

Term Information

Effective Term Autumn 2020
Previous Value Autumn 2015

Course Change Information

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

Adding online instruction

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

flexibility for students

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	Human Dev and Family Science
Fiscal Unit/Academic Org	Department of Human Sciences - D1251
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	3440
Course Title	Human Sexuality
Transcript Abbreviation	Human Sexuality
Course Description	Examination of the intellectual, physical, social, and emotional aspects of human sexuality.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
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, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 670.02.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

42.2707

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

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 human development across the various stages of the life-span

Content Topic List

- Sexual dysfunction
- Sexuality
- Arousal and response
- Gender issues
- Diversity
- Sexual orientation
- Atypical sexual behaviors
- Adolescent sexuality
- Sexually transmitted diseases
- Treatments for sexual dysfunction
- Contraception
- Sexuality
- Sexual coercion
- Masturbation
- Prostitution, sex workers, cultural and legal implications

Sought Concurrence

No

Attachments

- HDFS 3440DL Syllabus.docx: DL Syllabus
(Syllabus. Owner: Folden Jr., H Eugene)
- HDFS 3440 QM Review.pdf: QM Review
(Other Supporting Documentation. Owner: Brown, Danielle Marie)
- HDFS 3440 Syllabus.docx: F2F Syllabus
(Syllabus. Owner: Folden Jr., H Eugene)
- HDFS 3440 GE Assessment.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Folden Jr., H Eugene)
- HDFS 3440DL Paper Requirements.docx: Paper Assignment
(Other Supporting Documentation. Owner: Folden Jr., H Eugene)

Comments

- Same comments as for other courses: please upload in-person syllabus and GE assessment plan that can be implemented in the online environment. *(by Vankeerbergen, Bernadette Chantal on 04/28/2020 02:33 PM)*
- Another course that has been taught online since 2015 but not formally requested via curriculum.osu.edu. *(by Folden Jr., H Eugene on 04/14/2020 08:49 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Folden Jr., H Eugene	04/14/2020 08:49 AM	Submitted for Approval
Approved	Folden Jr., H Eugene	04/14/2020 08:50 AM	Unit Approval
Approved	Brown, Danielle Marie	04/27/2020 08:42 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/28/2020 02:33 PM	ASCCAO Approval
Submitted	Folden Jr., H Eugene	05/12/2020 09:32 AM	Submitted for Approval
Approved	Folden Jr., H Eugene	05/12/2020 09:32 AM	Unit Approval
Approved	Brown, Danielle Marie	05/12/2020 10:55 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	05/12/2020 10:55 AM	ASCCAO Approval

The Ohio State University: Department of Human Development and Family Science
HDFS 3440: Human Sexuality (Distance Learning)
Spring Semester, 2020

Faculty/Instructor: Katye R. Miller, PhD, MCHES (miller.1572@osu.edu)
Office Location: 166K Campbell Hall
Office Hours: Thursday's, 1-3 p.m.

Virtual hours: Posted on Carmen as "Conferences"

GTA & Grader: Haley Kiser
Grader: Margaret Meeks

Required Text:

Levay, S., Baldwin, J., & Baldwin, J. (2018) *Discovering Human Sexuality* (4th Ed.). Sinauer Associates: Sunderland, MA.

ISBN-13: 978-1605356693
ISBN-10: 1605356697

Students must have the 4th edition, as that will be where quiz and exam questions come from – any other edition will be at the users own risk of their grade.

Options to purchase the book:

- OSU Bookstore (rent or buy)
- [Amazon Options](#) for buying the book
- For rent at your preferred book rental location
- As an ebook at your preferred ebook location

It is the responsibility of the student to locate and purchase the book for use in the course at the beginning of the semester.

Additional Required Readings Posted on Carmen: Will be provided on Carmen.

