

## PSYC 385: \*Human Sexuality

<b>Location:</b>	Elgin
<b>Address:</b>	at Elgin Community College, 1700 Spartan Dr. E205 Elgin, IL 60123-7193
<b>Section:</b>	19FALL2/PSYC/385/AIL5
<b>Semester Credit Hours:</b>	3
<b>Class Day(s) and Time(s):</b>	Thursday 6:00 PM - 10:00 PM from October 21, 2019 to December 14, 2019

### Syllabus Contents

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### Course Information

#### Catalog Description

Exploration of sexuality from biological, psychological, and social perspectives. Critical issues directly and indirectly associated with sexual behavior are addressed. Note: Human sexual behavior is openly discussed in this course and is illustrated in the textbooks. Cross-listed as SOCI 385.

**Prerequisite:** PSYC 101 or SOCI 111.

#### Additional Notes

**\*\*Class meets in Room K-161\*\***

**Important Note:** Please be sure to read the entire syllabus. Pay special attention to the sections on ETEXTS, BOOKSTORE, AND TECHNICAL SUPPORT. The instructor will review the syllabus and provide an eText orientation on the first evening of class. The instructor will provide access to her eText highlights and notes to help the students prepare for their exams and to enhance the course material/class lectures and discussions. Please be sure to click on the link provided to you by your instructor to "follow" the highlights.

Please note that November 28 (Week 6) is Thanksgiving Day. We will not be meeting for class that day. Instead, we will meet the week before on Wednesday, November 20th, for our make-up class, and then again on Thursday, November 21st, for our regularly scheduled class. Room for make-up class TBA.

### Textbooks

As part of Truition<sup>SM</sup>, students will receive their course materials automatically as described below.

## Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

### eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

### Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

**Returns:** Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

**Note:** Students who opt-out of having their books provided as part of [Tuition<sup>SM</sup>](#) are responsible for purchasing their own course materials.

## Technology Requirements

**THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.**

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

## Course Learning Outcomes

1. To define major theoretical perspectives that influence the scientific study of human sexuality.
2. To explain the significant research methodologies within the discipline.
3. To examine the socially constructed nature of sexual identities.
4. To describe how sexuality overlaps with various social institutions, like education, media, family and government.
5. To recognize the changing nature of social norms.

## Grading

### Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

## Grade Weights

Assignment Category	Points	Percent
Project Proposal	60	6%
Essay	120	12%
Midterm Exam	240	24%
Research Paper	230	23%
Powerpoints for Presentation	30	3%
Presentation	60	6%
Final Exam	240	24%
Participation/Attendance	20	2%
<b>Total</b>	<b>1000</b>	<b>100%</b>

## Schedule of Due Dates

### Week 1

Assignment	Points	Due
Assigned Reading	--	October 24, 2019 (Be sure to have done the reading before the start of class)
In-Class Activities	--	October 24, 2019

### Week 2

Assignment	Points	Due
Assigned Reading	--	October 31, 2019 (Be sure to have done the reading before the start of class)
In-Class Activities	--	October 31, 2019
Research Proposal	60	October 31, 2019 (6 pm)

### Week 3

Assignment	Points	Due
Assigned Reading	--	November 7, 2019 (Be sure to have done the reading before the start of class)
In-Class Activities	--	November 7, 2019
Essay	120	November 7, 2019 (6 pm)

### Week 4

Assignment	Points	Due
Assigned Reading	--	November 14, 2019 (Be sure to have done the reading before the start of class today)
In-Class Activities	--	November 14, 2019
Midterm Exam	240	November 14, 2019

### Week 5

Assignment	Points	Due
Assigned Reading	--	November 20, 2019 (Be sure to have done the reading before the start of class)
In-Class Activities	--	November 20, 2019

### Week 6

Assignment	Points	Due
Assigned Reading	--	November 21, 2019 (Be sure to have done the reading before the start of

Assignment	Points	Due
In-Class Activities	--	November 21, 2019
Research Paper - Final Draft	230	November 28, 2019 (6 pm) (via Dropbox)
<b>Week 7</b>		
Assignment	Points	Due
Assigned Reading	--	December 5, 2019 (Be sure to have done the reading before the start of class)
In-Class Activities	--	December 5, 2019
Powerpoints for Presentations	30	December 5, 2019 (6 pm via email)
Presentations	60	December 5, 2019
<b>Week 8</b>		
Assignment	Points	Due
Wrap Up Presentations	--	December 12, 2019
Final Exam	240	December 12, 2019
Participation/Attendance	20	December 19, 2019
<b>Total Points: 1000</b>		

