Attention!
This is a representative syllabus.
The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).
Thank you!
**Course Overview**

This course focuses on the study of sexuality in adolescents. We will spend the term exploring the scientific literature that addresses how sexuality manifests, is experienced, and problems that result in relation to sexuality in the adolescent population. Social and biological influences on the expression of sexuality in this group will be discussed and examined. We will also consider the relationship between risk factors and protective factors and their influence on sexual and behavioral outcomes.

**Learning Objectives**

This course is designed to address the following areas of the APA Goals for psychology majors:

<table>
<thead>
<tr>
<th>Goal 1: Knowledge Base in Psychology</th>
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<tbody>
<tr>
<td><strong>1.1</strong> Students will examine the sociocultural and international contexts that influence the expression of sexuality in adolescence; address applicability of research findings across societal and cultural groups</td>
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<td><strong>1.2</strong> Students will explore how sociocultural and international factors influence how scientists think about, frame research questions, and interpret research results regarding adolescent sexuality</td>
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<td><strong>1.3</strong> Students will articulate how psychological principles can be used to explain adolescent sexuality, address societal concerns regarding adolescent sexuality, and inform public policy on adolescent sexuality</td>
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<thead>
<tr>
<th>Goal 2: Scientific Inquiry &amp; Critical Thinking</th>
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<tr>
<td><strong>2.1</strong> Students will demonstrate scientific reasoning when interpreting statements about adolescent sexuality, whether from popular media, research, public opinion, or personal source</td>
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<tr>
<td><strong>2.2</strong> Students will demonstrate psychology information literacy by reading &amp; accurately summarizing complex ideas from research articles on adolescent sexuality, locating and using relevant scholarship on this topic, and evaluating psychology information regarding adolescent sexuality on reliability, validity, and generalizability of sources</td>
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</tbody>
</table>
Transferable Skills

Students in this course will develop and practice the following skills that employers find particularly valuable:

1) Flexibility & inclusiveness (APA 5.1)
2) Self-efficacy & self-regulation skills, such as time management, self-assessment, and responsiveness to feedback (APA 5.2)
3) Teamwork capacity (APA 5.4)
4) Effective communication and interaction skills with people of diverse abilities, backgrounds and cultural perspectives (APA 4.1)
5) Effective presentation skills for different purposes (APA 4.2)

Materials

- Electronic (e.g., Kindle) copy is fine
- Readings list at end of this document – links (where relevant) and/or pdfs are posted on Carmen
- Any additional readings will be posted on Carmen.
- Bring an electronic device to class that is capable of accessing the internet – laptops or tablets are better than smart phones, but smart phones are better than nothing
- READ BEFORE COMING TO CLASS

CARMEN

- Calendar, grades, handouts, syllabus, articles, announcements, etc.

Top Hat

- I have created a Top Hat account for Psych 4555 – the join code is 307917
- We will use Top Hat for participation activities, opinion polls, reading quizzes, etc.

Office Hours

I am on campus for some portion of every weekday, I hold regular office hours, and am available for appointments, email, or phone contacts at other times. Please be an active consumer of your education and use these resources as often as is helpful to you.
Coursework

A. Evidence of Reflective Thought & Scientific Reasoning (35%)
   a. On most days in class, I will offer opportunities for reflection & demonstration of your scientific reasoning about course topics
   b. These activities will be unannounced & spread throughout the term
   c. There may be more than one activity per class meeting, but all activities in this category for each day will be combined. Missing one day will be approximately equal to missing any other day, though the actual points’ value may vary slightly.
   d. Some of them will be group-based & others individual – we will use Top Hat for many of them – if access to an appropriate electronic device is an issue for you, please see me right away so that we can discuss alternatives
   e. They will take place in-class only – thus, the only way to get these points is to be here that day – no make-ups, no exceptions
   f. Life sometimes interferes with even the most motivated of students. In order to account for the random events that keep people from attending classes, I will drop your 3 lowest scores in this category. Carmen will do this automatically and will drop the 3 that are hurting your grade the most from consideration. This will happen at the end of the term.

