

## Term Information

Effective Term Summer 2016  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Add distance education component to course.

**What is the rationale for the proposed change(s)?**

Course was not a distance learning (DL) course when first entered for the semester conversion, but is now offered in a DL format.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Undergraduate
Course Number/Catalog	3597
Course Title	Adolescent Parenthood and Sexuality: An International Perspective
Transcript Abbreviation	Adlesent Parenthd
Course Description	Examination of the biological, psychosocial and cultural forces that influence adolescent sexual behaviors. International comparisons will be emphasized with respect to teenage sexual trends and national policies and programs.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

**Prerequisites/Corequisites**  
**Exclusions**

Prereq: Jr or Sr standing.  
Not open to students with credit for 597. Not open to MSW students.

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 44.0701  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Junior, Senior, Masters

## Requirement/Elective Designation

General Education course:  
Cross-Disciplinary Seminar (597 successors and new)  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- Understand the interplay of biological, psychosocial and cultural forces shaping adolescent sexual activity and parenting decisions.
- Develop sensitivity to ethnic, cultural, religious and family cultures as they influence attitudes and mores regarding adolescent sexual behavior.
- Appreciate the value assumptions and objectives underlying programs and governmental policies for dealing with teenage sexuality and parenthood in keeping with social work practice guidelines.
- Know about available social programs and governmental resources in the United States and other nations for dealing with problems and consequences of teenage sexual behavior.
- Become knowledgeable about various source materials for getting information concerning teenage sexual and parenthood data in the United States and international settings.
- Respect the privacy, autonomy, and unique individuality that contribute to adolescent self-empowerment toward their achievement of maximum life potential.
- Demonstrate competence in understanding, analyzing and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals.
- Explore and gain an understanding of the role of various media on influencing sexual expectations and activities in adolescents.

[Previous Value](#)

**Content Topic List**

- Overview of Teen Pregnancy and Parenting
- International Perspectives on Reproductive Behavior
- Risk and Protective Factors
- Theories of Adolescent Development
- Biological Development
- Prenatal Care & Complications of Teen Pregnancy
- Contraceptives
- The Politics of Birth Control
- Comprehensive vs. Abstinence Only Education
- Sexual Intelligence, Circles of Sexuality & Levels of Sexual Interaction
- Sexual Orientation & Gender Identity
- Sexually Transmitted Diseases
- Sexuality and the Media
- Teens as Parents
- Financial Aspects; Power and Sexual Coercion; Sexuality Laws

**Attachments**

- 3597 Master Dec2015.docx: original, face-to-face  
*(Syllabus. Owner: Cole, Mary Cathleen)*
- 3597 DL Dec2015.docx: distance learning  
*(Syllabus. Owner: Cole, Mary Cathleen)*

**Comments**

- Please note: The College of Social Work Educational Technology staff consults with ODEE for distance learning support on a regular basis and will continue to do so. *(by Cole, Mary Cathleen on 12/02/2015 12:23 PM)*
- see email 11-20-15 *(by Hogle, Danielle Nicole on 11/20/2015 03:25 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole, Mary Cathleen	11/04/2015 04:17 PM	Submitted for Approval
Approved	Bronson, Denise Ellen	11/04/2015 04:18 PM	Unit Approval
Approved	Bronson, Denise Ellen	11/04/2015 04:19 PM	College Approval
Revision Requested	Hogle, Danielle Nicole	11/20/2015 03:25 PM	ASCCAO Approval
Submitted	Cole, Mary Cathleen	12/02/2015 12:23 PM	Submitted for Approval
Approved	Bronson, Denise Ellen	12/02/2015 05:22 PM	Unit Approval
Approved	Bronson, Denise Ellen	12/02/2015 05:23 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	12/02/2015 05:23 PM	ASCCAO Approval

**THE OHIO STATE UNIVERSITY**  
College of Social Work

Instructor:  
Phone:  
Email:  
Office Hours:

Course Day/Time:  
Semester:  
Course Location:

**COURSE TITLE:** Adolescent Parenthood and Sexuality: An International Perspectives

**LEVEL OF INSTRUCTION:** U/G, 3 Credit Hours

Prerequisites: Junior or Senior Standing

**Course Description**

This course is designed to provide a broad understanding of the biological, psychosocial and cultural forces that influence adolescent sexual behaviors and fertility patterns and family formation decisions. International comparisons will be emphasized with respect to teenage sexual trends, national policies and programs designed to control adolescent and young adult sexual adaptations and fertility. This course is a core course in the Sexuality Studies minor. Information regarding this minor and its requirements may be found at <http://artsandsciences.osu.edu/interdisciplinary>.

