Small Chapter Assignments 4 small assignments at 3 points each = 12 points (4% of your course grade)
- Message Board 8 posts at 1 points each = 8 points (3% of your course grade)
- Final Exam 120 points (40% of your course grade)

POINT BREAKDOWN & GRADES

If you earn.....	Your grade will be...	If you earn...	Your grade will be...
278 to 300 points (93 to 100%)	A	218 to 229 points (73 to 76%)	C
269 to 277 points (90 to 92%)	A-	209 to 217 points (70 to 72%)	C-
260 to 268 points (87 to 89%)	B+	200 to 208 points (67 to 69%)	D+
248 to 259 points (83 to 86%)	B	188 to 199 points (63 to 66%)	D
239 to 247 points (80 to 82%)	B-	179 to 187 points (60 to 62%)	D-
230 to 238 points (77 to 79%)	C+	Less than 179 points (Below 60%)	F

Grading is done a straightforward point system – there will be no curve! Simply add up all your points and use the above chart to determine your letter grade.

Scores for all assignments will be posted on the canvas gradebook, and the online gradebook data will be used to calculate your final grade in the course. When we release your scores, please check them right away! If you find discrepancies/potential errors, please bring them to our attention as soon as possible.

Please note that if your total score includes a fraction of a point, I rounded to the nearest whole number, where .49 or below would be rounded down, and .50 or above would be rounded up. For example, if you had 199.49 points, you would be rounded down to 199 points, and if you had 199.50 points, you would be rounded up to 200 points.

OFFICE HOURS

We are committed to being available to help students outside of class. In addition to prompt responses to your emails and Message Board posts, someone will be available to meet in person during office hours on **Mondays, Tuesdays,**

Thursdays, and Fridays (see page 1 for exact times and locations). If you would like to meet with one of us but you are unavailable during our regularly scheduled office hours, please do not hesitate to make an appointment with one of us. During office hours, we are happy to answer any questions about the class/material, go over your answers to previous quiz or exam, answer any questions about broader education/career issues, and/or help you study/discuss better study techniques. Come on by!

LEARNING THE MATERIAL

My goal in this course is for you to thoroughly and completely learn all of the information in the assigned chapters and articles. To achieve this goal, my lectures will follow along pretty closely with the book, although I will also incorporate videos, surveys, demonstrations, and other activities to help enhance your learning and to allow you to gain a deeper understanding of the material. My lectures will touch upon many of the major topics presented in these chapters (and articles) - but in most cases, the book (and articles) will go into more detail than I will. Therefore, it is important BOTH to attend lecture AND read the book (and articles), as each serves to reinforce the other. You might think of the lecture as a preview of – or review of – (what I consider to be) the most interesting and important sections of the chapters (and articles). It really does take multiple exposures to a body of material to really thoroughly understand it and to get it to "stick" in your long-term memory, hence the importance of both hearing it in lecture and reading it on your own.

To assist you with your note-taking, I will post (sometimes slightly modified) copies of my powerpoint lecture slides on our course website in the LECTURE SUPPLEMENTS section. I will make every effort to have the slides and lecture videos for each week posted no later than 11pm the night before the lecture. In addition, I will post a few open-ended questions that you should be able to answer based on each lecture, as well as a website or two related to the chapter that you may find interesting. You will also be provided with a review sheet before each exam (at least a week in advance).

Finally, your textbook has a terrific website with lots of great study materials. The website address for your textbook is: http://highered.mheducation.com/sites/0072986360/student_view0/index.html

Please note: During lecture, if you need me to repeat something or need me to slow down, please raise your hand and let me know! Furthermore, if you raise your hand and I don't see you (which can certainly happen in such a large class), please go ahead and say, "Dr. Zinger! I have a question!". Help me help you! ☺

QUIZZES AND EXAMS

Online Syllabus & Related Materials Quiz. To succeed in this class, it is imperative that you become familiar with all of the information in this syllabus and the small chapter assignments handout. To encourage you to carefully read and learn this information, you will have a quiz on this SYLLABUS and the SMALL CHAPTER ASSIGNMENTS handout. This will consist of 12 multiple-choice questions (each question will be worth 0.5 points), and you will have 17 minutes to complete this quiz.

Online Quizzes. About halfway in-between our first meeting and our midterm, then again halfway in-between our midterm and our final exam, you will be assigned to take an interim quiz. These quizzes should be thought of as a "warm-up" for the midterm/final. The first quiz will focus on what we have covered in the class so far, the second quiz will focus on what we have covered since the midterm. Each quiz will have 11 multiple choice questions (each worth 2 points) and one essay question (worth 4 points), and you will have 30 minutes to complete each of these quizzes.

Online Midterm. The midterm exam will consist of 22 multiple choice questions (each worth 3 points) and 4 essay questions (you'll get to choose 4 out of 6 - each question will be worth 9 points). The midterm will cover all material we have covered in the class until that point, and you will have 87 minutes (1 hour and 27 minutes) to complete this exam.