B. Information Literacy in Adolescent Sexuality (50%)
   a. Part I - Comprehension & preparation from the daily readings, specific knowledge of content (30%)
      i. I believe this course works best if you have read the material before you come to class, so that we can move beyond that material together during class
      ii. Reading research is difficult, time-consuming, and a skill that needs practice
      iii. Your scores in this section may come from any of the following activities:
         1. Unannounced quizzes over readings assigned for the day (these may be MC, open-ended, or a combination)
         2. Unannounced quizzes on a film, video, in-class reading, or other material presented in class (these may be MC, open-ended, or a combination)
         3. Out-of-class work (homework) focused on demonstration of comprehension of content
      iv. Life sometimes interferes with even the most motivated of students. In order to account for the random events that keep people from attending classes, I will drop your 3 lowest scores in this category. Carmen will do this automatically and will drop the 3 that are hurting your grade the most from consideration. This will happen at the end of the term.
   
   b. Part II – Communication of Scientific Findings in Adolescent Sexuality (20%)
      i. Reading research is difficult – communicating about research is difficult too & a skill that needs to be practiced
      ii. Your scores in this section will come from:
1. 1 “stopwatch science” presentation to the class – details will be posted on Carmen (10%)
2. Your evaluations and observations & full participation in your classmates’ presentations, including demonstration of acquisition of content (10%)

C. Self-Assessment (15%)

a. On 3 occasions this semester, I would like you to assess yourself and the course in terms of Learning Objectives, Transferable Skills, and your plan to be an active learner
b. Answer the questions found in the Survey on Carmen – there is no time limit, so take your time and answer each question thoughtfully
   i. These are done entirely on Carmen, no hard copies or email submissions will be accepted
c. I would expect each answer to be 75-100 words (a nice paragraph). As an example of how much writing this is, the Course Overview for this course is 98 words.

Graded Items & Scale

- Evidence of Reflective Thought & Scientific Reasoning = 35%
- Information Literacy – Comprehension & Preparation = 30%
- Information Literacy – Communication (Stopwatch Science) = 20%
- Self-Assessment = 15%

- Grading scale = University standard (but I will curve up if there’s a need)

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<tr>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>B+</td>
<td>87-89.9</td>
<td>C+</td>
<td>77-79.9</td>
<td>D+</td>
<td>67-69.9</td>
<td></td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
<td>B</td>
<td>83-86.9</td>
<td>C</td>
<td>73-76.9</td>
<td>D</td>
<td>60-66.9</td>
<td>E</td>
<td>Below 60</td>
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</tbody>
</table>

Extra Credit

- I’m open to EC ideas – Events are preferable to movies – they must be relevant to our course, free or super cheap to attend, & accessible to our entire class (~65 people)
- You must send me an email outline of your idea at least 1 week prior to the event that you would like me to consider for EC – include as many specific details as possible

Attendance

- Attendance is strongly encouraged, but not required, for this course.
- Attendance and grades show a strong positive correlation in the research literature – it is also how you will earn your Participation & Reading Preparedness points
- If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence. I do not provide copies of my slides or notes under any circumstances.
Students are always welcome to come to office hours to look at my notes and write any notes they wish from them, regardless of whether they attended class or not.

Make-up Policies

Evidence of Reflective Thought & Scientific Reasoning –
- An allowance has already been built into this category (i.e., you can miss 3 of them without penalty)
- These are designed to be experiential and part of the in-class milieu
- Thus, no further make-ups will be considered or given, no matter the circumstances

Information Literacy – Comprehension & Content –
- An allowance has already been built into this category (i.e., your lowest 3 scores will be dropped)
- Thus, no further make-ups will be considered or given, no matter the circumstances

Information Literacy – Communication (Stopwatch Science Days) –
- Students will sign up for the day/topic they wish to present – please do not sign up for a day that you are unable to come to class
- If you find that you are unable to present on your selected day, I will re-assign your day (or create an alternative assignment), so long as both of the following are true:
  - You approach me for the change with at least 1 week (7 days) remaining before your presentation day
  - You need to miss for one of the following reasons:
    - Internship/grad school interview – you must provide a letter on school letterhead that documents the offer of interview
    - OSU sponsored event (e.g., athletic event, national mock trial event, etc.) – you must provide official documentation on OSU letterhead
- If you have an emergency & are unable to attend class on one of your presentation days, I will re-assign your day (or create an alternative assignment), so long as you provide documentation of one of the following
  - Funeral for a loved one – provide the obituary and written explanation of the person’s relationship to you – you must contact me about this as soon as possible, but no later than 24 hours after the presentation day you missed
  - Mental Health or Medical Emergency – provide documentation from a professional medical source ON LETTERHEAD - you must contact me about this as soon as possible, but no later than 24 hours after the presentation day you missed
    - Please understand that this letter must clearly state that you had an emergency that precluded your attendance in class – mild illness and/or a visit to the clinic will not be considered an excuse for missing
- If you find that you are unable to present for any reason other than the above AND you can find a classmate willing to switch dates with you, that is an acceptable solution and will have no grade penalty associated with it – you must
inform me of the change with **at least 2 hours prior notice** (i.e., by 7:35am on the morning you are due to present)

**Handwritten Submission Policy**

On any day that you need to submit a handwritten answer for an electronically administered item (e.g., Tophat or Carmen), please do the following:

1. Use a **full sheet** of paper
2. Put your name on there in full and legibly written handwriting
3. Put the full date on your paper
4. Clearly indicate which question you are answering – you will not just be able to number them because they are not numbered in TH – you will need to write out part of the question so that we know which you are answering
5. **Before** as soon as the TH closes, you are responsible for taking your answers to Dr. C-B
   - If you do not bring your paper to me (or a CA) prior to the answers being discussed out loud, you will receive no credit

Please be aware that if we can’t decipher it, your grade will be a zero, so always be really clear and careful when you are answering

**How I Grade Written Answers**

- In general, if I ask for 2 things, I make the item worth 2 points – doing both things is necessary to earning both points
- You do NOT earn points just by typing something in – if it is a written item, Tophat may assign you a point for participating, but that is NOT your final grade. Our team will go through and grade everything you turn in
- I am looking for evidence of critical thinking – it is MUCH more important to me that you think about the issues in this course than that you are clever, witty, or “right”

**Other Notes**

In this course, we will touch on some sensitive and personal issues. If you are offended by frank discussion of such issues, this may not be an appropriate course for you. The Psychology Department offers a variety of other courses that meet the same advanced requirement. While I expect that students participate in class discussion, you are in no way expected, nor should you, share your own personal experiences or reveal information that makes you or other students uncomfortable.

**You Can Expect from Me...**

- **Respect** for you and your contributions to this course & help mastering material
- **Thoughtful consideration** of your ideas & sincere effort to answer your questions
- **Consistent access** through email, phone, and appointments
- **Fairness** – I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code
- **Mindful Focus During Class Meetings** - I do leave my cell phone on vibrate during class in case of emergency with my children, I will NOT answer the phone during class if it is not
I Will Expect From You...

- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1)
- **Openness** - to new ideas & ways of looking at the topics
- **Mindful Focus During Class Meetings** - please do not check email, social media, texts, phone messages, interesting internet sites that are not course-related during class meetings. If you have an emergency, please leave the room to handle it & plan to stay home that day if you would rather interact with material that is not course-related
- **Timely arrival** for class & attendance for the entire class period. If you cannot avoid being late (or know that you have to leave class early), please sit in the back to avoid disturbing the rest of the class during lecture.
- **Preparedness** - Completion of readings BEFORE class
- **Honesty** - DO NOT CHEAT IN MY CLASS! It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/csc/)

**Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu/](http://titleix.osu.edu/) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

**Student Stress**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the term are encouraged to contact the [OSU Counseling and Consultation Service](http://ccs.osu.edu/default.aspx) (614-292-5766; http://ccs.osu.edu/default.aspx) for assistance, support and advocacy. This service is free and confidential.

**Disability Services**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions),
please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; [http://slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Journal Article Reading List (the Orenstein readings are not included in this list)

#### Defining the Topic:


**Sex Ed:**


#### What's in The Media?


#### Behaviors:


**Sex Plus Yuck:**


**Solutions?**


<table>
<thead>
<tr>
<th>wk</th>
<th>day</th>
<th>topic</th>
<th>Reading(s)</th>
<th>events</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>W – 8/23</td>
<td>Intro to Course</td>
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<tr>
<td></td>
<td>F – 8/25</td>
<td>Reading &amp; Communicating Research</td>
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<td></td>
<td>F – 9/1</td>
<td>NO CLASS - Do your Self-Assessment</td>
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<td>Self-Assessment # 1 due, 6pm</td>
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<tr>
<td>3</td>
<td>W – 9/6</td>
<td>Sex Ed - Socialization &amp; Culture</td>
<td>Plante, Chap 4 – Birds Do It, Bees Do It; Orenstein, Chap 2</td>
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<td></td>
<td>F – 9/8</td>
<td>Stopwatch Science, Day 1 – Topic: Socialization &amp; Cultural influences on Sexuality</td>
<td></td>
<td>Stopwatch Science Day 1</td>
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<tr>
<td>4</td>
<td>W – 9/13</td>
<td>What’s in The Media? General</td>
<td>Cope-Farrar &amp; Kunkel (2002); Orenstein, Chap 3</td>
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<tr>
<td>6</td>
<td>W – 9/27</td>
<td>What's in The Media? Boys – The Mask You Live In, Part 1</td>
<td></td>
<td>Film day</td>
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<tr>
<td></td>
<td>F – 9/29</td>
<td>What’s in The Media? Boys - The Mask You Live In, Part 2</td>
<td>Orenstein, Chap 4</td>
<td>Film Day</td>
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<tr>
<td>7</td>
<td>W – 10/4</td>
<td>Stopwatch Science, Day 3 – Topic: Masculine Sexuality &amp; Influences on Boys/Men</td>
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<td>F – 10/6</td>
<td>Behaviors – Trends Across Time</td>
<td>Wells &amp; Twenge, 2005; Orenstein, Chap 5</td>
<td>Stopwatch Science Day 3</td>
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<td></td>
<td>F – 10/13</td>
<td>NO CLASS – AUTUMN BREAK</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Reference(s)</td>
<td>Notes</td>
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<tr>
<td>9</td>
<td>10/18</td>
<td>Stopwatch Science, Day 4 – Topic: First Sexuality</td>
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<td></td>
<td>10/27</td>
<td><em>Lost Children of Rockdale County</em> (42 min excerpt) &amp; discussion</td>
<td>Orenstein, Chap 6</td>
<td><em>Film day</em></td>
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<td>11</td>
<td>11/1</td>
<td>Stopwatch Science, Day 5 – Topic: Teen Pregnancy, STIs, Sexting</td>
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<td></td>
<td>11/3</td>
<td>Sex Plus Yuck</td>
<td>1) Homma, Wang, Saewyc, &amp; Kishor (2011)</td>
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<td></td>
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<td>2) Marchand &amp; Smolkowski (2012)</td>
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<tr>
<td>12</td>
<td>11/8</td>
<td>NO CLASS – LCB STEM EVENT</td>
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<td>11/10</td>
<td>NO CLASS – VETERANS’ DAY</td>
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<td>14</td>
<td>11/22</td>
<td>NO CLASS – T’GIVING BREAK</td>
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<td>11/24</td>
<td>NO CLASS – T’GIVING BREAK</td>
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<tr>
<td>15</td>
<td>11/29</td>
<td>Orenstein “book club” discussion</td>
<td>Orenstein, Chap 7</td>
<td></td>
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<tr>
<td></td>
<td>12/1</td>
<td>Solutions? - <em>Let's Talk About Sex</em> &amp; discussion</td>
<td>Freeman (2006); Charmarmaran &amp; Law (2013)</td>
<td></td>
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<tr>
<td>16/EX</td>
<td>12/6</td>
<td>Course Wrap Up – The Big Picture</td>
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</table>