Required and Optional Videos/Films: Will be available via the Secured Media Library or linked on Carmen

Course Requirements

Assigned Readings

- We will cover all chapters in the Levay, S., Baldwin, J., & Baldwin, J. (2015) *Discovering Human Sexuality* (4th Ed.) text
- No face-to-face "lecture" (optional "lectures" are available each week under the "Weekly Updates")
- Students should have the 4th edition, as that will be where quiz/exam questions come from – any other edition will be at the users own risk of their grade.

Orientation Quiz (10 points)

Purpose: to make sure students are sufficiently oriented to the course components, policies, and procedures.

- **Complete by Sunday, 12 January before 11:59 p.m.:** Complete an Orientation quiz in Carmen
- **NOTE:** If you wait until the 12th to complete the quiz, you will miss the deadline for the Initial post, which is due on Friday (10th). These will be points you will miss.
- 30 minutes to complete each attempt (10 questions)
- Score at least 100% (10/10) to continue in the course.
- Covers: "Getting Started" section of Carmen
- Take as many times as you need to reach 100%
- Questions are randomized; each attempt will generate a different question set.
- Grade will be automatically calculated when quiz is submitted.
- Students will not have access to any part of the course until the orientation quiz is completed at 100%

Introductions (10 Points)

Purpose: We will be engaging within small groups on the discussion boards. This is an opportunity to introduce yourself and get to know each other.

Quizzes (120 points)

Purpose: to test a students' knowledge of the topic content throughout each segment of the course.

- Total of 12 quizzes (1/week) worth 10 points each
- 10 multiple choice questions based on content for that week. Some quizzes cover 2 chapters, therefore they will have 5 questions from each chapter. If a quiz covers 3 chapters, then 3-4 questions per chapter will be on the quiz.
- 40 minutes to complete
- Open book and notes
- Questions are randomized; each quiz will generate a different question set.
- Two attempts, the highest quiz grade will be counted towards your grade.
- All quizzes are automatically graded
- AVAILABLE: After the successful completion of the Orientation Quiz. They are due each Sunday @ 11:59 p.m. every week
- Quiz Make-up: If a situation arises where you need extra time, each student can receive 1 leniency for up to 2 days (48 hours) extension. In order to use this extension, please contact Dr. Miller via email **within 1 day** of the original deadline and the extension will be added, no questions asked. Quizzes will only be extended to Tuesday, therefore if a student emails me 24 hours after a quiz deadline, they will only have Tuesday to complete the quiz (not the full 2 days). No extensions past Tuesday will be granted.

NOTE: Quiz questions cover solid understanding of the material as well as application of the material. Most questions cannot be looked up in the book while taking quizzes. Quizzes are difficult, therefore it is important to read the book and understand the material – how the material is connected and applied.

Group Discussions (6 x 50 points = 300 points)

Purpose: Assist students in looking deeper into one or more aspects of the course topics to think about the content on a more thoughtful level.

Group discussions:

- Required: 3 posts on the group discussion board in 2 week increments – 1 initial post (new thread) and respond to 2 different peers' *initial* post
- All posts will be graded together and based on the following (See Appendix B)
 - Comprehension and Examples (25 points)
 - Peer Feedback and Interaction (15 points)
 - Writing Skills (10 points)
- Students will have EITHER an initial or 2 response posts due each Friday, except weeks 9-10 and 15-16.
- All discussions will remain open for the full time, yet initial posts must be submitted by the initial post deadline. Response posts are completed through the same route as initial posts.
- Each **initial post** is due by Friday **before** 11:59 p.m., weeks 1, 3, 5, 7, 11, and 13.
 - You will not see posts until you submit your post/response to the discussion question(s)
 - Late initial posts: Entire discussion grade will be deducted by 10% each day an initial posts is late, up to 4 days. (1 day late = 5 point deduction; 2 days late = 10 points deducted; etc.). Initial posts will not be accepted after 4 days.
- Each **response** to a peers' initial post is due by Friday before 11:59 p.m. on weeks 2, 4, 6, 8, 12, and 14.
 - Respond to 2 peers' *initial* post.
 - Late Response Posts: Due to the nature of response posts, late response posts will not earn any credit.
- No posts during Weeks 9, 10, 15 and 16.
- **Grading of discussion posts will be completed within 2-3 weeks of the Response posts due date.**

Exams (130 Points)

Purpose: to test a students' knowledge of the topic content at two stages of the course.