Social Work 3597 satisfies the **General Education Cross-Disciplinary Seminar** requirement. The goal of courses in this category is to help you demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through your interactions with students from different majors.

**COURSE OUTCOMES:**

***Upon satisfactory completion of this course students will be able to:***

1. Understand the interplay of biological, psychosocial and cultural forces shaping adolescent sexual activity and parenting decisions.
2. Develop sensitivity to ethnic, cultural, religious and family cultures as they influence attitudes and mores regarding adolescent sexual behavior.
3. Appreciate the value assumptions and objectives underlying programs and governmental policies for dealing with teenage sexuality and parenthood in keeping with social work practice guidelines.
4. Know about available social programs and governmental resources in the United States and other nations for dealing with problems and consequences of teenage sexual behavior.
5. Become knowledgeable about various source materials for getting information concerning teenage sexual and parenthood data in the United States and international settings.
6. Respect the privacy, autonomy, and unique individuality that contribute to adolescent self-empowerment toward their achievement of maximum life potential.
7. Demonstrate competence in understanding, analyzing and comparing different approaches toward guiding and empowering sexually mature adolescents toward their self-selected goals.

8. Explore and gain an understanding of the role of various media on influencing sexual expectations and activities in adolescents.

### **Council on Social Work Education Competencies and Practice Behaviors:**

This course targets the following Council on Social Work Education (CSWE) core competencies and associated practice behaviors:

#### **2.1.2 Apply critical thinking to inform and communicate professional judgments.**

- Analyze models of assessment, prevention, intervention, and evaluation

#### **2.1.4 Engage diversity and difference in practice.**

- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

#### **2.1.7 Apply knowledge of human behavior and the social environment.**

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

#### **2.1.9 Respond to contexts that shape practice.**

- Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

### **Course Requirements:**

#### 1. Type of Instruction:

This course will be taught using a lecture format combined with ample opportunity for discussions and interactions. Additional content will be provided by visual aids, videos, handouts, and outside speakers.

***WARNING! The subject matter of this course includes material considered by some individuals to be sensitive, private, overly suggestive—even offensive to their personal values and beliefs. This material may include realistic simulations of sexual interaction often seen in movies or TV programs. Consequently, learning materials may involve illustrations or images that show anatomical figures, explicit nudity, sexual play, sexual intercourse, abuse, and childbirth—since these events are considered essential to learning objectives. Very sensitive individuals may wish to bypass this course. Students will be advised in advance when explicit, potentially upsetting material is to be viewed and are always free to excuse themselves from the viewing experience.***

## 2. Course Evaluation by Students:

Students will evaluate the course using the online Student Evaluation of Instruction (SEI).

## 3. College Incomplete Policy:

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with me prior to the final week of the course. A time for completion of the incomplete work will be established with you. (This may not be the maximum time permitted by University rules regarding "Incompletes" but will depend upon the individual situation.) University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. Students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

## 4. Academic Misconduct (<http://studentlife.osu.edu/csc/>) :

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty is strictly bound to report suspected cases of Academic Misconduct.

