

Mary Baldwin College  
Women's Studies/Biology 252 On-line - Canvas  
**BIOLOGY OF WOMEN**  
Fall 2020

Adult Degree Program (on-line) Students/Independent Study/Blackboard

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***Course Objectives/Learning Outcomes:*** Students will be introduced to the biological events of a woman's life from menarche to menopause and beyond. Topics include: female anatomy and physiology; hormones and the role of hormones in the menstrual cycle; diseases, disorders, and conditions; breast health and disease; development and disorders of development; pregnancy and effects of pregnancy on health; contraception; infertility; and menopause. Students will explore a topic of their choosing in greater depth.

**Text and Readings:**

There is one good textbook that deals with women's biological issues – consider this an **optional** textbook – it's a bit dated but my power points ARE up to date.

- Hornstein, TM and Schwerin, JL. 2013. ***Biology of Women***. 5<sup>th</sup> Edition. Delmar Cengage Learning Publishers. ISBN-13: 9978-1-4354-0033-7. **Note: to save money, consider renting a textbook or purchasing a used book or an e-book if you so choose.** I have placed black / white scans of most of the early chapters on Blackboard. **Since there are power points and YouTube films in the modules, you may decide that you don't really need the book.**

**Canvas** will be used for posting of announcements, syllabus, power points, other applicable material and discussions as well as for submitting assignment-tests and final project. Power points are intended to inform as well as instruct. These contain current information.

Gradebook is used for posting student grades.

**Discussion board** may be used. Students will be expected to reply/interact/initiate discussion threads and your participation is counted as a participation grade. Consider the space as free-space for students to interact with each other and support each other.

**Please note: All students must reply to the first announcement by the end of the second week of the course – this is required for on-line courses. I have to know that you are out there.**

**Contacts:**

E-mails will be sent to students through Canvas.

### **Final Grades Breakdown:**

Three test / assignments	60%
Final exam/research project	30% (written report 20%, power point 10%)
Discussion / participation	10%

Students must do the final exam project in order to pass the course.

### **Due Dates for Work:**

**Due dates are included in the topics outline** (in this syllabus).

**Any due dates set by Canvas will not be changed for individual students unless there are extenuating circumstances. Late work may be penalized.**

### **Work for Grade:**

#### **Test/Assignments:**

**Test / assignments are open book and are posted on Canvas.** I suggest that you review the power points and assigned chapters BEFORE you work on the test / assignments. Test / assignments will include multiple choice, short answers, mini-projects, and/or essays. Since the test / assignment is open book/note, I expect comprehensive, reflective, and detailed answers/discussions to essays. YouTube reviews must be comprehensive and include video URL and why chosen – strengths, potential audience(s), etc.

### **Final Exam Project:**

**Final exam project will be a research project – written report + power point and submitted to Canvas.**

Exam/Project will include researching a **specific aspect of a woman's (or men's) health / disease topic that interests you** – prepare a written report (5 to 7 pages, double-spaced, 12 font, standard margins; the length does NOT include your footnotes / endnotes and bibliography) PLUS a power point to accompany the written project. Ideas for topics can come from the textbook or based on a women's or men's health / biological issue of interest. Run your topic by me (as a **required assignment**) so that I can approve it before you get started. The book has lots of ideas but you may have a specific interest that you would like to explore in depth.

**A total of at least three references will be required:**

**Choose one to two from here:**

- **Reliable internet sources of information** with **dot.org** or **dot.gov** URLs (includes [www.cdc.gov](http://www.cdc.gov)); eg,
  - **CDC publications:** see [www.cdc.gov](http://www.cdc.gov) main page for links to available journals related to infectious diseases, case reports, chronic diseases or links to CDC information / data / publications
  - **Mayo Clinic web site** – excellent source of medical information
  - **NIH research sites**

**Choose at least one to two from here:**

- **A current medical journal article** (an **original research** article, an editorial or medical perspective, a review article, a case study) **from a peer-reviewed medical journal** (eg, New England Journal of Medicine, Journal of the American Medical Association, Lancet, or other medical journals related to your topic; eg, internal medicine, psychiatry, OB/GYNE, reproductive endocrinology, sexual health, etc.) – choose the most recent articles from any of these journals – don't go beyond 2 years. **Choose at least one article**