Online Final Exam. The Final Exam will be CUMULATIVE and will include 38 multiple choice questions (each worth 2.5 points) and 5 essay questions (each worth 5 points - you'll get to choose 5 out of 8). You will have 124 minutes (2 hours and 4 minutes) to complete this exam.

Wait, what? All quizzes and exams (including the final exam) are online??? Yes, you read that correctly! Even though this course primarily designed to be a face-to-face course, all of our quizzes, midterms, and the final exam will be online. I have chosen to put the quizzes and exams online for a few reasons:

- They are more environmentally-friendly. No need to make hundreds of pages of photocopies that are only going to be recycled a few hours after the exam.
- They are more efficient. The TA's do not have to run the scantrons through a machine, you don't have to buy a scantron, I can see your (and the whole class') performance at the touch of a button, and you can see your scores as soon as you finish the quiz/exam
- They are more comfortable. You can take your quizzes/exams in an environment that is comfortable for you at a time of day when you feel the most alert – instead of being squished in an uncomfortable classroom in the early afternoon
- They leave more time for in-class instruction. Instead of spending valuable class time giving you quizzes and tests, I can use that time to go over more topics, go into more detail about certain topics, bring in guest speakers, do hands-on activities, and/or watch useful videos.
- They are convenient for students who cannot come to class in person (e.g., due to quarantine, living with someone who is immunocompromised, etc.)

QUIZ & EXAM RULES & REGULATIONS

There are a few rules about online quizzes/exams that you should be aware of:

You get one shot. Each quiz/exam can only be taken once, and once you start it, you must complete it, so please be sure to take it at a time and place where you will not be interrupted.

Don't be a cheater. Quizzes/exams must be taken independently (without help from anyone else!). For these quizzes/exams, the following is considered CHEATING and is not allowed:

- Getting help from a friend, family member, or classmate during the quiz/exam
- Working together on the quizzes/exams with a classmate (or a group of classmates)
- Posting quiz or exam questions (or answers) online (including on a google doc), sharing quiz/exam questions (or answers) with other (past, current, or future) students, and/or obtaining previously used quiz/exam questions or answers (i.e., from former students or from online sites)
- Using ChatGPT (or any other AI or "question answering" website or service)

Any students who are caught doing any of these things will receive a *zero* on the quiz/exam in question (and will be referred to the Associate Dean/Academic Conduct Committee). Similarly, if I suspect that a student might cheat on a quiz/exam, I reserve the right to require that student to take PROCTORED quizzes/exams. Also, as an additional measure to discourage cheating, please note that your quiz/exam questions will be randomly selected from a "test bank" that contains three times the number of questions that you will be given. This means that each student's quiz/exam will contain a different set of questions. Finally, if you see any classmates working together, if you find a website on which quiz/exam questions (or answers) have been posted, if you learn of any classmates who are posting, sharing, or obtaining quiz/exam questions (or answers), or if you have any other knowledge of academic dishonesty/cheating, please tell me right away so I can investigate the situation.

Open notes/open book. Although you are *not* allowed to get help from friends, family, classmates, question-answering services, ChatGPT (or other AI), etc. during the quizzes/exams, you *are* allowed to use your book/notes during the quizzes/exams. However, because the quizzes/exams are timed, you will only have limited time to look up information – if you do not already know the material very well and you rely too heavily on your book/articles/notes to answer the questions, you will likely feel very rushed and/or not have enough time to answer all the questions. As such, I recommend that you study for these quizzes/exams as if they are *not* open book/articles/notes – and then only use your book/articles/notes to check your work if you have any remaining time after answering all the questions.

Your own words (based on what you learned in this class). All essay answers must be completely in your own words (no direct quotes and no using verbatim long phrases or sentences that were written by someone else). Also, your answers must be solely based on information from the textbook, the readings that were assigned for our class, and/or lecture. That being said, in cases where you are asked to provide an example to illustrate your point, you are welcome to use an example from your own life (or even an example that you make up yourself).

Don't panic. If you have technical issues during your quiz or exam, do not panic! Please just email me (or text me at 951-662-3735) right away and tell me what happened and we will figure out a way to fix it. Technical issues are rare, but they do happen sometimes, and I am able to best help you resolve them when I am made aware of them as soon as they happen. That being said, if you are taking the quiz/exam late at night, please email me instead of texting me if you have an issue. Hopefully it goes without saying, but I'd rather not be woken up by a text message about a quiz/exam in the middle of the night! ☺

MESSAGE BOARD

The basics. On the Message Board, you can post questions, make comments, and answer/respond to other people's questions and comments. I will post some questions/topics to give you ideas re: what to talk about – but really, any questions, comments, or responses related to the course are appropriate for the message board.

How many posts? You should make at least EIGHT postings during the quarter. To receive full credit, at least 3 of your postings must be an original post (i.e., a new thread) and at least 5 of your postings must be a reaction (i.e., a response/reply to someone's else's thread).

Do I need to post EVERY week? No. I will post several different forums/questions each week for you to choose from – and you get to choose which weeks (and which forums) in which you would like to make your posts. Theoretically, you could wait until the last minute and make all of your 8 posts during Week 10 – but I actually recommend that you choose (in advance) the weeks in which we are covering topics that you are most interested and pick those weeks for the weeks to make your message board posts. You can space it out however you would like: one post a week for 8 weeks, or a few posts per week spread across a few weeks, or all your posts in the same week. Whatever works best for your learning!

Why a message board? The message board for this class has several goals/purposes: 1) To allow you to connect with your classmates; 2) To stimulate critical thinking about human sexuality; and 3) To allow you to ask us and/or your classmates questions about the class, about class topics, or about human sexuality in general.

SMALL CHAPTER ASSIGNMENTS

For each chapter that we cover, you will have the option of completing a small assignment associated with that chapter. In most cases, the small assignment for each chapter will be due about a week after that chapter was covered in class. We will cover a total of 15 chapters, and there will be a total of 16 small assignments to choose from (#16 is a film analysis that may incorporate topics from many chapters – to be done toward the end of the quarter) – you need only complete 4 of those 16. You may choose any four assignments that you wish. These assignments are designed to help you learn a bit more about topics from the chapter in question, learn more about yourself, and get you actively engaged in the material. I strongly recommend that choose assignments associated with the chapters that you find the most interesting (instead of simply waiting until the last four assignments)! You will only receive credit for the first four small assignments that you submit. You cannot receive additional credit for submitting more than four small assignments. Also, if there are multiple options for one chapter, you may only do ONE of those options. Please see the SMALL ASSIGNMENTS HANDOUT for more information.

EXTRA CREDIT: You may earn extra credit in several ways

Opportunity #1: Outside Activities.

Option 1A. You may earn extra credit by participating in experimental research through the Social Ecology Human Subjects Lab. Participation in research is completely voluntary; there may be alternative ways to accrue extra credit for this course. **It is your responsibility to read through the policies on the HS Lab Student Participation Page** (<https://sites.uci.edu/hslab/student-info/>) **and note the deadlines listed on the SONA login page** (<https://uci.sona-systems.com/Default.aspx?ReturnUrl=%2f>). To participate in research, login to SONA and view the list of available studies. Studies are listed randomly and change throughout the quarter as they become available. If you agree to participate in an experiment, you form a contract with the researcher to be present at the assigned time and designated place. **If you accrue 2 unexcused no-shows your account will be limited and you will not be able to sign up for additional studies for the remainder of the quarter.** You will earn 1 SONA credit for each hour of research participation. For example, 1 hour of research participation = 1 SONA credit. You may assign a total of 6 SONA credits

to this course, and each SONA credit you earn will translate into one Outside Activities EC point for our class. You must allocate each credit earned to the course(s) of your choice. This course is listed in SONA as **PSCI 118D: Human Sexuality**. It is your responsibility to check your credit assignments before the stated deadlines on the SONA login page, as accounts will be disabled and no changes, extensions, or exceptions will be made. No credit will be given if a student does not properly allocate his or her credit. For questions about the HS Lab or SONA please contact sereslab@uci.edu.

Option 1B. You may elect to read current articles that are relevant to our human sexuality lectures or textbook. These articles may come from newspapers, magazines, psychology journals, or book chapters (other than your textbook); articles from websites are OK only if they are associated with legitimate news sources (e.g., LA Times, OC Register, etc.). For each article, you should write a brief summary (at least one FULL page, double-spaced, typed with 1" margins, nothing larger than 12-point type) and indicate how it relates to the content of our class. You need also to attach a copy of each article (or an active link to the article) with your summary. You may complete up to 6 summaries, for up to 6 extra credit points (1 point per summary). Summaries are due to the EEE dropbox by 1pm on Sunday of Week 10.

Option 1C. Throughout the quarter, I will learn of different events happening remotely (via zoom) that I think you will benefit from. As these events/activities come up, I will add them to the "Outside Activities EC Events" section of our course website, and I will allow you to earn 1 extra credit point by attending/participating in the activity and then submitting a brief essay (e.g., 1 paragraph) about the event (what you did and/or learned, thoughts and/or reflections, etc.) to the appropriate Canvas dropbox. You may participate in up to 6 of these events/activities, for up to 6 extra credit points (1 point per event/activity). For events happening in Weeks 1-9, you should submit your summary within one week of attending the event. For events happening in Week 10, you should submit your summary by Sunday of Week 10 at 11pm.

Opportunity #2: Lecture Random Extra Credit.