## **5. Students with Disabilities**

**Textbooks, handouts and other materials are available in alternative format. Please contact Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)**

## 6. Assignments and Course Requirements:

- |         |                                |
|---------|--------------------------------|
| 1. 20 % | Attendance and Participation   |
| 2. 20 % | Riding in Cars with Boys Paper |
| 3. 20 % | Mid-term Exam                  |
| 4. 20 % | Final Exam                     |
| 5. 20 % | International Presentation     |

*Attendance and Participation: Students are expected to attend class and actively participate in class discussions and exercises. There will be no texting, emailing, scheduling class, writing papers or Facebooking allowed during class. Please come ready to participate. You will never be asked to share anything private that you are not comfortable sharing....but, we learn a lot about our experiences by hearing other's experiences. Attendance and participation makes up 20% of your grade. There are NO EXCUSED absences. Talk to the professor at the beginning of the term if you have major health or family issues.*

## College Attendance Policy

**Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course. More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses can be found at: <http://csw.osu.edu/degrees-programs/important-deadlines/>**

### Assignments:

*Papers must be turned in on time on Carmen before class begins. Five points will be taken off of the grade for every day that it is late. Papers may NOT be emailed to the professor. Exceptions may be made for serious illness (doctor's note) or death in the family.*

*Midterm and Final Exam (each 20% of your grade): There will be one midterm exam and one final. Both exams will be multiple choice and T/F questions. The midterm will cover material included in Sexuality Now, lectures, videos, speakers and readings. No make-up midterms are allowed except for extreme illness or extreme family issues and at the discretion of the professor. Both the midterm and final exams will be given on Carmen outside of class time. Each will be 60 questions. Please do not rely on class lecture only to pass the exam. Please read the text.*

*Riding in Cars with Boys. This movie represents one population of teenage girls who become single mothers. Although it is set in the 1950's or 60's, the impact on her life and on her son still are realistic for today. Clearly explain how being a young single mother affected her AND her son. This paper should be 4-5 pages long, double-spaced. It is required that you cite at least 3 resource materials (one can be your text), 2 peer-review articles/books or additional resources that you researched on adolescent development and parenting and child development. APA citation required. This paper is an analysis of adolescent pregnancy and parenting issues referencing diagnostic and treatment materials and is not a movie review OR just an opinion piece.*

### Rubric:

- Students will be able to discuss the difficulties facing a teen mother including SEI status, education, and relationships using appropriate supporting reference materials. Students will also be able to describe the impact on a child of being an offspring of a teen mother. Appropriate reference materials utilized. 13 pts
- Students provide 3 resources and accurate APA reference techniques 4 pts

- The paper is proof-read to remove spelling and construction errors. 3 pts

Total 20%

International Project/Presentation: The International Perspective Project requires students to research current articles on a country of their choice (**no U.S.**) to provide an overview of current policies, statistics, and programs that discuss your topic. Your project should also include cultural perspectives of your chosen topic (e.g., general perceptions of abortion, birth control, etc.). You will present your research to the class in PPT format – be creative! You must turn in your PPT and resources to your instructor on the day of your presentation. You may do this project as an individual or in a group of no more than 4. You must inform your instructor of the members of your group by Week 4. Presentations will be 10-12 minutes in length.

Topic Choices:

You may choose one or more of the topics below for your paper.

1. Birth Control
2. Abortion
3. Adolescent Pregnancy
4. Sexually Transmitted Diseases

Project Requirements:

Please follow the resource requirements below for your project:

1. At least 4 articles sources (3 must be peer-reviewed)
2. Video Sources (optional, however if used provide URL)
3. 4-5 pages in length (not including title or reference page)

Rubric (20% Overall Grade)

Please review the following rubric for grading requirements of this assignment:

- |  |       |
|--|-------|
| 1. Four articles sources as described above    | 2 pts |
| 2. Comprehensive overview of your chosen topic | 7 pts |
| 3. Cultural perspectives on your chosen topic  | 7 pts |
| 4. Clarity and creativity of presentation      | 4 pts |

7. Grading scale:

93 - 100 (A)	80 - 82.9 (B-)	67 – 69.9 (D+)
90 - 92.9 (A-)	77 - 79.9 (C+)	60 – 66.9 (D)
87 - 89.9 (B+)	73 – 76.9 (C)	Below 60 (E)
83 - 86.9 (B)	70 – 72.9 (C-)	

REQUIRED TEXTS:

Carroll, J. (2016). Sexuality Now: Embracing Diversity (5<sup>th</sup> ed). Belmont, CA: Wadsworth.

