|  |  |
| --- | --- |
| EAGL 1000  **Positive Choices**  ***Fall 2023***  **- - - - - - - - - -**  **Department of Special Education, Rehabilitation, and Counseling**  **College of Education**  Instructor Information  Dr. Drew  [cmd0109@auburn.edu](mailto:cmd0109@auburn.edu) |  |

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

**Course Number: EAGL 1000**

|  |  |
| --- | --- |
| **Course Title** | **Positive Choices** |
| **Credit Hours** | 3 Semester Hours |
| **Course Meetings** | Tuesdays and Thursdays 9:30-10:45 am**│** Haley 1221 |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Instructors** | Dr. Christine Drew |
| **Office Location** | Haley 2084 or Zoom |
| **Phone/E-mail** | cmd0109@auburn.edu |
| **Office Hours** | By appointment |
|  | |

1. **Date Syllabus Prepared:** Created Fall 2019, Edited Fall 2024
2. **Textbooks or Major Resources-** All materials for this class are provided to students. Please be sure to bring your materials (binder and pencil or pen) with you to class each week after they are distributed to you during the first class session.
3. **Course Description-** In this course, students will explore positive choices on healthy relationships, sexuality, and safe boundaries. The course is designed to increase critical thinking about relationships.
4. **Student Learning Outcomes:**
5. Students will actively explore relationships and self-awareness. They will recognize and apply safe boundaries within personal relationships. Responsible behavior, types of relationships, trust in relationships, privacy and personal boundaries, managing feelings, self-esteem, consent and right and wrong touch will all be discussed.
6. Students will actively explore maturation. They will recognize the relationship between puberty and reproductive capacity and apply safe judgement to decisions about sexuality, attractions and dating.
7. Each student will learn about the life cycle. They will learn to apply decision-making to mature sexual relationships, especially in relation to reproduction. The course will cover sexual commitment and responsibility, conception, pregnancy, childbirth and their personal stage of development in relation to the life cycle.
8. Students will learn more about sexual heath. They will learn to demonstrate personal responsibility for sexual health and behavior such as sexual behavior and abstinence, birth control, breast health, importance of pelvic and prostate examinations as well as recognizing STIs and protecting themselves.
9. Students will recognize sexual abuse and learn ways to stay safe. Students will learn to demonstrate positive assertiveness skills and responsibility for personal sexual behavior.

**Course Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY** | **DATE** | **CLASS** | **ASSIGNMENT DUE** |
| Tuesday | 08/20/2024 | Positive Choices Introduction and Pretest |  |
| Thursday | 08/22/2024 | Chapter 1: Relationship and Self-Awareness  (Unit 1), Rules and Expectations |  |
| Tuesday | 08/27/2024 | Chapter 1: Relationship and Self-Awareness  People Sorting Activity (Unit 2 and 3) |  |
| Thursday | 08/29/2024 | Chapter 1: Relationship and Self-Awareness  (Unit 4), Unit 7 |  |
| Tuesday | 09/03/2024 | Chapter 1: Relationship and Self-Awareness  (Unit 8), coloring activity and review questions  Chapter 1: Relationship and Self Awareness  (Lesson 6 from SE) |  |
| Thursday | 09/05/2024 | **Kahoot and Test 1** | **Manual Check — Units 1-4, 7-8, and Lesson 6** |
| Tuesday | 09/10/2024 | Chapter 5: Abuse Prevention (Units 27-28) |  |
| Thursday | 09/12/2024 | Chapter 2: Maturation (Units 10-11)  Models |  |
| Tuesday | 09/17/2024 | Chapter 2: Maturation (Unit 12)  Models |  |
| Thursday | 09/19/2024 | Chapter 2: Maturation (Unit 13) including path of the egg |  |
| Tuesday | 09/24/2024 | Chapter 2: Maturation (Unit 14) including path of the sperm; combination of path of the egg and path of the sperm |  |
| Thursday | 09/26/2024 | **Kahoot and Test 2** | **Manual Check- Units 10-14 and Units 27-28** |
| Tuesday | 10/01/2024 | Introduction to Sexuality and Gender PowerPoint |  |
| Thursday | 10/03/2024 | Sexuality and Gender continued |  |
| Tuesday | 10/08/2024 | Chapter 3: The Life Cycle (Unit 17-18) |  |
| Thursday | 10/10/2024 | Fall Break – No Class Meeting |  |
| Tuesday | 10/15/2024 | Chapter 3: The Life Cycle (Unit 19-20) |  |
| Thursday | 10/17/2024 | Lesson 8 from SE including Peer Pressure (Unit 15) |  |
| Tuesday | 10/22/2024 | Lesson 10 from SE |  |
| Thursday | 10/24/2024 | **Kahoot and Test 3** | **Manual Check – Units 15, 17-20,**  **Lessons 8, 10, 19, Additional**  **PowerPoints, and packet** |
| Tuesday | 10/29/2024 | Chapter 4: Sexual Health (Units 21)  Models |  |
| Thursday | 11/31/2024 | Chapter 4: Sexual Health (Units 22)  Models |  |
| Tuesday | 11/05/2024 | Chapter 4: Sexual Health - negotiation |  |
| Thursday | 11/07/2024 | Chapter 4: Sexual Health (Units 26) |  |
| Tuesday | 11/12/2024 | Chapter 4: Sexual Health (Units 23-24)  Models |  |
| Thursday | 11/14/2024 | Chapter 4: Sexual Health (Unit 23-24) cont.  Models |  |
| Tuesday | 11/19/2024 | Chapter 4: Sexual Health (Unit 25)  Models |  |
| Thursday | 11/21/2024 | Chapter 5: Being Strong and Safe (Unit 29-30) |  |
| Tuesday | 11/26/2024 | \*Thanksgiving Break |  |
| Thursday | 11/28/2024 | \*Thanksgiving Break |  |
| Tuesday | 12/03/2024 | Make up and Review for Test  Condom demonstration with models |  |
| Tuesday | 12/05/2024 | **Kahoot and Test 4**  **Final Class** | **Manual Check – Units 21-26, 29-30** |