Every class (starting in Week 1), we will have activities and questions that will require the use of an i-clicker. We will keep track of who comes to class and participates in these activities by downloading the i-clicker data, and *sometimes*, participation in lecture will translate into extra credit. Every two weeks, I will use a random number generator to determine which lecture (in the previous two weeks) will count for extra credit (hence the name "Lecture Random Extra Credit"). To be specific, at the end of Week 2, I will randomly choose one of the lecture in Week 1 or 2 lectures to be worth one extra credit point; at the end of Week 4, I will randomly choose one of the Week 3 or 4 lectures to be worth one extra credit point; and so on at the end of Week 6, Week 8, and Week 10. The more times you attend lecture (with your iclicker), the greater your chances of earning the points – but please note that you **MUST** use an i-clicker (that is registered to your name) during lecture in order to be counted for these extra credit opportunities (see page 2 of this syllabus for more info on the iclicker). You may earn up to 5 Lecture Random Extra Credit points (one in Week 2, one in Week 4, one in Week 6, one in Week 8, and one in Week 10).

Opportunity #3: Discussion Section Random Extra Credit

Each week, you are encouraged to attend one of the discussion sections. The TAs and peer tutors will record attendance in these discussion sessions; you must arrive on time, stay for the entire time, and be fully engaged in the discussion session activities in order for your attendance to be recorded – and sometimes, discussion session attendance will translate into one extra credit point. Every two weeks, I will use a random number generator to determine which week's discussion session (in the previous two weeks) will count for extra credit (hence the name "Discussion Random Extra Credit"). To be specific, at the end of Week 2, I will give an extra credit point to everyone who attends a discussion in Week 2 (seeing as there is not Week 1 discussion); at the end of Week 4, I will randomly choose either Week 3 discussion session or Week 4 discussion session to be worth one extra credit point; and so on at the end of Week 6, Week 8, and Week 10. The more weeks you attend a discussion, the greater your chances of earning these extra credit points. You may earn up to five Discussion Section Random Extra Credit points (one in Week 2, one in Week 4, one in Week 6, one in Week 8, and one in Week 10).

Opportunity #4: Course evaluations.

Toward the end of the quarter, you will receive an email inviting you to fill out an online evaluation of me/this course (as well as a separate evaluation of the TAs/discussion section). Your answers to these evaluations will be anonymous, and we will not be able to read the evaluations until after the quarter is over, but we will receive a list of students who filled it

out. If you fill out the evaluation of me/this course **and** at least one TA or peer tutor evaluation by the deadline, you will be given one extra credit point.

Max total extra credit points you can earn = 15 points. Although you could technically earn up to 6 points for Outside Activities + up to 5 points for Lecture Random EC + up to 5 points for Discussion Random EC + 1 point for Evaluations (which adds up to 17 possible points), the MAX TOTAL extra credit points that any one student can be awarded is 15 POINTS. I set things up this way so that even if you miss out on the Lecture Random EC for a couple of weeks (i.e., due to illness or any other reason), you can still have a chance at earning all 15 extra credit points (through the other options)....but 15 total points is the highest I can go. [Because our class is out of 300 points, 15 extra credit points can boost your course grade up by 5%. That's a lot!].

LATE PASS

I know that sometimes, things get tough. Maybe you have too much on your plate or you are having a bad day or you just need a little bit more time to get things done. I get it – we all need to be cut a little slack sometimes.

To accommodate for this – and for other unexpected ways that “life gets in the way” – I am allowing each of you ONE free “late pass,” which allows you to submit a quiz, midterm, message board post, small assignment, extra credit assignment, or comprehension check one day (i.e., 24 hours) late, with no grade penalty – and with no explanation or documentation required.

You simply need to email me at any point BEFORE the quiz/midterm/post/assignment/comprehension check is due and say, “I would like to use my late pass for [name of quiz/midterm/post/assignment/comprehension check here] – and I will give you a 24-hour extension.

You can use your late pass on ANY quiz/exam/post/assignment/comprehension check you would like – BUT you cannot use it for the final exam or SONA extra credit studies. Also, please note that:

- You only get ONE late pass per quarter – and once you use it, you cannot use it for anything else. So, choose wisely.
- To use the late pass, you must email me BEFORE the quiz/midterm/post/assignment/comprehension check is due.
- You are not required to use the late pass. If you are able to complete/submit everything on time throughout the quarter, then please do so. However, the late pass is non-transferrable (i.e., you can't give your pass to another student, even if you don't plan to use it).