## Assignment Overview

### Assignments

#### Assignments

Out of class activities include: reading (textbook chapters and/or any articles assigned), reviewing for exams, online learning activities, writing (reflective essay, project proposal, & research paper), & the creation of a presentation of one's research findings. Any out of class assignments are due at the start of class (6 pm). These should be handed in as a printed copy. You may email your assignment, if you know you will be late or will miss class, however, you still must meet the 6 pm deadline. You are required to bring a hard copy of that assignment to class the following class period, in order for the item to be graded.

#### Essay

Please note that the essay and the research paper are two different assignments. The essay has to do with one's own experiences, the research paper is focused on what research tells us about the experiences of different groups in our society. Students will write an essay exploring their own experiences and interactions with minority and/or majority groups. The key to this essay is to examine the relevance of these course concepts to one's own life. Sociological concepts can often add clarity to our own experiences and provide us both a new perspective and a new vocabulary with which to discuss these experiences. These essays should be three to four pages, and should use concepts from the text as well as give you an opportunity to discuss relevant examples from your own life experience. Any essays turned in after the stated due dates will lose points; points will also be deducted from your essay if you fail to meet the minimum page requirement. There is no maximum requirement, feel free to write as much as you want to explore the essay assignment.

Specific guidelines for the essay will be handed out and discussed the first day of class, and available online via D2L. Essays will be reviewed for organization and clarity of thought, as well as a demonstration of proficiency with concepts discussed in class. Essays will also be assessed regarding whether students are able to apply what they have learned to their own experience.

Your essay is worth 120 points.

#### Project Proposal

As the initial step in the research paper process, a research proposal will be turned in and approved by the instructor. The proposal will be a 1+ page, typed statement regarding which topic the student wishes to research further, as it relates to human sexuality, and their reasoning behind why they wish to study this topic, and will include a clear research question, which the student will use to guide their research. The research proposal is the first step towards writing the research paper. It shows that you are thinking about the question you wish to ask and the direction you wish to go with your research. It is not the final paper. Remember - this proposal has nothing to do with the essay. It is the beginning step for your research paper, as a jumping off point to help you to start gathering data for your research paper.

The research proposal will be evaluated for clarity of ideas, ability to meet guidelines, and open to revision, as this document is the agreement between teacher and student regarding their goals for the final project itself.

Your project proposal is worth 60 points.

### **Research Paper on Sexuality**

This paper will use current scientific research to examine topics related to human sexuality. Students will choose a research question for their research paper at the beginning of the term via the research proposal, and once they receive permission from the instructor to do so, will begin gathering and analyzing data, which will culminate in a written research paper. This paper will be a formal research paper, using APA style citation, the body of which will be a minimum of 7 pages. Guidelines for APA style citations will be given out later in the semester.

I strongly encourage you to utilize Columbia College's library and online databases for this project. This a great resource for you. I also recommend OWL (Online Writing Lab) for help with citations, etc. Research Papers will be evaluated on a number of criterion. Proper format and citation style will be assessed. Grammar, syntax, and spelling will be taken into consideration in the grading process. The primary element of assessment will be in regards to organization, conceptualization, and accuracy in reporting findings, historical data, and current dynamics. Specific guidelines for this paper will be discussed in class and will also be available on D2L. Points will be deducted if you fail to reach the page minimum &/or if you turn your assignment in late.

Your research paper is worth 230 points.

### **Presentation (& Powerpoints)**

Students will create a 8-12 minute presentation (using PowerPoint), in which they will give highlights from their research regarding human sexuality. Presentations are a great opportunity for students to share what they learned. Presentations will be assessed for clarity, organization, and ability to meet time requirements. A rubric will be handed out on the first day of class, and will also be available via D2L. Powerpoints for the presentation are due via email by 6pm on class night of week 7.

Powerpoints are worth 30 points. Your presentation is worth 60 points.

### **Participation/Attendance**

Participation/in-class assignment points are earned each class period when engaging in these activities. Participation is an essential element to learning, as is attendance. You must not only be present physically, but also actively engaged in the process of learning. Participation/in-class assignments grade will be assessed by a % of the number completed and translated to a score (out of 20). You may not make up in-class assignments.

### **Additional Instructions/Information**

Any successful learning experience requires the mutual respect of the student and the instructor, as well as respect for your fellow students. Please refrain from any disruptive, distracting, or rude activity or behavior in the classroom. Such behaviors include: cell phone usage (no texting or calling during class), laptop usage unless it is to reference our eText, sleeping, side bar "talking" (side conversations with your neighbor, writing notes to your neighbor), doing homework for another class, reading thenewspaper or a book not related to the course, excessive tardiness (arriving late or leaving early, especially on a regular basis), being disrespectful to other classmates or to the instructor by making hostile or rude remarks or gestures. Language used in the classroom should always reflect respect for others; communication that creates a "hostile environment" will not be tolerated. In fact, the instructor reserves the right to ask a student to leave the classroom if their behavior is deemed by the instructor to be too disruptive, hostile, or disrespectful. We will not always agree with each other, but we must be respectful toward each other, even in the light of disagreements.

We will engage each other in lively and sometimes heated discussions around topics having to do with race, ethnicity, social class, religion, gender, sexual orientation, disability, inequality, etc. In this, I encourage everyone to express their opinions. However, our classroom must be a safe place where everyone can feel confident in expressing their thoughts and feelings. This means that rude interruptions, derogatory statements, and personal attacks, will not be tolerated. You may disagree with each other, but you must be tolerant and respectful of each other when addressing those differences. You may not be comfortable with all the topics and issues discussed, and that is expected, given that some of the material discussed may challenge your own conceptions of the world. I encourage you, though, to remain a part of the discussion, and think through, sociologically, what we are addressing. *Be willing to be a little uncomfortable, for it is when we step outside our comfort zone that we learn the most.*

### **The letter grades are defined as follows:**

A: Awarded to work which far exceeds minimum expectations, not only in doing all that is required, but doing it with superior skill, creativity, and thoroughness. Essays and final projects are well organized and well written. Re discussion: regularly shares insight and contributes intelligently and often to group and class discussions.

B: Awarded to work which is clearly above average, not only in doing all that is required, but doing it very well and demonstrating substantial competence. Essays and final projects are strong, but may lack focus or organization. Re discussion: regular participation in discussion with serious effort to promote understanding of the issues.

C: Awarded to work which is average; it meets the minimum requirements, but does not demonstrate a grasp of the material beyond the basics. Essays and final projects are not as strong, may need more analysis or stronger focus. Re discussion: occasional participation, evidence of attentiveness.

D: Awarded to work which is passing, but below average competency for college students. A significant amount of work is missing, or work has many errors with little effort or thought. Essays and final projects lack coherence or are poorly written. Re discussion: does not participate in class discussions.

F: Awarded to work which does not meet the minimum requirements of the assignment and demonstrates a general lack of understanding or effort. Essays and final projects lack effort and/or correct information. Re discussion/class attendance: inattentive or disruptive.

*Please keep in mind that you are responsible for your grade in this course. I do not give you a grade; you earn it. Do not wait until the last week of class to be concerned about your grade.*

## Examinations

***There will be two exams: the midterm exam (given in week 4) and the final exam (given in week 8). Exams will be evaluated based on the quality and quantity of your efforts in answering the questions given. Each exam is worth 240 points.***

### Midterm exam

The midterm exam may consist of true/false, multiple choice, matching, short answer, and essay questions covering any lecture, video, discussion, or readings assigned during the course, up to the time of the exam.

### Final exam

The final exam, like the midterm, may consist of true/false, multiple choice, matching, short answer, and essay questions, covering any lecture, video, discussion, or readings assigned during the course. While the final exam will have a heavier focus on the materials covered in the second half of the term, there will also be some comprehensive items on it, as well.

## Course Outline

Click on each week to view details about the activities scheduled for that week.

### Week 1: Introduction to Human Sexuality/Perspectives on Sexuality - October 24, 2019

#### Assigned Reading

Chapter 1: Perspectives on Sexuality

Chapter 2: Sex Research: Methods & Problems

Chapter 9: Sexual Orientations

Plus possible additional readings.

Remember that you are responsible for the reading, whether we discuss it in depth during class time or not, so please be diligent about keeping up with reading.

#### In-Class Activities

Class expectations will be explained within the context of the course syllabus.

Lecture and discussion will be focused on introducing basic concepts. Various in-class activities will occur during class time, interspersed throughout lecture and class discussion.

### Week 2: Sex and Gender (i.e. Anatomy and Society) - October 31, 2019

#### Assigned Reading

Be sure to read Chapters 3-5 before the start of class

Chapter 3 - Female Sexual Anatomy & Physiology

Chapter 4 - Male Sexual Anatomy & Physiology

## Chapter 5 - Gender Issues

Plus possible additional reading

Remember that you are responsible for the reading, whether we discuss it in depth in class or not, so please be diligent about keeping up with your reading.

### **In-Class Activities**

Various in-class activities will occur during class time, interspersed throughout lecture and class discussion.

### **Research Proposal**

As the initial step in the research paper process, a research proposal will be turned in and approved by the instructor. The research proposal will be a 1+ page, typed statement regarding which topic the student wishes to research further, as it relates to human sexuality and their reasoning behind why they wish to study this particular topic, as well as preliminary ideas on the topic. Students must be sure to include a research question in their proposal.

The research proposal is the first step towards writing the research paper. It shows that you are thinking about the question you wish to ask and the direction you wish to go with your research. It is not the final research paper. Remember - the proposal has nothing to do with the essay. It is just the beginning step for your research paper, as a jumping off point to help you start to gather data to discuss in your final draft.

Your research proposal is worth 60 points.

## **Week 3: Sexual Arousal, Sexual Behavior, & Sexual Orientation - November 7, 2019**

### **Assigned Reading**

Be sure to read Chapters 6, 8, & 9 before the start of class.

Chapter 6: Sexual Arousal & Response

Chapter 8: Sexual Behaviors

Chapter 9: Sexual Orientations

Plus possible additional readings

Remember that you are responsible for the reading, whether we discuss it in depth during class time or not, so please be diligent about keeping up with your reading.

### **In-Class Activities**

Various in-class activities will occur during class time, interspersed throughout lecture and class discussion.

### **Essay**

Please note that the essay and the research paper are two different assignments.

The essay has to do with one's own experiences, the research paper is focused on what research tells us about different views or topics related to human sexuality, in our society or others. Students will write an essay exploring their own views on sex and sexuality, as well as the collected responses of 5-10 brief interviews. The key to this essay is to explore the different ways that people view sexuality. You will also be encouraged to use psychological and sociological concepts to discuss your findings. Sociological concepts can often add clarity to our own experiences and provide us both a new perspective and a new vocabulary with which to discuss these experiences.

These essays should be three to four pages, and should use concepts from the text as well as give you an opportunity to discuss relevant examples from your own life experience. Any essays turned in after the stated due dates will have points deducted; points will also be deducted from your essay if you fail to meet the minimum page requirement. There is no maximum requirement, feel free to write as much as you want to explore the essay assignment. Specific guidelines for the essay will be handed out and discussed the first day of class, and available online via D2L.

Essays are worth up to 120 points.

## **Week 4: Sexuality/Midterm - November 14, 2019**

### **Assigned Reading**

We will be wrapping up Chapters 6, 8, & 9 today.

Plus possible additional reading.

### **In-Class Activities**

Various in-class activities will be interspersed throughout lecture and class discussion

### **Midterm Exam**

There will be two exams: the midterm exam (given in week 4) and the final exam (given in week 8). Exams will be evaluated based on the quality and quantity of your efforts in answering the questions given. Each exam is worth 240 points.

The midterm exam may consist of true/false, multiple choice, matching, short answer, and essay questions covering any lecture, video, discussion, or readings assigned during the course, up to the time of the exam.

## **Week 5: Intimate Relationships - communications, consent, coercion, & compliance - Wednesday, November 20, 2019, to make up for missing class next week for Thanksgiving**

### **Assigned Reading**

Be sure to read Chapters 7, 17, & 18 before the start of class

Chapter 7: Love and Communication in Intimate Relationships

Chapter 17: Sexual Coercion

Chapter 18: Sex for Sale

Plus possible additional readings

Remember that you are responsible for the reading, whether we discuss it in depth during class time or not, so please be diligent about keeping up with your reading.

### **In-Class Activities**

Various in-class activities will occur during class time, interspersed throughout lecture & class discussion.

