The mission of SFASU’s Health Science Program is to provide quality academic education and structured professional experiences designed to prepare students to promote health and enhance the quality of life for individuals and their communities.

Prerequisites: HLTH 1304

WARNING
This 6-week course contains a full 15 weeks of content. Every day in this course is like three days in a regular semester. The pace will be fast and the workload will be heavy. Make sure you look at all the deadlines for each module. If you are busy with other commitments or struggle with self-discipline, I strongly suggest that you do not take this course in the summer.

Course Description: Principles of human sexuality. A biological, psychological and sociological perspective. Emphasis on problematical concepts and methods for facilitating human sexuality education in public/community health setting will be covered in this course.

Course Justification: This online course will meet 115 minutes of classroom time/direct instruction per week for 6 weeks using online modules. Students will have out of class assignments such as chapter readings, individual projects, journals, and other materials related to the human body. The course objectives are linked to the National Commission for Health Education Credentialing (NCHEC) standards of a health educator as well as Council for Education of Public Health. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Course Delivery Modality: This class will be asynchronous online course.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

Intended Learning Outcomes/Goals/Objectives:
- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes: At the conclusion of this class, the student will be able to:
1. Learn, identify and present human sexual anatomy components. (NCHEC Standards I, VI, & VII)
2. Plan and implement an interactive teaching activity with the class. (NCHEC Standards II)
3. Communicate current issues related to sexual expression, sexuality and health. (NCHEC Standards VI & VII)
4. Learn and identify the complex issues, including legal, cultural and socioeconomic status, surrounding sexual health. (NCHEC Standards I & VI)
5. Learn the differences between gender roles, sexual orientation and gender identity and the biological, psychological and social factors that contribute to them (NCHEC Standards VI & VII)
6. Understand the contributing factors and components of healthy relationships (NCHEC Standards VI & VII)

My Philosophy Regarding Evaluation of Student Performance

I have always believed that how students perform in my classes is a direct reflection on my ability. Evaluation of your knowledge, skills, and attitudes is also an evaluation of my teaching effectiveness. Successful evaluation begins with the professor clearly communicating what is expected of the learners in advance including specific goals and objectives. Successful evaluation also includes giving continual growth feedback to learners (hence why I give frequent smaller assignments versus multiple big ones). I would also encourage you to provide me with continual growth feedback via e-mail, telephone, or personal communication. At the end of the semester, I want you to be able to look back and say, “Dr. Cegelka, this was the best class I've ever had!”

Course Requirements/Evaluation of Student Performance

Each module contains assignments worth a specific number of points. The assignments are described in detail in each module. Listed below are the assignments and deadlines for the course. Your grade for the course will consist of the total points that you earn within each module. When you complete an assignment, please save a copy of the assignment on both your hard-drive and a removable storage media.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Description</th>
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<tbody>
<tr>
<td>Monday 5/17-Sunday 5/23</td>
<td>Module 1</td>
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<table>
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<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td>Monday 5/24-Sunday 5/30</td>
<td>Module 2</td>
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<tr>
<th>Week 3</th>
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<tr>
<td>Monday 5/31-Sunday 6/6</td>
<td>Module 3</td>
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<th>Week 4</th>
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<tr>
<td>Monday 6/7-Sunday 6/13</td>
<td>Module 4</td>
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<th>Week 5</th>
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<tbody>
<tr>
<td>Monday 6/14-Sunday 6/20</td>
<td>Module 5</td>
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<table>
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<tr>
<th>Week 6</th>
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</thead>
<tbody>
<tr>
<td>Monday 6/21-Friday 6/25</td>
<td>Module 6</td>
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</tbody>
</table>
# Schedule of Assignments and Due Dates

All Assignments Must Be Posted by 11:59 PM of the Due Date

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1.0-A</td>
<td>Thursday 5/20</td>
<td>Module 1: Bio-sketch and introduction</td>
<td>10</td>
</tr>
<tr>
<td>1.0-B</td>
<td>Thursday 5/20</td>
<td>Module 1: Send Dr. Cegelka e-mail via D2L confirming that you have read and agree to syllabus policies</td>
<td>10</td>
</tr>
<tr>
<td>1.0-C</td>
<td>Sunday 5/23</td>
<td>Module 1: American Way of Sexuality</td>
<td>10</td>
</tr>
<tr>
<td>1.0-D</td>
<td>Sunday 5/23</td>
<td>Module 1: Sex Research Activity</td>
<td>10</td>
</tr>
<tr>
<td>1.0-E</td>
<td>Sunday 5/23</td>
<td>Module 1: Research Detective</td>
<td>10</td>
</tr>
<tr>
<td>2.0-A</td>
<td>Sunday 5/30</td>
<td>Module 2: Reproductive Systems Activity (Female)</td>
<td>10</td>
</tr>
<tr>
<td>2.0-B</td>
<td>Sunday 5/30</td>
<td>Module 2: Reproductive Systems Activity (Male)</td>
<td>10</td>
</tr>
<tr>
<td>2.0-C</td>
<td>Sunday 5/30</td>
<td>Module 2: What makes you stop</td>
<td>10</td>
</tr>
<tr>
<td>2.0-D</td>
<td>Sunday 5/30</td>
<td>Module 2: Gender Revolution Worksheet</td>
<td>10</td>
</tr>
<tr>
<td>3.0-A</td>
<td>Sunday 6/6</td>
<td>Module 3: Relationship Questionnaire</td>
<td>10</td>
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<tr>
<td>3.0-B</td>
<td>Sunday 6/6</td>
<td>Module 3: Levels of Sexual Interaction</td>
<td>10</td>
</tr>
<tr>
<td>3.0-C</td>
<td>Sunday 6/6</td>
<td>Module 3: 30 Days Straight Worksheet</td>
<td>10</td>
</tr>
<tr>
<td>3.0-D</td>
<td>Sunday 6/6</td>
<td>Module 3: Hetero Privilege Worksheet</td>
<td>10</td>
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<tr>
<td>4.0-A</td>
<td>Sunday 6/13</td>
<td>Module 4: Contraception Scenarios</td>
<td>10</td>
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<tr>
<td>4.0-B</td>
<td>Sunday 6/13</td>
<td>Module 4: Do you want to have kids?</td>
<td>10</td>
</tr>
<tr>
<td>4.0-C</td>
<td>Sunday 6/13</td>
<td>Module 4: How would you answer?</td>
<td>10</td>
</tr>
<tr>
<td>4.0-D</td>
<td>Sunday 6/13</td>
<td>Module 4: Choosing Wrong</td>
<td>10</td>
</tr>
<tr>
<td>5.0-A</td>
<td>Sunday 6/20</td>
<td>Module 5: STI Quiz</td>
<td>10</td>
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<tr>
<td>5.0-B</td>
<td>Sunday 6/20</td>
<td>Module 5: HIV Ted Talk</td>
<td>10</td>
</tr>
<tr>
<td>5.0-C</td>
<td>Sunday 6/20</td>
<td>Module 5: Field Trip Reflection</td>
<td>10</td>
</tr>
<tr>
<td>5.0-C</td>
<td>Sunday 6/20</td>
<td>Module 5: Sexual Dysfunction Assignment</td>
<td>10</td>
</tr>
<tr>
<td>6.0-A</td>
<td>Friday 6/25</td>
<td>Module 6: Hunting Ground Worksheet</td>
<td>10</td>
</tr>
<tr>
<td>6.0-B</td>
<td>Friday 6/25</td>
<td>Module 6: Be the One Worksheet</td>
<td>10</td>
</tr>
<tr>
<td>6.0-C</td>
<td>Friday 6/25</td>
<td>Module 6: Porn Erotica Activity</td>
<td>10</td>
</tr>
<tr>
<td>6.0-D</td>
<td>Friday 6/25</td>
<td>Module 6: Sexual Harassment</td>
<td>10</td>
</tr>
</tbody>
</table>

### Bonus Points

- **Bonus points for on-line course evaluation**: 5

### Total Points

- **Total Regular Points**: 
  
- **Total Possible Points with Bonus Points**: 255

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### IV. Evaluation and Assessment (Grading):

**Evaluation Criteria: Grading Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Course</td>
<td>20</td>
</tr>
<tr>
<td>Drop box assignment</td>
<td>230</td>
</tr>
</tbody>
</table>

**Total Points**: 250
Course Policies:

1. **Late Work**: I do not accept late work...even if it's one minute late. Please read that phrase again – I DO NOT accept late work...even if it's one minute late. Late assignments turned posted after a deadline will not be accepted unless I have been notified in person, by phone, or by e-mail of a conflict prior to the deadline. Let me say that in a different way: I do not accept work posted after a deadline unless you have been granted an official extension prior to the deadline. Due to computer lag times and computer glitches, be sure to plan ahead of time and post your work well before the deadlines. Again, I do not accept work after the deadline.

2. **Notification of Technical Problems**: If you are having problems with your computer that may impact your ability to complete an on-line exam or an assignment, please notify me immediately by phone or personal email. My contact numbers and personal email address are listed on page one of this syllabus. If I hear from you after the exam or after the deadline, it is too late for me to give an extension. Technical problems with your computer are NOT a legitimate reason for failing to complete assignments or exams by posted deadlines. If you notify me of technical problems AFTER a posting deadline, you will be given no credit for the assignment, quiz, or exam. If your computer is not working, you will have to arrange alternative methods of communication via FAX, mail, or personal delivery.

3. **Make Up Exams/Tests/Quizzes**: Students who are absent on test days without advance, person-to-person communication with me shall receive a zero for the exam and shall forfeit the opportunity of taking a “make up” test. Make up tests/exams/quizzes will not be permitted (unless you have a legitimate medical emergency or personal problem and have been granted an official extension prior to the exam/test/quiz.)

4. **Class Attendance and Excused Absence**: Policy 6.7. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

True professionals in any field are prompt, reliable, and faithfully report to work when scheduled. Therefore, it is my expectation that you will be prompt, reliable, and faithful to attend class. I do monitor your level of activity in the course. D2L software allows me to measure how many times you have accessed the course, how many articles and postings you have read, how many things you have posted, etc. I reward students that lead by example.

5. **Growth Feedback Sandwiches to Peers**: One of the best was that learning takes place in this class is via reading and providing formal growth feedback sandwiches to your peers...and reading the growth feedback from your peers. You are responsible to read and respond to your classmates' postings in the discussion board. The minimum requirement is two peer to peer postings per module. **Respond to two different people each time.** You will learn much by reading and critiquing the thoughts of your peers! These responses will also be graded. To receive full credit for the growth feedback postings, your feedback to peers must be in the form of a growth feedback sandwich with three different layers of content:

- **Top Bun**: What I liked about your posting was ___________. This layer must include very specific things that prove to me that you really read your peer’s posting. I’m looking for 2-3 sentences here of significant detail.

- **MEAT**: I believe that your posting could have been made better by __________. This is the MEAT of the growth feedback sandwich. You must provide some substantive feedback/constructive criticism. What did he/she fail to think about? What blind spots did he/she have? Where do his/her ideas contract the textbook? Where did he/she need more depth. What did he/she fail to address. I need to see some REAL MEAT in this layer of your feedback. Looking for 3-4 sentences here.

- **Bottom Bun**: Finish with a brief note of compliment or positive encouragement. One sentence is fine.
6. **Excused Absences:** If I do not receive advance communication (i.e. prior to class) from you via phone or in writing regarding an absence, it will be considered an “unexcused” absence. In contrast, excused absences are for specific, unavoidable situations such as:

* personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees’ Policy on Family and Medical Leave], or death in the family;

* religious observances that prevent the student from attending class;

* participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performance, R.O.T.C., functions, academic field trips, and specific events connected with coursework;

* government-required activities, such as military assignments, jury duty or court appearances; and any other absence that the professor approves.

If the absence is communicated to me in advance and approved by me as an “excused absence,” students shall be given the opportunity of completing course work or exam that was due during the excused absence. I alone determine whether an absence is excused or not.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the SSC: Early Alert Program at SFA. Information regarding the SSC program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

7. **University Policies and Student Handbook:** As a student at SFA, you are required to know the policies described in the General Catalog and in the Student Handbook. My policies in this course are guided by the policies described in the student handbook.

8. **Academic Dishonesty Policy:** Academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes academic dishonesty, they should seek the instructor’s advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one’s own and not offering proper documentation; Plagiarizing includes: (a) copying materials from other students from previous years or using another student’s work, (b) unauthorized collaboration in the preparation of reports, term papers or theses, and (c) adopting, paraphrasing or reproducing ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course, without the instructor’s permission.

Should cases of academic dishonesty be found among students, the instructor may choose any of the following actions:

* The instructor may provide a verbal warning to the student.

* The student may be assigned an F for the work in question.
* The student may be assigned an F for the course. In this case the instructor should inform the Chair of the department, the Dean and the student of this action. The Chair and/or Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.

* The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student’s permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.

* A record of the academic dishonest will be filed with the department.

9. **Academic Grievance Policy:** A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). If you have a concern or complaint about the course or about your grade, you should meet with me privately during office hours. This is the best way to resolve issues. If issues cannot be resolved between the two of us, you should put your concerns in writing and follow the chain of command listed below:

> Meet with the Department Chairperson

> Meet with the Associate Dean for Undergraduate Studies

> Meet with the Dean of the College of Education.

10. **Grade Changes:** If you believe that I have made an error or misjudgment in grading, you may request that I review the grade and consider a grade change. All grade change requests must be put in writing and must include a written rationale as to why you believe the grade should be changed. Verbal requests to change a grade will not be accepted. I reserve the right to make all final decisions regarding grades.

11. **Drops/Incompletes:** You may drop the course or withdraw from the course as long as you do it by the posted university deadline. After the deadlines have passed, I do not issue “drops” or “instructor withdraws.” If you stop attending my class without notice and do not complete the work, I will give you and “F” for failing in professional courtesy. The deadlines for dropping or withdrawing from this class are listed on the university academic calendar.

**Withheld Grades: Policy 5.5** At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

12. **Email Procedures:** Please use my SFA D2L email address for all correspondence. If you need to connect with me quickly, use my SFA email address listed on page one. I am much more responsive to my SFA email since I check that more often during the day. If you are sending a general email message to my SFA account, please identify yourself in the full body of the e-mail message. Please use the examples listed below for e-mail and phone communication.

**Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism:** When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, **please use a formal salutation when e-mailing professors**, such as: “Dear Dr. Cegelka,” or “Professor Cegelka,”
• When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

• If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ...?” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

• Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Dr. Cegelka, I am a student enrolled in your online HSC 216 course.” Also, please include a brief description of the subject of your email in the subject line of the email.

• Be concise.

• Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

• When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Dr./Professor Cegelka) or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.

13. Writing Quality/Assignments: All assignments shall be typed using Microsoft Word. Student writing should be of the highest quality in terms of appearance, grammar, spelling, punctuation, and organization. If an assignment is poorly written, I reserve the right to return it to you and request that you visit the Writing Center before I issue a grade. Visiting the Writing Center to receive some good feedback and assistance with your written assignments is a good idea for all students.

14. Extra Credit: Occasionally I offer extra credit projects or assignments. If you are interested in extra credit, you must notify me before the start of the 3rd week of class. Students are responsible to notify the professor of their intentions.

15. Responding to your Email: Because of my busy schedule, I will not be able to check the D2L email at all hours of the day. Please do not expect e-mail responses from me quickly. I will check it once in the morning, once in the afternoon, and once in the early evening. Any time after 5-6 PM, I will not be checking the e-mail for the night and you will need to wait until the following morning. If your e-mail was sent over the weekend, I will occasionally check, but you will need to wait until that following Monday for a response.

16. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6 To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

17. Posting Assignments: I will ask you to post most of your assignments to the discussion board so that everyone can read your work. For other assignments, you will upload them to the drop box in D2L. This way I will be able to keep separate the main assignments with the discussion.

18. Returning Graded Work: Keeping up with many students during the summer session in a distance learning course is a challenge. Please be patient with me. I will do my best to give you prompt feedback and return graded assignments in a timely manner. If you don’t get something back from me, please feel free to send me an e-mail and ask why.

19. On-line Grade Book: As I grade your work, I will post the scores in the D2L grade book.

20. Resources: SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401
SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Recommended Readings:

Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning and accreditation.
2. Instruction evaluation purposes
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, ad accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who completed the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after the final grades are posted.

Basic Overview of How This Course is Organized
This is a distance-learning class. The vast majority of learning will take place via the activities, assignments, and discussions on our course home page. You may “attend class” at your convenience, when and wherever you want to . . . as long as you meet all the deadlines. You may attend class at 3:00 a.m. in the morning in your pajamas or at 9:00 p.m. at night while sitting in your Lazy-boy Chair at home while enjoying a bowl of ice cream. You choose the times and the locations when you log on to the course home page.
Hit the Ground Running!

Because this course is only 6-weeks long, we have to hit the ground running. That means you will need to start the content modules immediately. During the summer, we cover one module per week, which covers 3-4 chapters of materials. Please note the schedule of assignments above. You need to start ASAP. What are you waiting for? Get moving!

My Role and Teaching Style

I believe that knowledge is actively “constructed” from experience not passively received from the environment. The best learning occurs through experiences as we interact with other humans. Therefore, the majority of the responsibility for constructing knowledge during this course will be put in your hands. Students will learn from one another and ultimately learn how to teach themselves. My role in this course is to serve as your tour guide and facilitator. I plan to step out of the spotlight and let you direct your own learning. My role will be to facilitate your learning experience … to listen, guide, advise, probe, encourage, exhort, correct, and redirect if necessary. My ultimate goal at the end of this semester is to hear you say, “Dr. Cegelka, this was the best class that I have ever taken.”

WARNING! This Course Requires a Significant Time Investment! (Read Carefully and Re-Read Periodically!)

Some students mistakenly believe that summer distance learning (DL) classes require less time than a traditional class. NOT TRUE! Any distance learning class requires MORE time investment than traditional classroom-based courses. Summer DL classes are even ‘worse” because 15 weeks of material are crammed into 6 weeks of time. You are really going to have to hustle to keep up with the timeline in this course! In a traditional classroom based course, you would typically sit in the classroom for approximately 3-4 hours per week as you listen rather passively, take notes, and interact with the professor and your peers. Students often fail to appreciate that everything that is spoken or heard in a traditional classroom-based class must be converted to the written word in a DL class. In a traditional class, some students sit passively and rarely contribute to the discussion. This type of passive behavior is not possible in a DL class. In a DL class, the same amount of classroom participation and engagement is required of every single student. DL classrooms feature 100% participation, 100% of the time. As a result, a DL course is MORE work for many students.

Now if you have been doing your math, you know that 3+ 4 = 7 hours. Bottom line -you should set aside approximately 7 hours per week for this course . . . if you want to succeed. Some students will require less time; some will require more. Plan to spend 3 hours per week on-line in our virtual classroom and 4 hours per week off-line reading the text, articles, and preparing assignments. If it is any consolation, rest assured that I will be spending much more than 7 hours per week teaching this class. Teaching a high quality DL course is a very time consuming task for professors.

Content Modules

The content of the course is divided into self-contained modules or units of instruction. Each module builds upon the previous module. Modules are comprised of an introduction, reading assignments, learning objectives to guide you, learning activities/assignments, and usually some type of assessment. The next module will not be “released” until most of the class has completed the previous module.