

Sexual Satisfaction PSYC 095

Fall 2009

Alterations may be made as the need arises in the judgment of the professor. Please check on Blackboard and listen for in-class announcements for potential changes in any part of this syllabus.

Class Times: Tuesday and Thursday, 8:30 – 9:45 am

Classroom: John Dewey Hall 212

Instructor:

Alessandra Rellini, Ph.D.

Phone: (802) 656-4110

E-mail: arellini@uvm.edu (preferred mode of communication)

Office: 240 John Dewey Hall

Office Hours: TUESDAY 10:00 – 12:30

Teacher Assistant:

Julie Camuso

Phone: (802) 419-0820 (UVM Sexual Health Research Clinic)

E-mail: jcamuso@uvm.edu

Office: 241 John Dewey Hall

Office Hours: TBA – call to schedule a time to meet

Course Main Objectives

A successful liberal arts education involves learning how to think, how to pose and solve important questions, and how to communicate your thinking persuasively. It also involves discovering what you want to think about.

In this seminar, you will approach significant issues in sexuality from a variety of points of view, develop your own creative projects, and express your thinking in speech and writing.

Exams: No exams will be administered in this class

Class Participation: Students will participate through class discussion, collaborating with fellow students during small group activities, and short in-class writing exercises that require familiarity with the readings assigned for that day. Class participation (written or oral) is considered an important component of the final grade. Students are graded on their in class writing assignments and receive a check mark each time they make significant contributions to class discussions.

Attendance: Attendance is very important in this course. All absences are considered equal because it does not matter what is the reason for missing class. Students are entitled to 3 absences before their grade will be penalized.

Religious Holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors **by the end of the second full week of classes** their documented religious holiday schedule for the semester. This is a regulation adopted by the University of Vermont and all students are responsible to provide this information to all the instructors in their courses. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Classroom Environment: University of Vermont Classroom Code of Conduct.

Faculty and students will at all times conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment befitting the University of Vermont. To this end, it is expected that all members of the learning community will adhere to the following guidelines:

1. Faculty and students will attend all regularly scheduled classes, except for those occasions warranting an excused absence under the University Attendance Policy (e.g., religious, athletic, and medical).
2. Students and faculty will arrive prepared for class and on time, and they will remain in class until the class is dismissed.

3. Faculty and students will treat all members of the learning community with respect. Toward this end, they will promote academic discourse and the free exchange of ideas by listening with civil attention to comments made by all individuals.
4. Students and faculty will maintain an appropriate academic climate by refraining from all actions that disrupt the learning environment (e.g., making noise, ostentatiously not paying attention, leaving and reentering the classroom inappropriately).
5. **Students and the instructor should turn off cell phones and not use TEXT MESSAGING during class. Surfing the web is not an acceptable behavior in class unless it is an explicit part of the class assignment. Students can bring lap tops to take notes and to open pdf files the instructor assigned for readings. Students must ask permission to the instructor before they utilize their lap tops for any other activity.**

Academic Honesty: (Excerpts from the University of Vermont Policy on Academic Honesty) Academic dishonesty or an offense against academic honesty includes acts that may subvert or compromise the integrity of the educational process. Such acts are serious offenses that insult the integrity of the entire academic community. Offenses against academic honesty are any acts that would have the effect of unfairly promoting or enhancing one's academic standing within the entire community of learners which includes, but is not limited to, the faculty and students of the University of Vermont. Academic dishonesty includes knowingly permitting or assisting any person in the committing an act of academic dishonesty.

Examples of academic dishonesty include: Communicating in any manner with other students during an examination; copying or giving aid during an examination; bringing notes or aids to an examination; possessing or providing to another person an examination or portions of an examination prior to or subsequent to the administration of the examination without the authorization of the instructor; and substituting for, arranging for substitution by another student, or otherwise representing oneself as another person during an examination session or comparable circumstance.

****Plagiarism:** plagiarism occurs whenever you present another person's ideas as your own. In written assignments, students must NOT duplicate passages of more than five words from another source without quotation marks AND proper attribution. If you paraphrase someone else's words, you do not use quotation marks, but you still need to give the reference. See the following resource for additional information on plagiarism: <http://www.uvm.edu/~agri99/plagiarism.html>. You are responsible for knowing and understanding the Plagiarism policies of the University Vermont, which are available in the Code of Academic Integrity on-line at <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>. If a student engages in academic misconduct, the case will be forwarded to the Center for Student Ethics & Standards and may involve sanctions such as receiving a zero on the assignment or failing the course.

Special Accommodations and ACCESS: If you believe that there is anything that the instructor needs to know that might improve your learning environment in this class, please contact her by phone, or in person, as soon as possible. UVM, through its ACCESS office, provides accommodation, consultation, collaboration and education support services to students with disabilities. To contact the ACCESS office, go to: <http://www.uvm.edu/access/>; email them at access@uvm.edu; or call at 656-7753. If you need specific accommodations in this class, please bring a letter from ACCESS to the instructor within the first 3 weeks of class so that we can make appropriate arrangements.