**that represents a current area of research in your chosen topic.** The journals I want you to use are intended for physicians and medical researchers. I would recommend choosing one of these medical journals and searching that journal for an article addressing your topic. **Choose full-text articles** to avoid interlibrary loan delays. Full text articles are often available in medical journals or may be available through MBU library services. **You may also use reliable, peer-reviewed journals from nursing or social work areas.**

**You may use the following as additional resources (as long as your main three sources are from the above categories):**

- **Other reference(s) that address your topic** – YouTube, Nightline, 20/20, Frontline, or other film sources; magazine articles, etc. These are considered ‘gray literature’; ie, not peer-reviewed/scholarly sources.

**Written Report:**

**You don’t need to use a cover page** – start your paper on page one with title, your name, date submitted on top of first page of document. You may include illustrations, diagrams, graphs, tables, photos, videos, etc. in your document. If you do so you must discuss them – don’t just put them in there expecting your reader to interpret for you.

Your paper must include an introduction and a reason why you chose the topic. **You should divide your paper up into sections with headings / subheadings – this helps with organization. One section should be devoted to a current journal article that explores an area of research pertaining to your topic.** Explain who the researchers are and what they are doing. Research may be in the area of mechanisms, diagnosis, treatment, etc.

**Format for footnotes and bibliography:** you may use MLA, APA, Chicago-Turabian, or CSE citation methods (I am flexible on this as long as you use a consistent method). Consult the reference librarian at MBC if you have questions related to these citation methods. **You must use citations and sources within the written report** (endnotes, footnotes, bottom notes, whatever fits your chosen favorite).

On your reference page, include URLs if applicable. For articles, you must include author(s), year of publication, full title of article, full name of journal (no abbreviations), volume #, pages covered (eg, 234-242).

**You may be creative** and include films, pamphlets, newsletters, or other patient-information literature, etc. if you think that this might enhance your project. However, this cannot substitute for the written report with associated guidelines.

**Submit paper to Canvas (must be doc or dox only).** Do not use google docs or pdf.

**Power point:**

**Power point** should contain no more than 12 to 14 slides **including title slide and final reference slide.** Your power point should be visible at the back of a pretend large classroom. Editing of slides is critical. **Avoid packing a lot of information onto one slide.** Audiences dislike having to read lots of tiny print on a slide. Crazy custom animations are distracting and should be avoided. Avoid unusual color combinations and busy slides. It is better to have more slides and spread out the information vs. less slides that have too much information.

**Images should be used for visual variety and should be clear, not fuzzy** (if fuzzy when enlarged, find another image); images should fill up the slide for easy visibility from the ‘back of the room’. **Make sure that you check to see if the image is in fact what you searched for** (you will have to open up the link and make sure it is what you are looking for (eg, I have sometimes searched for a specific microorganism but the images that come up aren’t always that organism!).

YouTube (or other) links to short films (less than 3 minutes) can be linked into your power point. If you are new to power points, use my own power points as examples of how to do power point presentations for lectures. Please do not use Prezi.

Edit your power point for font/case consistency and spelling, etc.

**Submit to Canvas. Submit as ppt or pptx.** Do not use google docs or pdf.

**Grading:**

**Grading** of research paper and power point will include writing (sentence structure and editing, spell-check), use of required and reliable sources (**links to full text articles must be provided so that I can access your references**), correct citation format, ability to communicate scientific information in a clear and accurate manner, scholarly treatment of the topic, and overall adherence to guidelines for the project.

Exam will be due by ‘work-due’ date (consult calendar). Exception summer, by first week in August unless there are extenuating circumstances.

**Requests for Extension (ET):**

Check on dates for extensions for semester in question. Extensions are at my discretion. If you are having difficulties during the session, it is a good idea to be in touch with your instructors on an on-going basis. If there are extenuating circumstances, instructors can grant extensions. There are deadlines for extensions so make sure you get your requests in on time. In general, only one ET is permitted.