MISSING QUIZZES OR EXAMS

You will have a fairly large window (an entire week) to complete quizzes and exams, and you are expected to complete the assessments before the window closes. However, we understand that events sometimes arise that may prevent you from completing the quiz/exam during the open window. If you simply need a short (e.g., 24-hour) extension on a quiz or exam, please take advantage of the late pass option (described above) – but if you have already used up your late pass or if a 24-hour extension would not be enough (such that you need to actually miss/skip the quiz/exam altogether), here's what you need to know:

- Acceptable reasons for missing a quiz or exam include illness (physical or mental), accidents or injury (e.g., car accident, broken bone), family emergencies, religious observances, “can't miss” family events (like graduations and weddings), university-sponsored conflicts, and evacuation due to natural disaster (e.g., fire, earthquake). *Vacation plans, employment obligations, being confused about the quiz/exam window days/times, and simply forgetting to take the quiz/exam* are not acceptable reasons for missing a quiz or exam.
- If you know in advance that you will need to miss a quiz or exam for an acceptable reason, you must let me know as soon as you become aware of the conflict/issue.
- If you miss a quiz or midterm for an acceptable reason and you have documentation of this reason (e.g. doctor's note, copy of positive COVID test, etc.), you must contact me as soon as possible. In these cases, make-up quizzes/exams will not be given. Instead, students who miss a quiz or midterm for an acceptable reason, have documentation, and contact me immediately will receive a score that is equivalent to the average score of the quizzes that they do actually take (for a missed quiz) or will receive a score that is equivalent to the score of the midterm that they do actually take (for a missed midterm).

- If you miss the final and you have a documented reason (e.g., doctor's note, copy of positive COVID test, etc.), you must contact me immediately. Make-ups for the final exam will be determined on a case-by-case basis.
- In all cases (quiz, midterm, final), if you do not have documentation, you do not have an acceptable reason, and/or you do not contact me immediately, you will receive *zero* points for the quiz or exam that you missed. You definitely do not want to receive a zero, so you should take every step to keep this from happening!

GRADE RE-EVALUATION REQUESTS

Occasionally, a student may believe that they deserve a higher grade on an assignment or an exam essay question than they actually received. Likewise, from time to time, students may sometimes believe that there is more than one right answer to a multiple choice question, and that the item they chose, while marked wrong, should actually be correct. If you believe that you deserve more points than you have earned on a particular assignment, quiz, or exam, you must state your argument in writing and pass in a typed argument to the Grade Re-Evaluation Request Canvas dropbox (emailed arguments will not be accepted). You should be thorough in your argument, referring to page numbers in your text or outside references where appropriate. You must turn in these arguments within **one week** of receiving the grade/score in question. After one week, your grade/score is permanent.

SENDING EMAILS

We do enjoy receiving emails from students, and you should feel free to shoot us an email if you have a quick question or concern. However, we ask that you adhere to the following simple but very important guidelines:

- *Tell us who you are!* This includes telling us your first and last name. Strangely enough, we do not have ESP.
- *Tell us what class you are in!* I am teaching two different classes this quarter, and I still don't have ESP.
- *Please check the syllabus before asking us your question!* The syllabus is very wise.
- *Consider coming to office hours!* Sometimes questions are more easily answered in person.
- *Don't forget the Message Board!* If you have a question that you think other students may be able to answer OR that you think other students might benefit from hearing our answer, consider posting the question on the message board in lieu of emailing us. We check the message board on a regular basis.
- *Use a proper greeting!* You may call your TAs and peer tutors by their first name, but I prefer that you call me Dr. Zinger or Professor Zinger.
- *Be professional!* Make sure there are no errors or typos in your message – and most importantly, ask yourself, “Is the tone of my message professional and respectful? Would I send an email with this tone, wording, and/or type of request to a boss or supervisor?” If the answer is no to any of these questions, please revise the message before sending to make it more appropriate.
- *One at a time, please!* Please only send your email to one of us at a time; in other words, do not email all of us at the same time with the same message. If you email me or one of the TAs/peer tutors with a question/concern, please allow us up to 24 hours to respond. If you do not receive a response from a TA/peer tutor within 24 hours, please email me (and indicate in your email that you already emailed a TA/peer tutor but did not get a response). Alternatively, if you do not receive a response from me within 24 hours, please email one of the TAs/peer tutors (and indicate in your email that you already emailed me but did not get a response).

Who should you email – Dr. Zinger, one of the TAs, or one of the peer tutors? And if one of the TAs or peer tutors, which one? Good question! For the most part, any of us can answer your questions/concerns, but sometimes, one person is a better choice than another:

- For general questions about the course, questions about the small assignments, or questions about the message board, you should email Peer Tutor Ky.
- For questions about discussion, it is best to email the TA or peer tutor whose discussion you attended (or plan to attend).
- For questions regarding course material, it is best to email the TA or peer tutor who teaches the discussion section that you most regularly attend. If you are unable to attend any of the discussions or peer tutoring sessions, it is best to email Peer Tutor Ky with your question.
- For questions or issues related to the quizzes, exams, extra credit, late pass, iclicker, and/or technical issues with the course website, it is best to email Dr. Zinger.