## **Week 6: Prevention Education/Conception - Process & Choice - November 21, 2019**

### **Assigned Reading**

Be sure to read Chapters 10, 11, & 15 before the start of class

Chapter 10: Contraception

Chapter 11: Conceiving Children: Process & Choice

Chapter 15: Sexually Transmitted Infections

Plus possible additional readings

Remember that you are responsible for the reading, whether we discuss it in depth during class time or not, so be diligent about keeping up with the reading.

### **In-Class Activities**

Various in-class activities will occur during class time, interspersed throughout lecture and class discussion.

### **Research Paper - Final Draft**

This paper will use current scientific research to examine topics related to human sexuality. Students will choose a research question for their paper at the beginning of the term, and receive permission from the instructor on said research question.

This paper will be a formal research paper, using APA style citation, and the body of which will be a minimum of 7 pages.

Your cover page and reference page do not count toward your 7 page total. I strongly encourage you to utilize Columbia College's library and online databases for this project. This a great resource for you. I also recommend OWL (Online Writing Lab) for help with citations, etc.

Research papers will be evaluated on a number of criterion. Proper format and citation style will be assessed. Grammar, syntax, and spelling will be taken into consideration in the grading process. The primary element of assessment will be in regards to organization, conceptualization, and accuracy in reporting findings, historical data, and current dynamics. Points will be deducted for papers that are turned in late or that do not meet the page minimum. Evaluation guidelines will be given out in class, as well as made available on D2L.

Research Papers are worth 230 points.



## Week 7: Sex Through the Lifespan/Presentations - December 5, 2019

### Assigned Reading

Be sure to read Chapters 12 & 13 before the start of class

Chapter 12 - Sexuality During Childhood & Adolescence

Chapter 13 - Sexuality & the Adult Years

Plus possible additional readings

Remember that you are responsible for the reading, whether we discuss it in depth during class time or not, so be diligent about keeping up with your reading.

### In-Class Activities

Various in-class activities will occur during class time, interspersed throughout lecture and class discussion

### Powerpoints for Presentations

Students will create a 8-12 minute presentation (using PowerPoint), in which they will give highlights from their research. Powerpoints for the presentation are due via email by 6 pm on class night of week 7.

Powerpoints are worth 30 points.

### Presentations

Students will create a 8-12 minute presentation (using PowerPoint), in which they will give highlights from their research. Presentations are a great opportunity for students to share what they learned. Presentations will be assessed for clarity, organization, and ability to meet time requirements.

Your presentation is worth 60 points.

## Week 8: Presentations/Final Exam - December 12, 2019

### Wrap Up Presentations

Students will create a 8-12 minute presentation (using PowerPoint), in which they will give highlights from their research. Presentations are a great opportunity for students to share what they learned. Presentations will be assessed for clarity, organization, and ability to meet time requirements.

Your presentation is worth 60 points.

### Final Exam

Exams will be evaluated based on the quality and quantity of your efforts in answering the questions given. Each exam is worth 240 points.

The final exam may consist of true/false, multiple choice, matching, short answer, and essay questions, covering any lecture, video, discussion, or readings assigned during the course. While the final exam will have a heavier focus on the materials covered in the second half of the term, there will also be some comprehensive items on it, as well.

### Participation/Attendance

Participation/in-class assignment points are earned each class period when engaging in these activities. Participation is an essential element to learning, as is attendance. You must not only be present physically, but also actively engaged in the process of learning. Participation/in-class assignments grade will be assessed by a % of the number completed and translated to a score (out of 20). You may not make up in-class assignments. Participation/attendance scores will be calculated after the last class of the term.

### + Additional Resources

Online databases are available at [library.ccis.edu](http://library.ccis.edu). You may access them using your CougarTrack login and password when prompted.

### Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College

Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: [CCHelpDesk@ccis.edu](mailto:CCHelpDesk@ccis.edu), 800-231-2391 ex. 4357
- D2L Helpdesk: [helpdesk@d2l.com](mailto:helpdesk@d2l.com), 877-325-7778
- VitalSource: [support@vitalsource.com](mailto:support@vitalsource.com), 1-855-200-4146

## Online Tutoring

SmarterThinking is a free online tutoring service available to all Columbia College students. SmarterThinking provides real-time online tutoring and homework help for Math, English, and Writing. SmarterThinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access SmarterThinking through CougarTrack at [Students -> Academics -> Resources](#).

## ❗ Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

### Additional Policies:

#### Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

#### Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

#### Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

#### Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

### Course Policies and Procedures:

#### Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

### CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

### Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

### Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at [ccis.edu/policies](http://ccis.edu/policies). The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.