*The above listed texts are on closed reserve at the Thompson Library.*



	<b>Dates</b>	<b>Topics</b>	<b>Assignments &amp; Readings</b>
Week 1		Class Introduction  Video – Let’s talk about SEX  Exploring Human Sexuality: Past and Present	Sexuality Now: Chapter 1
Week 2		Kinsey Quiz – NOT GRADED Understanding Human Sexuality  Sexuality During Childhood and Adolescence	Sexuality Now: Chapter 2 Sexuality Now: Chapter 8
Week 3		Video – Kinsey Research in Sexuality Masters and Johnson	Chapter 3 Additional reading on Carmen
Week 4		Sexual Orientation  Gender Development	Sexuality Now: Chapter 11  Sexuality Now: Chapter 4
Week 5		Video – Riding In Cars with Boys	Class discussion  <ul style="list-style-type: none"> <li>• <b>Riding in Cars with Boys paper due on Carmen by xxx</b></li> </ul>
Week 6		Female Sexual Anatomy and Physiology  Male Sexual Anatomy and Physiology	Sexuality Now: Chapter 5 & 6
Week 7	Oct. 6	Understanding Adolescent Development	Read: Adolescence: Human Behavior in the Social Environment – on Carmen  <b>Midterm: On Carmen: Covers Weeks 1 – 6 Material (date open/date closed)</b>

	<i>Dates</i>	<i>Topics</i>	<i>Assignments &amp; Readings</i>
Week 8		Child development and the role parents must play	Read: Father Factors: Facts on Fatherhood Read: child development on Carmen
Week 9		Video – Boys Don't Cry	Class Discussion
Week 10		Pregnancy and Birth Effects on Mothers	Read: Sexuality Now: Chapter 12 Depression and the initiation of alcohol and other drugs use among youth age 12-17
Week 11		Birth Control Planned Parenthood Video STD's – STI's	Read Sexuality Now: Chapter 13 & 15
Week 12		Sexual predators  Selling Sex and Human Trafficking	Chapter 17 pgs 463-467.  Chapter 18
Week 13		Presentations	<b>International Project Presentations</b>
Week 14		Presentations	<b>International Project Presentations</b>

	<i>Dates</i>	<i>Topics</i>	<i>Assignments &amp; Readings</i>
Final Exam	On Carmen	<b>Final exam will be administered on Carmen. It will include all material covered after the midterm. Date open/date closed...</b>	



Instructor: Chrissy Gilbert, MSW, LISW-S  
Phone: (614) 270 - 3439  
Email: gilbert.170@osu.edu  
Office Hours: Available upon request

Class Location: Online  
Class Time: Online

**COURSE TITLE:** Adolescent Parenthood and Sexuality: An International Perspective

**LEVEL OF INSTRUCTION:** U/G, 3 Credit Hours

Prerequisites: Junior or Senior Standing

### **Course Description**

This course is designed to provide a broad understanding of the biological, psychosocial and cultural forces that influence adolescent sexual behaviors and fertility patterns and family formation decisions. International comparisons will be emphasized with respect to teenage sexual trends, national policies and programs designed to control adolescent and young adult sexual adaptations and fertility. This course is a core course in the Sexuality Studies minor. Information regarding this minor and its requirements may be found at <http://artsandsciences.osu.edu/interdisciplinary>.

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### **2.1.7 Apply knowledge of human behavior and the social environment.**

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- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

## **Course Requirements:**

***WARNING! The subject matter of this course includes material considered by some individuals to be sensitive, private, overly suggestive—even offensive to their personal values and beliefs. This material may include realistic simulations of sexual interaction often seen in movies or TV programs. Consequently, learning materials may involve illustrations or images that show anatomical figures, explicit nudity, sexual play, sexual intercourse, abuse, and childbirth—since these events are considered essential to learning objectives. Very sensitive individuals may wish to bypass this course. Students will be advised in advance when explicit, potentially upsetting material is to be viewed and are always free to excuse themselves from the viewing experience.***

## **METHOD OF EVALUATION BY STUDENTS:**

Student evaluation of courses and instructors constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the online Student Evaluation of Instruction (SEI).