Class Schedule: Dates and scheduled topics are tentative and somewhat flexible because it will depend on what the class may want/need to focus on.

DATE	TOPIC	Readings	Assignments
Sept 01	Course Introduction		
Sept 03	What is Sex? Kinsey –movie	Masters & Johnson, pp 143-153	
Sept 08	Kinsey –movie	What is research?	

Sept 10	Models of sexual function	Sanders, Graham, & Milhausen, 2008	
Sept 15	Clinical observations, interviews and research studies	Masters & Johnson, 1988, pp 440-461 Parish, Luo, Stolzember et al., 2007	Article summary (Parish et al., 2007)
Sept 17	Epidemiological studies	Mulhal, King, & Glina, 2008	Article summary
Sept 22	* Lit searches	***BRING YOUR LAP TOP TO CLASS**	SELECT TOPIC FOR ASSIGNMENT 1
Sept 24	Emotional Bonding	Carpenter, Nathanson, & Kim, 2007 Meston & Buss, 2007	Article summary (choose 1 of the 2 for today)
Sept 29	Predictors of sexual satisfaction		writing assignment 1 BRING 3 COPIES
Oct 1	Sexual dysfunction		
Oct 6	Erectile dysfunction	McCabe & Matic, 2008	Article summary
Oct 8	Female sexual dysfunction	Basson, Leiblum, Brotto et al., 2004	Article summary SELECT TOPIC FOR ASSIGNMENT 2
Oct 13	Age	Carpenter, Nathanson, & Kim, 2007	Article summary
Oct 15	Orgasm		Article summary
Oct 20	More evidence from the Literature	***BRING ONE ARTICLE TO CLASS***	Article summary
Oct 22	More evidence from the Literature	***BRING ONE ARTICLE TO CLASS***	Article summary
Oct 27	Reviewing what you have learned so far		Writing assignment 2 BRING 3 COPIES
Oct 29	* Writing tools		SELECT TOPIC FOR ASSIGNMENT 3
Nov 3	Biological aspects of sexual response	Pfaus, 2007	Article summary
Nov 5	More on biology and sex	Hiller, 2004	Article summary
Nov 10	More evidence from the Literature	***BRING ONE ARTICLE TO CLASS***	Article summary
Nov 12	More evidence from the Literature	***BRING ONE ARTICLE TO CLASS***	Article summary
Nov 17	* How to prepare an oral presentation		Writing assignment 3 BRING 3 COPIES
Nov 19		Oral presentation	
Nov 24-26	Thanksgiving – no Class		
Dec 1		Oral presentation	
Dec 3		Oral presentation	
DEC 4	Sex Treasure Hunt – 5:30pm Good Stuff – Church St., Burlington		
Dec 8		Oral presentation - Evaluating your experience -	Turn in your Portfolio

Other Important Dates:

Add/Drop, Audit, Pass/No Pass Deadline	September 14
Last day to withdraw	Nov 6

Readings. The readings can be found on Blackboard in PDF format. You can choose whether to print them out or to read them on the computer. Make sure you take notes and remember to bring a paper copy of your summary to class. Some in-class assignments and in-class discussions will require you to be familiar with the readings assigned for that day.

Assignments

PORTFOLIO: Collect ALL your writing assignments and article summaries into a portfolio that you will turn in at the end of the semester (Dec 8th). Your class grade will be based on this portfolio. In particular, your portfolio will be evaluated for its organization, signs of improvement in your writing, quality of work, and signs of striving towards the goals you will set for yourself at the beginning of class. See Rubric for grades specified below.

WRITING ASSIGNMENTS: Students will select the topic for their first two assignments from a list of potential topics developed by the instructor but they will be able to develop their own topic for the third assignment. The instructor and the TA will provide in depth comments to the paper submitted by the student and the student will have the opportunity to revise such papers before returning them with their portfolio. The final grade is partially based on the initial grade the student received on their paper and partially on the improvement the student showed in their final portfolio. Students can re-write the papers before turning them in with the portfolio to improve their grade.

Assignment 1: Students will write a 2 to 3 page paper that reviews two articles on a topic they select from a list provided by the instructor. Students need to utilize correct grammatical and syntax rules. Their paper will have to resemble the scientific writing of the articles read in class. The writing assignment needs to focus on a comparison of the two articles and will need to integrate a critical review of the methodology utilized in the research described in the articles. The two articles need to be integrated in the writing assignment (i.e., students should not summarize and critique each article separately).

Assignment 2: Students will write a 1500 word paper (approximately 5 pages). Based on 10 – 12 articles (all primary resources published in peer reviewed scientific journals). The writing assignment will focus on an in-depth review of the literature on the topic selected by the student (the instructor will provide a list of topics appropriate for this assignment). The student needs to show a good understanding of literature search and literature review. Articles need to be organized in a coherent, aimed narrative with a specific research question specified in the beginning of the paper. The student should aim at writing a paper that resembles the introduction of the scientific journals read in class.