PLAGIARISM POLICY

Your Own Words. Everything you submit for this course – including message board posts, small assignments, essay questions, and extra credit summaries – must be written in YOUR OWN WORDS. You may not use any direct quotes or any long phrases (e.g., 6 or more words in a row) that are taken word-for-word from another source (including your textbook, journal articles, any online source, or any AI program – including ChatGPT). Submitting any exam or assignment that includes even one long word-for-word phrase (or direct quote) that was taken from another source (i.e., that you did not write yourself, using your own words) is grounds for failure in the course (or – at the very least – a score of 0 on the assignment/quiz/exam in which you did not use your own words through the entire assignment).

Writing tip. When summarizing the work of others without using direct quotes, you should read their work (e.g., journal article, book chapter, etc.), study it a bit, and then PUT THE ARTICLE/CHAPTER AWAY. Only when it is not in front of you, tell us what the article/chapter was about IN YOUR OWN WORDS.

“Recycling” papers. Also, it is NOT OKAY to use sections of a paper that you have already turned in for another class, as this puts you at an advantage over other students who have written their assignment 100% from scratch for this class. Turning in work that you already got credit for in another class may not technically be labeled *plagiarism*, but it still definitely falls under the category of “academic dishonesty,” and it is not allowed.

Turnitin.com. To help minimize (and catch) instances of plagiarism and paper recycling, your small assignments, extra credit summaries, and essay answers will be submitted to turnitin.com using the turnitin/canvas integration feature. (The assignment dropbox is already set up to run these assignments through turnitin – you don’t need to do anything special to make this happen).

LECTURE ETIQUETTE

Talking during lecture. While we do strongly encourage you to attend lecture, I would like to remind you of the importance of being courteous to your fellow classmates while in class. With a lecture hall of this size, I know it is very tempting to have a conversation with your classmates during class. However, when you talk with your neighbor, you are not only getting in the way of your OWN learning, you are also getting in the way of the learning of those around you, as these conversations are VERY DISTRACTING to your fellow classmates who are trying to pay attention to the lecture. Although the best course of action would be to hold off all neighborly communication until AFTER lecture, if you must communicate with your neighbor, I BEG OF YOU to please pass them a note, send them an email/IM, send them a text message, or step outside...*but do not speak!* It is my experience that most students are very respectful of this request - but even ONE PERSON who is talking (or even whispering) can ruin the concentration of the entire class. Don't be that one student!

Leaving early. If you do come to class, please plan to stay for the ENTIRE CLASS. You should do your best to arrive on time (or, ideally, early), and while I do have *some* understanding of students who accidentally (and occasionally) arrive a little late (given that, sometimes, it cannot be avoided), I have much less understanding for students who leave early. Class will go for the entire 1 hour and 20 minutes; please plan your schedule accordingly. This means you should not schedule work, meetings, or other appointments in a way that would require you to leave class early.

Packing up belongings. You should not start packing up your belongings before class is dismissed. Even though one individual person may not be making that much noise by putting away/moving their things, when 200+ students do this all at once, it makes a LOT of noise and it is very distracting for the other students who are trying to listen to our last few minutes of lecture. Please wait until class is officially dismissed before packing up your stuff and getting ready to leave (or before actually leaving). To be clear, class is not dismissed until I say, "Okay, that's all I have for today!"

LAPTOP USAGE

Some of you use a laptop during lecture (presumably to) take notes. I encourage laptop users to consider whether this is the best approach for them. A study done by some of my students in my SE10 (Research Design) class found that in-class laptop users, on average, had a lower GPA than non-laptop users. You may wish to experiment for a few weeks and compare your learning/performance for weeks that you used your laptop versus weeks where you did not. Also, if you do decide to use a laptop in class, I cannot discourage you strongly enough from using it for ANYTHING EXCEPT taking

notes. I realize that checking your email, instant messaging, surfing the web, and checking your social media pages is usually more entertaining than taking notes (I even caught someone watching an episode of Gray Anatomy once!), but your learning will surely suffer as a result. We, as humans, can only pay attention to so many things at once – and if you are trying to “multitask” while listening to lecture, your comprehension of the lecture material will surely suffer as a result. In fact, those same SE10 students also asked people the degree to which they multi-task in this manner (with their laptop) during lecture; they found a medium negative correlation between “multi-tasking” and GPA, such that students who did more multi-tasking during lecture had lower GPAs. This type of multi-tasking not only can hurt your learning/performance, it also robs you of the experience of truly being PRESENT in the present moment, truly EXPERIENCING your current environment, and truly ENGAGING in the class. Do not rob yourself of these things!

