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 of a given semester.

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

By the end of the semester, successful students will be able to:

• Examine the sociocultural contexts that influence the expression of sexuality in adolescence (APA 1.1d)
• Articulate how psychological principles can be used to explain adolescent sexuality, address societal concerns regarding adolescent sexuality, and inform public policy on adolescent sexuality (APA 1.3a)
• Develop plausible behavioral explanations for adolescent sexual behavior based on scientific reasoning and evidence rather than anecdotes or pseudoscience (APA 2.1b)
• Read and summarize complex ideas about adolescent sexuality from psychological sources and research (APA 2.2a)
• Explore how interaction across racial, ethnic, gender, and class divides can challenge conventional understanding of adolescent sexuality (APA 3.2c)
• Collaborate successfully on small group classroom assignments (APA 5.4a)

Materials

- Readings list at end of this document – links (where relevant) and/or pdfs are posted on Carmen
- I may assign additional readings as appropriate. These will be posted on Carmen.
- 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 430902 – I have already invited all of you to enroll via email, but if you still haven’t joined (or aren’t on my Carmen roster), do so now
- We will use Top Hat to take the daily quizzes on readings, for some participation activities, and for polls, as well as perhaps some other fun stuff – it should be a fun way to engage together as a class!

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. Class Participation (40%)

- On many days in class, I will offer opportunities for participation &/or reflection – these will earn students Participation Credit
- These activities will be unannounced & spread throughout the term
- Each DAY will be equal to the same number of points (i.e., missing one day is the same as missing another) – however, there may be more than one activity per day, in which case they will be equally divided in terms of points (e.g., if there are 4 activities, each would be worth 25% of one day, but if there’s one activity, it would be worth 100%)
- 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
- 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
- In order to account for the random events that often keep people from attending classes, I will drop your 3 lowest scores in this category

B. Article Exchange Days (20%)

- 2 days of the course are set aside for you and your assigned group to explore & present a research article related to the course, but not on the reading list
- Details of this activity and grading breakdown will be available on Carmen
C. Readings Quizzes (40%)

- I have picked out a terrific set of readings for you & I want you to read them. In my experience, students do not read before class without some motivation, so in order to motivate you to read prior to class, a substantial portion of your grade in this course will come from weekly quizzes based on the readings.

- Quizzes will be available in Carmen Quizzes about 1 week (but no less than 3 days) prior to the due date.
  - Variable number of questions, but each is worth 2.5% of your grade
  - Multiple-choice & true/false format
  - Quizzes are timed - total time will be determined by multiplying the total number of items by 90 seconds (e.g., 10 items = 15 minute time limit)

- There will be a quiz available for every reading (21 total)
  - Of the 17 before Thanksgiving Break, your top 12 scores will count toward your grade (i.e., you can miss 5) (30% of your grade - 2.5% each)
  - All 4 articles following T’giving Break will count and cannot be dropped from your grade (i.e., if you do not do one of them, it will count as a zero toward your grade) (10% of your grade - 2.5% each)

- The quiz for each article is due before class on the day on which we are scheduled to discuss it. That is, you will read and take the quiz before we discuss it in class.

Graded Items & Scale

- Participation activities = 40%
- Readings Quizzes = 40% (2.5% each)
  - 30% comes from 12/17 readings prior to Thanksgiving
  - 10% comes from the 4 readings after Thanksgiving
- Article Exchange Days = 20% (10% each)

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
<th>Grade</th>
<th>%</th>
</tr>
</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>
</tr>
<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>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
<td>B-</td>
<td>80-82.9</td>
<td>C-</td>
<td>70-72.9</td>
<td>E</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Extra Credit

- I’m open to extra credit ideas…
  - If you find out about an event on campus that is relevant to this course, let me know far in advance – we may be able to use it
  - Any extra credit opportunity must be accessible to the entire class (~80 people) and free or cheap
  - Send me ideas via email if you have some!
Taking Exams on Carmen – things to know...

- Under no circumstances will a student be allowed to take an exam early - the semester starts on 8/25/15 and is not complete until after final exams (Thurs 12/17/15) - please make arrangements to be available for this entire length of time.
- Time limits & availability of the exams will be strictly enforced. Any items saved after the limit will not be counted toward your grade. Once you start the clock in Carmen, you CANNOT pause it, so be ready to finish your exam the first time you start the exam.
- I strongly urge you to save each item as you finish it in case of computer malfunction. If you exceed your time limit, any items that were individually saved prior to the deadline can be counted toward your grade.
- You may not collaborate with other students during exams - collaboration between students on these exams will be reported to the Committee on Academic Misconduct.
- The Carmen people strongly recommend avoiding midnight to 4am for taking quizzes, as this is the time they do upgrades & system maintenance & there is a higher likelihood of system malfunction during this time.
- The vast majority of computer errors that interfere with Carmen exams occur when a student uses their own computer/connection rather than a campus computer/connection. For this reason, I will not consider computer errors to be a valid excuse for missing items/exams unless you can document that you took the exam on a campus computer and that the computer/connection error was OSU’s fault.
- After each exam, I will go through the exams and correct the scores for items that did not match the key but are still correct – THERE IS NO NEED TO EMAIL ME until after I announce to the class that I have done this.

Attendance

- All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.
- 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 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

- Participation Points -
  - An allowance (~6%) has already been built into the Participation Points (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

- Readings Quizzes -
A 12.5% allowance has already been built into the Readings Quizzes (i.e., you get to drop 5 of them - 5x2.5 = 12.5)
Thus, no further make-ups will be considered or given, no matter the circumstance

Article Exchange Days -
Mild illness, days out with your friends, a really great movie having its premier day, internships, work schedules, court dates, etc. do NOT constitute valid excuses for missing class – HOWEVER...
I will allow you to make up one of these days with the following excuses (and documentation):
- Graduate school interview – provide a letter ON LETTERHEAD no later than 1 week prior to the Article Exchange Day in class
- OSU-sponsored athletic event - provide the letter/schedule ON LETTERHEAD no later than 1 week prior to the Article Exchange Day in class
- Funeral for a loved one – provide the obituary and 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 Article Exchange Day in class
- 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 Article Exchange Day in class
  - 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

Details of the make-up assignment will be available on Carmen

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
- I 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 an emergency
I Will Expect from You...

- **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior
- **Openness** - to new ideas & ways of looking at the topics
- **Respect** - NO INTERRUPTIONS from electronic devices - If you have an emergency please leave the room to handle it.
- **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.
- **Attentiveness** - if you are interacting with material that is not course-related during class, I will ask you to leave for the day
- **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/)

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/
Reading List

Defining the Topic:


Puberty & Sexuality:


Our Views of Adolescent Sexuality:


Learning about Sex:


Walsh-Childers, K., Gotthoffer, A., & Lepre, C. R. (2002). From "just the facts" to "downright salacious": Teens’ and women’s magazine coverage of sex and sexual health. In J.D. Brown, J.R. Steele, & K. Walsh-Childers...
Behaviors:


Sex Plus Yuck:


## Schedule of Course Topics

### Subject to Change

<table>
<thead>
<tr>
<th>week</th>
<th>day</th>
<th>topic</th>
<th>Reading(s)</th>
<th>events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W – 8/26</td>
<td>Intro to Course – what to expect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>W – 9/2</td>
<td>Defining the Topic – trends in behaviors across time</td>
<td>Wells &amp; Twenge, 2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F – 9/4</td>
<td>Puberty &amp; Sexuality</td>
<td>Fortenberry (2013)</td>
<td></td>
</tr>
</tbody>
</table>
2) Hernandez (2013) |  |
| 4    | W – 9/16 | Our Views – Media Influences - **Tough Guise 2**, start | No reading due | **Film day** |
|      | F – 9/18 | Our Views – **Tough Guise 2**, finish & discuss | No reading due | **Film Day** |
| 5    | W – 9/23 | **ARTICLE EXCHANGE DAY 1** |  |  |
| 6    | W – 9/30 | **Let’s Talk About Sex** | No reading due |  |
|      | F – 10/2 | Learning about Sex – Socialization | Plante, Chap 4 – Birds Do It, Bees Do It |  |
| 7    | W – 10/7 | Learning about Sex - Internet exposure | Kanuga & Rosenfeld (2004) | **Film day** |
| 8    | W – 10/14 | Learning about Sex – Both sides of the page | 1) Charmaraman & Law (2013)  
2) Walsh-Childers, Gotthoffer, & Lepre (2002) |  |
<p>|      | F – 10/16 | <strong>NO CLASS – AUTUMN BREAK</strong> |  |  |
|      | F – 10/23 | <strong>NO CLASS – LCB AT CONFERENCE</strong> |  |  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>W – 11/4</td>
<td>NO CLASS – LCB STEM EVENT</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>W – 11/11</td>
<td>NO SCHOOL – VETERANS’ DAY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F – 11/13</td>
<td>Lost Children of Rockdale County (EXCERPT)</td>
<td>No reading due</td>
</tr>
<tr>
<td>13</td>
<td>W – 11/18</td>
<td>ARTICLE EXCHANGE DAY 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F – 11/20</td>
<td>Sex Plus Yuck – sex trafficking of minors</td>
<td>Institute of Medicine, Chap 3 – to pg 107 only</td>
</tr>
<tr>
<td>14</td>
<td>W – 11/25</td>
<td>NO CLASS – T’GIVING BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F – 11/27</td>
<td>NO CLASS – T’GIVING BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Marchand &amp; Smolkowski (2012)</td>
</tr>
</tbody>
</table>