**Honor Code:**

**MBU honor code must be adhered to. Plagiarism includes copying and pasting content from the Internet as well as copying sentences from journal articles or text books without proper citation.**

**Schedule for Course Completion:**

**All students are responsible for adhering to deadlines regarding submission of work.**

**Schedule of Topics**

**Notes: Week dates cover Monday through Sunday**

**Open book is defined as anything in modules, including power points; and text (optional textbook)**

Topic / Power Points	Chapter(s) – text optional for reference
<b>Fall: session starts August 24</b> <b>Week 1 –August 24 – August 30</b> Why Biology of Women? Power point: History of Women’s Health Movement	1

<p><b>Week 1 - continued</b> Power point: Skeletal Systems and Pelvic Floor – Male and Female</p>	3 (pelvic floor – pages 67-68)
<p><b>Week 2 – August 31 – September 6</b> Reproductive anatomy – females and males Power points: Reproductive System – Female (external and internal); Reproductive System – Male</p>	3
<p><b>Week 3 – September 7 – September 13</b> Reproductive cycle Power points: Hormones Simple; Menstrual Cycle</p>	2 (homeostasis and feedback loops - pages 18-21; endocrine system – pages 22 – 26; skeletal system – pages 27-31; urinary system – pages 47-48) 4 (pages 77-89)
<p><b>Week 4 –September 14 – September 20</b> Menstruation and problems Power points–Menstruation – Conditions/Disorders</p>	5
<p><b>Week 5 - September 21 – September 27</b></p> <p><b>Test / Assignment #1 (chapters 1 through 5; modules/power points) – on Canvas (open book)</b></p> <p><b>Due: on or before September 27</b></p>	
<p><b>Week 6 - September 28 – October 4)</b> Reproductive tract infections Cancers and other diseases of the female reproductive system Power points – Conditions, Disorders, and Diseases – (three power points) Female Reproductive Tract</p>	6, 8
<p><b>Week 7 - October 5 – October 11</b> Breast health and diseases Power point – Breasts</p> <p><b>Assignment: Submit to Canvas:</b> <b>Think about <u>topic for final project/exam</u> approval; topic must be specific (eg, not just prostate cancer – too general; an example of a specific topic could be issues with screening or disparities in African-American males; another example – not just infertility but infertility and PCOS) – be as specific as you can</b></p> <p><b>Due: October 12</b></p>	7

<p><b>Week 8 - October 12 – October 18</b>  Genetics and fetal development  Power point – Development and Differences in Sexual Development</p>	<p>10 (fertilization and placenta – pages 228-232; sex determination – pages 237-240; chromosomal disorders – pages 241-244)</p>
<p><b>Week 9 – October 19 - 25</b>  <b>Test / Assignment #2 (chapters 6 through 10; modules/power points) – on Canvas (open book)</b>   <b>Due: on or before 10/25</b></p>	
<p><b>Week 10 – October 26 – November 1</b>  Pregnancy, labor, and delivery  Complications and medical interventions during pregnancy  Power points – Pregnancy</p>	<p>11, 12</p>
<p><b>Week 11 – November 2 – November 8</b>  Contraception and STI protection  Power point – Contraception / STI Protection</p>	<p>13  <b>Note: recommend that you start working on final project (find references, make outline, organize thoughts – review guidelines syllabus)</b></p>
<p><b>Week 12 - November 9 – November 15</b>  Menopause  Power point –Menopause</p>	<p>15  <b>Note: consult with me about need for extension</b></p>
<p><b>Week 13 – November 16 – November 22</b>  <b>Test #3 (chapters 11 through 15; modules/power points) – on Canvas (open book)</b>   <b>Due: submit on or before 11/22</b></p>	
<p><b>November 30 – December 4</b>   <b>Work on final exam/project</b>   <b>Final project - <u>Due on or before December 4</u> – note: 30% of your grade; required in order to pass the course</b></p>	<p>Will not be accepted after final due date unless there are extenuating circumstances; I must approve all ETs and late final project work</p>

**Reminder: Independent study is covered by the MBU honor code.**

Dr. Eileen T. Hinks  
Fall 2020