Exam 1 (50 points): Includes 5 random questions from Chs 1-7 and 10-12 (each).

- Any student earning an average of 80% or higher on Weeks 2- 8 Quizzes can opt out of Exam 1. Your exam score will be your quiz average.
- If a student earned an average of less than 80% (this includes a 79.99) on Weeks 2- 8 Quizzes, they must take Exam 1 or receive a zero (0) on the exam.

Exam 2 (85 points): Includes 5 random questions from each chapter covered in the class.

- All students can opt out of Exam 2 and use your quiz average for the semester as your Exam 2 score. For instance, if a student earned an 85% on their quiz average (all weekly quizzes, except the Orientation Quiz), then their exam 2 grade would be an 85% (72.25/85 points).
- If a student chooses to take Exam 1, their score on the exam will be their grade for the exam.
- I encourage all students to have a firm understanding of their grade and how taking (or not taking) the exam can affect their final grade. Students can modify their grade in their grade book to see how the exam grade can affect their final grade.
- Dr. Miller will not advise a student either way as it is the student's grade (not Dr. Miller's grade).

Paper (50 points)

Purpose: to critically analyze a human sexuality current event and how it can influence individuals, communities, and society. NOTE: The paper topic is assigned.

- See Paper guidelines ([Appendix C](#)) for a full description and grading rubric
- Available beginning the first day of the class.
- Due via Carmen by Sunday, 29 March before 11:59 p.m.
- **Early Papers:** final/completed papers turned in by March 1st will earn 5 extra credit points. Once a paper is graded, it cannot be resubmitted for more points.
- **Late Papers:** Each student will receive a 1-day grace period. After the one day grace period a deduction of 10% for each day late up to 2 days. Once the grace period ends and 2 days passes a student will earn a zero (0); therefore, if you submit a paper on Friday (or later) after the due date, it will earn a zero (0)

Grading: the instructor and GTA/Grader will do their best to provide a 3-4 week turn around on the grading of all assignments. Please keep in mind there are nearly 150 students in the class and it takes time to grade all papers.

HDFS Statement about Assignments

Please note that all assignments in this class are intended for educational purposes only and shall not be used for publication or a scholarly presentation outside this class.

Student Evaluation of Instruction

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

Grading:

Orientation Quiz	10 points
Introductions	10 points
Quizzes (12x10 points)	120 points
Exam 1	50 points
Group Discussions (6x50)	300 points
Paper	50 points
Exam 2	85 points

TOTAL

625

FREE POINTS: Due to unforeseen circumstances students might encounter (e.g., emergency, technology difficulties, death in the family, etc.) during the semester, all students will receive a “free” 10 points at the end of the semester.

Extra Credit: There will be 1 option for extra credit, which will be available throughout the entire semester (Due 12 April).

Final Grades

The course is letter graded. Final grades will be calculated as a percent (total points accumulated divided by total points possible). This course will use the standard OSU grade scale. Due to students receiving a leniency on a quiz and extra credit opportunities, additional points are not given at the end of the semester. Students should take every opportunity to earn the most points they want in order to earn the grade they want.

NOTE: Carmen does not round up or down; therefore the grade you earn is the grade you will receive.

Rationale for Course Organization

- Content will be due on a weekly basis. This format is meant to assist students in staying on task, rather than waiting until the end of the semester to do 16 weeks of work.
- There will be deadlines posted from day 1 in which students are expected to follow.
- Due to copyright laws, films will be available during certain periods of time leading up to discussions/assignments on that specific topic.

Drop/Withdrawal

Drops and withdrawals must follow the Registrar's Office specified procedures or the grade earned will be the grade received, even if it is a failing grade. Forms are available from an academic adviser.