## **COLLEGE INCOMPLETE POLICY:**

"I" (Incomplete) course grades will be considered only in relation to emergency and/or hardship situations, and a request for such a grade option must be discussed with the instructor prior to final exam week. A deadline date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

## **ACADEMIC MISCONDUCT** (<http://studentlife.osu.edu/csc/>):

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow the Code of Student Conduct in all academic work. The Code of Student Conduct can be found in the student resources guide: [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

## **STUDENTS WITH DISABILITIES:**

**Textbooks, handouts and other materials are available in alternative format. Please contact Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu).**

## **METHOD OF INSTRUCTION:**

Methods of instruction will include lecture, videos, discussion board, & case analysis activities. On-line classroom experiences are designed to enhance the student's ability to think critically about concepts and apply learned principles to ethical practice problems as well as matters of policy.

## **COURSE EXPECTATIONS:**

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through papers, examinations, and the instructor's judgment of the quality of participation and contribution to class learning through discussion by each student.

## **ATTENDANCE AND PARTICIPATION:**

Our class instruction relies heavily on active learning and is designed to encourage student participation. A high level of participation in each week's class is essential for us to function as a community of learners and is necessary to achieve the expected outcomes of this course. I view my classes as communities that provide all students the opportunity to learn in a supportive, friendly and comfortable environment. Please review these guidelines for your post:

1. When responding to one of your classmates posts- avoid offending that classmate.
2. No Yelling. Do not use capital letters to indicate strength of emotion.
3. Do not engage in sarcasm or subtleties. Remember a social worker works to understand differences among others and self. One up-manship is not helpful in a learning setting. Be straight and to the point.
4. If you do get upset, wait to process before you post. Unless the author specifically says they're angry, assume otherwise and ask for clarification of their intent.
5. Be respectful and courteous in your responses.
6. Be aware of cultural and ethnic differences. If you suspect classmates might be from other cultures, avoid unexplained references that may not be understood or cause feelings of exclusion.
7. Always enter a subject line for each posting so that the flow of conversation can be understood.
8. Make your posts not too short but not too long. Try to keep your posts to a minimum of 50 words and a maximum of 300. Now if you must write a post that is longer, remember that others will be taking their time to read this so be courteous.
9. If you are responding to another's post be sure and quote the original post, sentence, or paragraph in your post. So we can know what you are responding to rather than rely on memory or have to shift back and forth from original posts.
10. Use spell check and proper grammar.
11. Always review your post before you hit send.
12. Remember what is posted is recorded and graded.

Students are expected to complete all weekly class components (Introduction, Objectives, Tasks; Coursework; Class Discussion; Checkpoint and Weekly Wrap-Up) and to read all the assigned works. Each week's components will open at 12:01am on the Sunday of that week and will close at 11:59pm on the following Saturday.

If you have questions and concerns the most important thing is that you communicate with me. I take my role as an educator very seriously and am willing to work hard to be successful; I expect the same from each of you. Unless there is death in the family or you or your immediate family member experience a major illness or crisis, I will not accept late discussion postings/replies. **Late discussion postings/replies will not be accepted without prior approval.**

### **REQUIRED TEXT:**

Carroll, J. (2016). *Sexuality Now: Embracing Diversity* (5<sup>th</sup>ed). Belmont, CA: Cengage

### **COURSE GRADES:**

Course grades will be determined according to the following percentage breakdown:

1. 20 % International Teen Pregnancy paper
2. 20 % Riding in Cars with Boys Paper
3. 20 % Discussions
4. 20 % Mid-term Exam
5. 20 % Final Exam  
100% of Total Grade

## **GRADING SCALE:**

93 - 100 (A)	80 - 82.9 (B-)	67 – 69.9 (D+)
90 - 92.9 (A-)	77 - 79.9 (C+)	60 – 66.9 (D)
87 - 89.9 (B+)	73 – 76.9 (C)	Below 60 (E)
83 - 86.9 (B)	70 – 72.9 (C-)	

## **ASSIGNMENT INSTRUCTIONS:**

### **Discussion:** (20% Total Grade)

Most weeks there will be a discussion topic. Students need to post to their original post to the discussion by Friday of the week. If a Peer Exchange is required, you must post a reply to another student by Saturday at 11:59 pm of the week. Discussions will be assigned 5 points per week. 3 pts assigned to original post, 2 pts for your peer exchange. Please follow the discussion rules listed above and please understand that discussions are meant to extend our learning, so be thorough and thoughtful in your posts!

### **Midterm and Final Exam:** (20% Total Grade Midterm; 20% Total Grade Final)

There will be one midterm exam and one final. Both exams will be multiple choice and T/F questions. The midterm will cover material included in lectures, videos, speakers and readings from Weeks 1-6. The final will cover material included in the above listed for Weeks 7-14. Students will have one attempt to exam during the open period of the exam.

Midterm Exam Due: Open date/time: Close Date/time:

Final Exam Due: Open date/time: Close date/time:

**Written Assignments:** There will be two written assignments for this course. Please review the specific requirements for each assignment below.

### **1. Riding in Cars with Boys Movie Review Assignment (Due: 10/31/15)**

For this assignment, after watching the movie (presented in Week 9), please clearly explain how being a young single mother affected Beverly AND her son. Please include five separate examples of how this affected Beverly and five separate examples of how this affected Jason. Please also address how this movie mirrors the affects that teens and their children face today.

Please use the readings and materials on adolescent development and parenting and child development for this review.

#### **Paper Requirements:**

Please follow the requirements below for your movie review:

1. 2-3 pages in length (not including title and reference page)
2. 12 point font and double-spaced
3. 1 “ margins
4. APA Format



Rubric (25 points possible) (20 % Overall Grade):

Please review the following rubric for grading requirements of this assignment:

1. Five ways that Bev's life was affected by a teen pregnancy. 5 pts
2. Five ways that Jason's life was affected by being born to a teen mom. 5 pts
3. How closely does this movie still mirror the affects that teens and their children face today? 10 pts
4. Writing Structure (grammar, punctuation, APA format, etc.) 5 pts

**2. International Perspective Paper (Due: 12/1/15) \*Please note this paper is due on the Tuesday following Thanksgiving so you can all enjoy your holiday break.\***

The International Perspective Paper requires students to research current articles on a country of their choice (no U.S) to provide an overview of current policies, statistics, and programs that discuss your topic. Your paper should also include cultural perspectives of your chosen topic (e.g., general perceptions of abortion, birth control, etc.).

Topic Choices:

You may choose one or more of the topics below for your paper.

1. Birth Control
2. Abortion
3. Adolescent Pregnancy
4. Sexually Transmitted Diseases

Paper Requirements:

Please follow the requirements below for your paper:

1. At least 4 articles sources (3 must be peer-reviewed)
2. Video Sources (optional, however if used provide URL)
3. 4-5 pages in length (not including title or reference page)
4. APA format
5. 12 point font and double-spaced

Rubric (30 points possible) (20% Overall Grade)

Please review the following rubric for grading requirements of this assignment:

1. Four articles sources as described above 4 pts
2. Comprehensive overview of your chosen topic 10 pts
3. Cultural perspectives on your chosen topic 10 pts
4. Correct writing style (grammar, punctuation, APA format, ) etc. 6 pts

**Rules for both Assignments:**

Late assignments will not be accepted unless prearranged with instructor. If accepted, late assignments will receive a deduction of 2 points per day. Students will be assessed a 2 point penalty for each day or partial day the assignment is late – so don't be late.

## ***Week One: Introduction: Sex and Adolescents (8/23/15)***

**Introduction:** Welcome to SWK 3597, Adolescent Parenthood and Sexuality: An International Perspective. I am excited that you have chosen to take this course on-line. It has been offered as a GEC in our college for many years. During this semester we will be examining sexual development from birth through the early 20's, We will study gender, sexual identity, sexual congress and birth as well as methods of birth control, sexually transmitted diseases, societal pressures surrounding sexual development and the strengths and weakness of parenting while still a teen. We will address how the media depicts sexuality and its role in inhibiting or pushing adolescents into sexual situations because teen viewer believe their peers are "doing it." This course will not limit itself to information pertaining to the U.S. but to countries and cultures worldwide.

Why a course on Adolescent Sexuality and Parenting? For most of the history of the world, adolescents have been having sex and having babies. It was just the natural course of life: marry young, have children, die in your 40s or 50s. People are now living much longer lives lengthening the time available for marriage, parenting and even grandparenting. Two things about that: Adolescents in our society rarely marry young anymore. If people marry at all, the age of first marriage has been rising since the 1950s. The rate of couples marrying has been declining. Many people are cohabitating. If they marry, the average age for a high school graduate to marry is 20 or 21. For a college graduate, it is 27-30.

But, adolescents are still having sex at an average age of 16 (plus or minus 2 years) and now having babies without the societal norm of marriage. Who supports these moms and babies financially if not a husband? Do single teens have the skills to parent? The natural course of sexual development in our society has not changed but the financial ability to support and parent children born to teen mothers have. Here lies the reason for this course. How do we support adolescents in their natural sexual development while limiting unplanned births? Why do adolescents in the United States have such a high birth rate compared to countries like the Netherlands, which has a much, much lower teen pregnancy rate? And what about the youth that realize they are gay, lesbian or bisexual? How do they fit in?

During this semester, we will answer these and other questions!

### **Objectives:**

- Review the course and syllabus
- Introduce ourselves across cyberspace and build our on-line community.
- Differentiate adolescent sexuality from multiple worldviews.

### **Tasks:**

1. Read the Getting Started document located in the Coursework section.
2. Read and review the Syllabus located in the Coursework section and Course homepage.
3. Read and review the lecture notes and videos located in the Coursework section.
4. Participate in the introduction discussion located in the Class Discussion area.
5. Review upcoming required assignments located in the Checkpoint area.

## ***Week 2: History of Sex Around the World (8/30/15)***

### Objectives:

- Explore human sexuality through history and by culture.
- Construct a history of American sexuality.
- Identify which sexual attitudes and mores from history affect our present day sexual attitudes in the U.S

### Tasks:

1. Read **Chapter 1** from the text.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the class discussion area.

## ***Week 3: Sexuality Research (9/6/15)***

### Objectives:

- Define the multiple theories that are used to describe how humans develop sexually.
- Describe the topics studied and methods the most famous researchers used.
- Develop a deeper understanding of Alfred Kinsey and his work changing research.

### Tasks:

1. Read **Chapter 2** from your text.
2. Read the lecture notes and watch the video provided in the Coursework section.
3. Participate in the discussion located in the class discussion area.

## ***Week 4: Sexual Development from Birth through Adolescence (9/13/15)***

### Objectives:

- Describe the stages of sexual development for age progressive stages from birth through adolescence.
- Outline age appropriate sex education with a child's developmental stage.
- Compare biological sex education to abstinence only education.

### Tasks:

1. Read **Chapters 4 and 8** in your textbook.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the class discussion area.

### ***Week 5: Sexual Orientation (9/20/15)***

#### Objectives:

- Analyze the theories developed to describe how sexual orientation is determined.
- Examine homosexuality in other times and places.
- Describe how gay and lesbian individuals are treated by the church and civil law.
- Seek to put ourselves in the place of one young person with sexual identity crisis.

#### Tasks:

1. Read **Chapter 11** of your text.
2. Read the lecture notes located in the Coursework Section.
3. Watch the movie "Boys Don't Cry" located in the Coursework section.
4. Participate in the discussion located in the Class Discussion area.

### ***Week 6: Male Reproductive System (9/27/15)***

#### Objectives:

- Understand the biology and the function of the organs of the male reproductive system.
- Explain the male's role in reproduction.
- Examine the history and cultural influences that are behind male circumcision.
- Gain an understanding of male impotency.

#### Tasks:

1. Read **Chapter 6** in your textbook.
2. Read the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.
4. **Midterm Exam Due on (10/3/15)** covering weeks 1-6 located in the Checkpoint area.

### ***Week 7: Female Reproductive System (10/4/15)***

#### Objectives:

- Describe the biological and function of the female reproductive system
- Describe the purpose of the menstrual cycle
- Examine the traditional role of the female in society and the reproductive process.
- Understand female circumcision and develop a sensitivity to the purpose it serves in those cultures.

#### Tasks:

1. Read **Chapter 5** in your textbook.
2. Read the lecture content located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.

### ***Week 8: Birth Control Methods; Past, Present and Future (10/11/15)***

#### Objectives:

- Identify the different types of birth control available on the market
- Describe the benefits and drawbacks of each type of birth control for teens
- Recognize how each method of birth control works with the body to reduce pregnancy
- Explore the emerging field of male birth control
- Understand abortion methods, current laws in Ohio and prevalence of abortion in the U.S. and other countries

#### Tasks:

1. Read **Chapter 13** in your text.
2. Read the lecture content located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.

### ***Week 9: Pregnancy and Birth (10/18/15)***

#### Objectives:

- Identify the stages of pregnancy and the development of the fetus
- Describe the stages of birth and options for birthing
- Define the issues specific to teens during pregnancy and birth
- Recognized the possible life problems common to teen moms and their children

#### Tasks:

1. Read **Chapter 12** of your textbook
2. Review the lecture notes located in the Coursework section.
3. Participate in the discussion located in the Class Discussion area.
4. Begin watching the movie "Riding in Cars with Boys" located in the Checkpoint area.

### ***Week 10: Parenting (10/25/15)***

#### Objectives:

- Describe how personal development helps individuals to become better parents
- Compare the three parenting styles and outcomes for the children
- Review adolescent developmental tasks
- Examine how adolescents may or may not be ready to successful parenting
- Describe research that indicates outcomes for children of teen parents

#### Tasks:

1. Read the lecture notes on parenting located in the Coursework section.
2. **Riding in Cars with Boys Movie Review Assignment is due! (10/31/15)** Submit to the dropbox located in the Checkpoint section.

### ***Week 11: Sexually Transmitted Diseases (11/1/15)***

#### Objectives:

- List sexually transmitted diseases in order of their ranking of infection rates
- Recognize the symptoms for each STD and what percentage of people demonstrate these symptoms
- Identify which diseases are treatable only and which are curable
- Explain how each disease is transferred from person to person

#### Tasks:

1. Read **Chapter 15** of your textbook.
2. Read the lecture notes located in the Coursework section.

### ***Week 12: Sexual Predators and Human Trafficking (11/8/15)***

#### Objectives:

- Understand the risk from online sexual predators
- Describe the terms and laws related to child sexual abuse and on-line sexual solicitation of minors
- Understand the risk of Human Trafficking in the U.S. and Worldwide
- Define sexting

#### Tasks:

1. Read the lecture notes located in the Coursework section.
2. Participate in the discussion located in the Class Discussion area.
3. Continue to work on the International Perspective Paper which is due Week 14.

### ***Week 13: Media and Sex (11/15/15)***

#### Objectives:

- Analyze the research into the effects of media on adolescents' self-image and sexual behavior
- Discuss how gender stereotypes influence teen self-esteem and sexuality behavior
- Determine the relationship between high TV viewing with sexual content and sexual behavior in youth
- Evaluate the history of using sex in advertising

#### Tasks:

1. Read **Chapter 18, pages 495-502** in textbook
2. Read the lecture notes located in the Coursework section
3. Participate in the discussion located in the Class Discussion area
4. Continue writing the International Perspective Paper due week 14.

**Week 14: Teen Pregnancy Around the World (11/22/15)**

Objectives:

- Differentiate between teen pregnancy rates worldwide.
- Examine the differences in these countries and how they contribute to teen pregnancy.
- Determine what might attribute to the difference between the U.S. and four other developed countries.
- Evaluate the possible causes for the teen pregnancy rate drop in the U.S.
- Discuss why does teen pregnancy matter in the U.S.

Tasks:

1. Read the lecture content located in the Coursework section.
2. Participate in the discussion located in the Class Discussion area.
3. **International Perspective Paper is Due (12/1/15)** Submit to the dropbox located in the Checkpoint area.

**Week 15: Course Wrap-Up and Final Exam**

Tasks:

1. Final exam due (**12/12/15**) covers weeks 7-14.

<b>Due Dates At a Glance – Assignments and Exams</b>	
<b>Midterm Examination</b>	Due: 10/3/15
<b>Riding In Cars With Boys Movie Review</b>	Due: 10/31/15
<b>International Perspective Paper</b>	Due: 12/1/15
<b>Final Examination</b>	Due: 12/12/15