Assignment 3: Students will be able to pick their own research topic (or they can select one provided by the instructor). They will write a 1500 word document (approximately 5 pages) based on 10-12 articles. The goals of this paper are identical to the goals specified for Assignment 2. For this assignment, students will have shown an improvement over the points specified by the instructor for assignment 2.

BRING ONE ARTICLE TO CLASS: Students will bring one SCIENTIFIC article to class for that day (see schedule). The article needs to be related to the topic the student picked for their writing assignment. The student should bring a hard copy of the article and a hard copy of their summary. No electronic copies are accepted.

ORAL PRESENTATIONS: Students will provide an oral presentation of either Written Assignment 2 or 3. Students will utilize the literature research they completed for Assignment 2 or 3 and, additionally, they will propose a research study that can add to the current literature. Presentations will be prepared in Power Point and students will have 5 min to present their work. Students will also be expected to attend all oral presentations and contribute to the discussion of people's projects by providing written comments and questions.

RE-WRITE: Select either Writing assignment 2 or 3 and revise the paper based on the comments provided by your instructor and your TA. Show improvements in the specified areas to get full credit.

*** REQUIREMENT***

Meet with your TA at least ONCE during the semester (Julie: "Julia A. Camuso" jcamuso@uvm.edu). Use this time to check in with Julie about resources at UVM, opportunities within the psychology department or the University as a whole, and ask Julie tips for surviving the first year at UVM.

Late assignments

Late WRITING and PAPER assignments: Assignments returned late will be penalized. Assignments that are 3 or more days late will not be accepted. Late assignments need to be returned under my office door (room 332 in John Dewey Hall) and followed by an e-mail to ensure I am aware you submitted your assignment. Assignments returned under the wrong door will be considered lost and if retrieved after the 3 days will not be accepted.

No e-mailed assignments will be accepted.

Grades

Your grade will be based on 4 main areas:

- I. Your portfolio organization
- II. Signs that you have worked on improving specific areas identified (your instructor and your TA will make comments on your writing assignments and meet with you throughout the semester to help you identify the areas that you need to improve)
- III. Attendance and participating in class (more than 3 absences is a reason for a C or lower grade)
- IV. Signs that you are familiar with the readings that were assigned for that day.

The following rubric is an example of differences in grades between an A and an F student. Each student will be evaluated individually. This means that if a student has a complete portfolio and has always been in class but showed no effort to improve the identified writing areas the final score will be between a B and an F:

To earn a(n):	Definition:
A A-	The portfolio was complete, neatly organized and shows thoughtfulness and commitment to the learning process. Student has shown remarkable improvements in writing skills. He/she has attended class regularly and provided valuable participation. The student was always or nearly always present in class and made significant contributions to class discussion. The student turned in all article summaries on time and the summaries were thoughtful and complete. The student showed a greater understanding of the research process through their summaries. The student showed a consistent familiarity with the assigned readings when completing the in-class writing exercises.
B+ B B-	The portfolio was complete exhibited somewhat rushed or unclear organization. The student has shown improvements in major aspects of writing. All summaries were turned in on time but some summaries were a bit rushed or not as in depth as expected and in comparison with other people in the class. The student was always or almost always present in class and made contributions to class discussion. The student showed a consistent familiarity with the assigned readings when completing the in-class writing exercises.
C+ C C-	The organization of the portfolio was confusing and showed little effort from the student to produce a good quality product. Some of the summaries were turned in late although the main written assignments were turned in on time (OR: all summary assignments were turned in on time but at least one of the written assignments was turned in 3 days late). Some of the writing areas that have been identified as needing improvement remained unaddressed throughout the portfolio. The student missed few classes however, when he/she was present, he/she made significant contributions to class discussion and displayed familiarity with the assigned readings.

D+ D D-	Some of the summaries or at least one of the writing assignments were missing. The portfolio was poorly organized and showed little care. The student attempted to make improvements in writing areas that have been identified as problematic but these areas remain highly problematic and the improvement is only sporadic. The student was not present or was not prepared during several classes.
F	One of the writing assignments and one or more of the summaries were missing from the portfolio. The student showed no sign of improvement on either small or large areas that were identified as problematic. Mistakes that were highlighted in the first assignments remained present in later writing samples. The student was often absent from class and when was present did not contribute to class discussion and, at times, was unable to complete the in-class writing assignments because he/she did not do the assigned readings.

The Learning Cooperative in Living & Learning Commons Room 244 has peer tutors. Cost is \$10.00 per hour (free for some students), and appointments can be arranged at convenient sites on campus at a wide variety of days and times, even after hours and on weekends. Please call the Co-op (656-4075), visit their web site <http://www.uvm.edu/~subtutor/>, or stop by M-Th 8a-9p, F 8a-5p, Sun 6p-9p for additional information.