**Grades:**

|  |  |
| --- | --- |
| **Assignment Name** | **Point Value** |
| Manual Check—Units 1-2 | 5 |
| Manual Check – Unit 3, Unit 7 | 5 |
| Manual Check—Lesson 6 | 5 |
| Manual Check — Unit 4 | 5 |
| Manual Check- Unit 8 | 5 |
| Test 1 | 25 |
| Manual Check — Units 27-28 | 5 |
| Manual Check — Unit 10-11 | 5 |
| Manual Check — Unit 12-13 | 5 |
| Manual Check – Unit 14 | 5 |
| Test 2 | 25 |
| Manual Check-Unit 15 | 5 |
| Manual Check –Introduction to Sexuality and Gender PowerPoint Notes | 5 |
| Manual Check- Lesson 8 | 5 |
| Manual Check — Units 17-18 | 5 |
| Manual Check — Lesson 10 | 5 |
| Manual Check – Unit 19-20 | 5 |
| Manual Check — review packet | 5 |
| Test 3 | 25 |
| Manual Check — Units 21-22 | 5 |
| Manual Check – Units 23-25 | 5 |
| Manual Check — Unit 26 | 5 |
| Manual Check — Unit 29-30 | 5 |
| Test 4 | 25 |
| Participation | 150 |
| **Total:** | **350** |

**Course Requirements/Evaluation**

Course Assignments:

1. Relationship and Self-Awareness - Chapter 1 contains Units 1-8. Students will be responsible for answering review questions for all 8 units and completing a comprehensive test on the chapter.
2. Maturation - Chapter 2 contains Units 9-15. Upon completion of the units, students will be responsible for the answering the review questions of all 7 units and will take a comprehensive test on Chapter 2.
3. The Life Cycle - Chapter 3 contains Units 16-20. Students are responsible for answering review questions from Units 16-20 and taking a comprehensive test on Chapter 3.
4. Sexual Health - Chapter 4 contains Units 21-26. Upon completion, students will be responsible for answering review questions from all 6 units and taking a comprehensive test on Chapter 4.

5) Being Strong, Staying Safe - Chapter 5 contains Units 27-31. After completion of the lessons, students will be required to answer all review questions from the units and will be tested on the contents of Chapter 5

**Class Policy Statements:**

**Participation**: Students are expected to participate in all class activities. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course. Students will receive 2 points for attending class and 3 points for participating in class discussion for a total of 5 participation points per class.

**Assignments:** Written assignments are expected to be typed and are to be of high a quality. Assignments must be turned in the day the assignment is due and during the regularly scheduled class time on Box. All assignments should be posted on Box under the corresponding class page. Please do not email assignments. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**Excused** **Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy**: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**Written Assignments** are expected to be prepared using word processing software (or other assignment appropriate software e.g., PowerPoint for poster project), grammatically accurate, and free of spelling and typographical errors. Written assignments should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.

**Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code:**  All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality

Notes: