

Learning Community Proposal

Planning Team:

Name	Department	E-mail	Phone	Campus Mailing Address
Margaret Hood	Biology	mcpowell@uncg.edu	256.2738	312 Eberhart Building
Regina McCoy-Pulliam	Public Health Education	regina_pulliam@uncg.edu	334.3245	427 HHP Bldg.
Radmila Petric	Biology	r_petric@uncg.edu	256.1043	312 Eberhart Building

Learning Community Theme: Biology of Sex

What makes us sexual beings has biological origins, yet, how comfortable are we with our sexuality has a social and behavior science component. *The Biology of Sex* learning community course is more than just learning about sex (*which isn't a bad start*) but includes what shapes our sexual physiology and anatomy, how genetic material is passed to the next generation through sex; multiple biological and socio-behavioral explanations of what makes us who we are (gender, sexual identify); and why some of us are motivated to have sex (intimacy, produce off-spring, pleasure, bonding). Sexual health requires a positive and respectful approach to, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. One of the great inhibitors to objectively studying human sexuality is the tendency to evaluate sexual activities as from a personal, cultural, religious or societal lens. In the *ISL Biology of Sex Learning Community*, students will have a safe place to delve deeper into sexual differentiation, identity, and orientation; gender, and sexual expression; and an opportunity to enhance critical thinking about the biology of gender, beauty, and sex. Students will complete BIO 105: Major Concepts in Biology with lab (4-credits): and HEA 260: Human Sexuality (3-credits) thereby fulfilling required General Education Markers for GNS and GSB. In addition, these students will be able to apply fundamental principles of biological concepts to real-world social and human conditions such as, but not limited to, HIV transmission, sexual addiction, transsexuality and intersexuality, cervical cancer prevention and the Gardasil vaccination, dating and sexual attraction, reproductive life planning, and chronic disease and sexual health, pregnancy and birth, reproductive disorders and diseases, , reproductive technology, and the effects of environmental contaminants on reproduction.

Identify the Academic Courses:

105 Major Concepts of Biology (3:3) Introduction to major concepts in biology. Topic sections emphasize specific areas including conservation biology, biotechnology, and current issues. Survey sections emphasize basic aspects of biology, human body, including genetics, physiology, ecology and conservation.

BIO 105L Major Concepts of Biology Laboratory (1:0:2) Designed to acquaint non-science majors with basic laboratory practices and major ideas in biology, including function of cells, mechanisms of heredity, ecology, and evolution.

HEA 260 (3:3) Study of the psychosocial, biological, cultural, and developmental research aspects of human sexuality emphasizing methods of sexuality research, relationships, gender issues, intimacy, sexual response, reproduction, exploitation, and dysfunctions.

ISL 101 (1:1) *The Biology of Sex* learning community course provides an introduction to biological principles involved in sexual differentiation, sex differences, gender, and sexual expression. Topics include sexual differentiation, sex differences, gender, and sexual expression.

Identify the Student Population: All majors across the university

Specific Learning Outcomes:

1. Demonstrate an understanding the importance of biological and social science in constructions of sexual differentiation, identity, and orientation; gender, and sexual expression.
2. Demonstrate ability to communicate about issues related to sexuality.
3. Identify campus and community resources for referral to services in relation to sexual health and reproductive life planning.
4. Critically evaluate current sources of sexuality and sexual behavior resources in the popular media.

Assessment of Learning Outcomes:

Using a rubric, the following assignments will be assessed by faculty to determine student learning, based on the course learning outcomes:

1. **Reading Reflections:** Students will meet once a week for approximately one hour. During these classroom sessions a seminar format will be employed to allow a free interchange of ideas among all students. Classes will consist of group discussion and short in-class activities. Some discussions will be initiated by assigned students and will focus on the readings and/or the field trips as well as any questions they raise and thoughts they provoke. Lecturettes and presentations will occur sporadically throughout the course. Students will be assessed by the submission of their reading reflections and journals posted in Blackboard and reviewed by faculty using a rubric.
2. **Media Presentation:** Students will develop and implement a media based presentation on a sexual health issue for UNCG students. This media presentation must be an original creation and based on their individual/group findings from research and interviews from the UNCG student body. There is flexibility with the type of presentation students can do, as long as it effectively displays their findings in a useful and productive manner. Students will be encouraged to use their imagination to put the research into practice! Students can develop a short You Tube commercial, a 16-line rap, a photographic image, a Tweet program, or a social media program,

as long as the presentation addresses a sexuality issue important to college students or provides some truth or knowledge to promote sexual health and change their perception of risk. By the last day of class, each member will present their project to the class.

Specific Assignments and Events: This course will employ reading assignments on course related topics, case studies, in-class and small group discussions, out of class activities (such as visiting student health center), simulated sexual transmission of infection lab, using models and wet material to learn reproductive anatomy, using microscopes to view sexually transmitted organisms, various guest speaker (for example, Dr. Ingraham – neurological differences between males and females), develop a group video based on their own research.

Specific Classroom Needed: For the ISL 101 course it would be ideal to be in a biology laboratory such as room 139.

Campus Partners: Library and Student Health Center. All the collaborating will occur before April 1st 2013.

Additional Needs:

Basic lab equipment - \$300

Media presentation materials- \$300

ISL instructors (3) - \$3,500 per instructor

Marketing the Learning Community: All three instructors will be working at SOAR to advertise the community