MICROSOFT OFFICE

Did you know you can get Microsoft Office (which includes Microsoft Word) for FREE just by being a UCI student? It's true! If you don't already MS Office on your personal computer and you would like it, go here for more info: <https://www.oit.uci.edu/help/microsoft/software-for-students/office-365-pro-plus/>. Alternatively, you can also use Microsoft Office on any device (without having to download anything) by logging into the UCI Virtual Computer Lab (Apporto): <https://www.oit.uci.edu/apporto/>

JOINING THE CLASS LATE

On the waiting list before the quarter starts? Given that some students will drop this course during the first two weeks, you do have a chance of getting into the course – even when the course is full – by adding your name to the waiting list. If you are on the waiting list, I strongly encourage you to attend lecture (and discussion), use your iclicker, keep up with the reading, and take the syllabus quiz (as if you were enrolled). To be added to the Canvas website, simply email me (joanne.zinger@uci.edu) to ask to be added – and be sure to include your UCInetID (the first part of your UCI email address) in your message.

Joining the class (or the waiting list) after the quarter starts? The registrar allows you to add this course (or add yourself to the waiting list) through Friday of Week 2 (if space allows). However, if you choose to join the class (or add your name to the waiting list) *after* the quarter starts, you will not be allowed to make up any assignments that were due before you joined the class (or the waiting list). For example, if you join the class (or the waiting list) in Week 2, you will have missed the syllabus quiz, and you will not be allowed to make this up. Please keep this in mind when deciding whether or not to join the class (or the waiting list) after the quarter has already begun.

INCLUSIVE CLASSROOM POLICY

I will uphold the University of California, Irvine's commitment to ensuring equality and valuing diversity. UCI recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCI's community or if you have a need for any specific accommodations, please speak with me early in the quarter about your concerns and what we can do together to help you become an active and engaged member of our class and community. For some of you, the following resources may be helpful:

- Social Ecology Academic Advising : <https://students.soceco.uci.edu/pages/advising>
- Diversity and Awareness at UCI: <https://uci.edu/diversity/>
- Disability Services Center - <https://dsc.uci.edu/>
- UCI LGBT Resource Center - <https://lgbtrc.uci.edu/>
- Undocumented Student Support - <https://dream.uci.edu/>
- UCI Counseling Center - <https://counseling.uci.edu/>

Any student who faces challenges securing sufficient food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support (dos.uci.edu; 949-824-5181). Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may possess. Also note the following resources available at UCI:

- Student Outreach and Retention Center (SOAR) – <https://soar.uci.edu/>
- SOAR Food Pantry: <https://basicneeds.uci.edu/>

IMMIGRATION/CITIZENSHIP POLICY STATEMENT

The University of California welcomes and supports students without regard to their immigration or citizenship status. I personally support these university policies, and I am able to discuss campus resources and accommodations as needed. Specialized services and consultations are available to students who are facing challenges related to their immigration status, or the status of their family members, through the UCI Dreamers Office, G458 South 4th Floor of the Student Center, also known as the Rise Suite (Rooted in Student Empowerment Suite). Phone: (949) 824-69390. Website: <http://dreamers.uci.edu/contact>. Alejandra Jeronimo (ajeroni1@uci.edu) and Luis Fuentes (lfuente1@uci.edu) are the Dream Center Directors. Finally, the undocumented students and their family members can receive legal services at the University of California Undocumented Legal Services Center: <https://law.ucdavis.edu/uc-undocumented/>.

DR. ZINGER IS ON FACEBOOK & INSTAGRAM

If you have a facebook and/or Instagram account, you may wish to consider liking/following me! You can find me at the following pages:

Facebook: <https://www.facebook.com/pages/Dr-Zinger/220380864030>

Instagram: <https://www.instagram.com/drzinger.uci/>

By following one of my pages, you can learn more about me, psychology, the Department of Psychological Science, Psych Science alum, events you may want to attend, and opportunities that you may want to take advantage of! Also, please note that liking or following my facebook page is NOT the same as becoming my facebook friend. I will NOT be able to see your facebook page nor will your status updates show up in my news feed – and I will not send you any friend requests. Similarly, following my Instagram page does not mean that I will be following yours. (Indeed, you can rest assured that I do not follow any of my students on Instagram – you are entitled to your privacy).

TENTATIVE SCHEDULE

Week	Date & Time	Lecture Activity/Topic	Readings	Assignments/Notes
1	<i>NO Discussion in Week 1</i>			
1	Tues, April 4th	Syllabus & Course Overview (and correlation refresher) Lecture	Syllabus & Small Assignments Handout	Welcome to Human Sexuality!
1	Thurs, April 6th	Sexuality in Perspective & Sexual Arousal	Chapters 1 & 8; Rettenberger et al. (2015) article	
1	Tues, April 4th at 6:30pm through Sun, April 9th at 11pm: Take Syllabus Quiz – 17 minutes			
2	<i>Discussion Week 2 on Tues & Weds: Talk about and/or do activities related to Chapters 1, 3, and/or 8</i>			
2	Tues, April 11th	Sex Research	Chapter 3	
2	Thurs, April 13th	Kinsey Film	Chapter 3	Ch 1 & Ch 8 SA due at 11pm
2	Friday, April 14th	Drop deadline today (4/14) at 5pm		
3	<i>Discussion Week 3 on Tues & Weds: Review for Interim Quiz #1</i>			
3	Tues April 18th	Sexual Orientation, Gender & Sexuality	Chapters 12 & 13; Baumeister & Twenge (2002) article	
3	Thurs, April 20th	Gender Socialization in the Media (including comic books) guest lecture by Psych Science alum (BA '13) Justin Huft, MA, LMFT - pre-recorded online lecture (no in-person class today)	Towbin (2004) article	Ch 3 SA due at 11pm
3	Thurs, April 20th at 6:30pm through Saturday, April 22nd at 11pm: Take Interim Quiz #1 (Ch 1, 3, 8, 12 & 13, Rettenberger, Baumeister & Twenge, Towbin, Kinsey film, & Justin's guest lecture) – 30 mins			

Week	Date & Time	Lecture Activity/Topic	Attendance Point	Reading/Assignment
4	<i>Discussion Week 4 on Tues & Weds: Go over Quiz #1 and talk about (and/or do activities related to) Chapter 11</i>			
4	Tues, April 25th	Sexuality & the Life Cycle	Chapters 9 & 10; Spielman et al. (2018) article	Chapter 13 SA due at 11pm
4	Thurs, April 27th	Attraction, Love, & Communication	Chapter 11; Herbst et al. (2003) article	
5	<i>Discussion Week 5 on Tues or Weds: Review for Midterm</i>			
5	Tues, May 2nd	Attraction, Love & Communication	Chapter 11; Herbst et al. (2003) article	Chapter 9 & 10 SA due at 11pm
5	Thurs, May 4th			
5	Thurs, May 4th at 6:30pm through Sat, May 6th at 11pm: Take Midterm (Ch 1, 3, 9-13, Rettenberger, Baumeister & Twenge, Towbin, Spielman, Herbst, Kinsey film, & Justin's guest lecture) – 87 mins			
6	<i>Discussion Week 6 on Mon, Tues, Weds, or Thurs: Go over Midterm & talk about (and/or do activities related to) Ch 7</i>			
6	Tues, May 9th	Contraception & Abortion	Chapter 7; Barnhart & Schreiber (2009) article	
6	Thurs, May 11th	Sexual Variations & Disorders	Chapter 14 & 17	Ch 11 SA due at 11pm
7	<i>Discussion Week 7 on Mon, Tues, Weds, or Thurs: Talk more about (and/or do more activities related to) Chapter 14 & 17</i>			
7	Tues, May 16th	Sexual Variation & Disorders – including sex & relationship coach guest speaker Psych Science alum (BA '13) Rose Schlaff, DPT	Chapter 14 & 17	Chapter 7 SA due at 11pm
7	Thurs, May 18th	BDSM/Kink/Polyamory Guest Speaker (Sereana & Dorian)	Pallotta-Chiarolli et al. (2013) chapter	
8	<i>Discussion Week 8 on Tues & Weds: Review for Interim Quiz #2</i>			

Week	Date & Time	Lecture Activity/Topic	Attendance Point	Reading/Assignments
8	Tues, May 23rd	Trans Guest Lecture (Jessica Lynn)		Ch 14 & Ch 17 SA due at 11pm
8	Thurs, May 25th	Sex for Sale and Sex & the Law	Chapters 16 & 20; Poulsen et al. (2013) article	Ch 12 SA due at 11pm
8	Thurs, May 25th at 5:00pm through Sat, May 27th at 11pm: Take Interim Quiz #2 (Ch 7, 14, 16, 17, & 20, Barnhart, Pallotta-Chiarolli, & Poulsen, sex coach, BDSM/Kink, trans) – 30 mins			
9	<i>Discussion Week 9 on Tues & Weds: Go over Quiz #2 and talk about (and/or do activities related to) Chapter 15</i>			
9	Tues, May 30th	Sex Worker Panel		
9	Thurs, June 1st	CARE Office Presentation	Chapter 15	Ch 16 & Ch 20 SA due at 11pm
10	<i>Discussion Week 10 on Tues & Weds: Review for Final exam</i>			
10	Tues, June 6th	HIV/AIDS Guest Lecture (Beth England-Mackie & Daniel Garza)	Chapter 18	
10	Thurs, June 8th	LGBTQ+ Student/Alumni Panel		Ch 15 SA due at 11pm
Finals Week	Tuesday, June 13th at 11pm: Ch 18 SA and the Film Analysis SA due at 11pm Thursday, June 8th at 6:30pm through Thursday, June 15th at 7pm: Take Final Exam (cumulative) 124 minutes (2 hours & 4 minutes)			