Course Description

This course utilizes a multidisciplinary perspective to examine the socio-emotional, intellectual, and physical aspects of human sexuality. **The focus of this course is on how sexual issues impact human development, individual attitudes, relationship decisions, family values, and future choices.** Promoting socially responsible sexual behavior across the life span is an overriding goal of this course. The course addresses the biological and physiological components of human sexuality across the life span as a basis for exploring its role in intimate relationships. The emotional and socio-cultural aspects of human sexuality are addressed as they relate to the development, formation, and maintenance of intimate relationships in contemporary society.

Students are encouraged to synthesize information from the textbook, the lectures, and other readings and videos/films and to integrate it with your existing knowledge, experience, and

understanding of human sexuality. Your participation in the group discussion that accompanies each lecture will provide an opportunity to compare and contrast information from various sources with your own values, attitudes, and experiences as well as with the ideas of other students.

HDFS 3440 meets the GE requirements for Social Sciences – individual/groups. This includes:

Goals of GE Social Sciences – individual/groups

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Individuals and Groups Expected Learning Outcomes and Course Objectives to meet these outcomes are (see [Appendix A](#) for an elaborated version of Objectives and learning outcomes):

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Weekly Course Schedule

Week = Monday to Sunday

Initial Discussions are due Friday's on odd weeks by 11:59 p.m. (Weeks 1, 3, 5, 7, 11, and 13)

Response posts are due Fridays on even weeks by 11:59 p.m. (Weeks 2, 4, 6, 8, 12, and 14)

+Quizzes are due Sunday's **before** 11:59 p.m. each week

Week/ Dates	Objectives	Discussions Due	Quiz/ Assignment Due	Theme/Readings/Media
Weeks 1 & 2 (6-19 Jan)	1a, 1b	Discussion 1 Initial Post Due 10 Jan Response Posts due 17 Jan	Week 1 Orientation Quiz (Sunday, 12 Jan. before 11:59 p.m.) +Week 2 Quiz	"Getting Started": Introduction to Course and Each Other Ch 1: Introduction to Human Sexuality and Researching Human Sexuality throughout the lifespan Watch: <i>Kinsey</i> (avail starting 5 Jan)
Weeks 3 & 4 (20 Jan – 2 Feb)	1d, 2a, 2b, 2f, 2h, 3a, 3f	Discussion 2 Initial Post Due 24 Jan Response Posts due 31 Jan	+Week 3 Quiz +Week 4 Quiz	Chs. 2-3: Sexual Anatomy Ch. 4: Sexual Development and Diversity Watch: <i>"My Secret Self"</i>
Weeks 5 & 6 (3-16 Feb)	1b, 2a, 2f, 2g, 2i, 2j, 3a	Discussion 3 Initial Post Due 7 Feb Response Posts due 14 Feb	+Week 5 Quiz +Week 6 Quiz	Chs. 10-11: Sexuality: Birth through Adolescence and Adulthood Ch. 6: Sexual Behavior Watch: <i>Toward Intimacy</i>
Weeks 7 & 8 (17 Feb – 1 March)	1a, 1b, 1c, 1d, 2a, 2b, 2h, 2j, 3a	Discussion 4 Initial Post Due 21 Feb Response Posts due 28 Feb	+Week 7 Quiz +Week 8 Quiz Early Papers due (1 March)	Ch. 5: Attraction, Arousal, and Response Chs. 7 & 12 and Appendix A (pgs. 551- 557): Sexual Orientation & Sexual Relationships
Week 9 (2-8 March)		NO DISCUSSIONS	Exam 1 Covers Weeks 1- 8. *Available 2 March	NOTE: Any student earning an average of 80% or higher on Weeks' 2-8 Quizzes, do not need to take Exam 1 (See syllabus for more information)

Week 10 (9-15 March)	Spring Break: No Classes			
Weeks 11 & 12 (16-29 March)	1b, 2c, 2d, 3a	Discussion 5 Initial Post Due 20 March Response Posts due 27 March	+Week 11 Quiz +Week 12 Quiz Paper (Due 29 March)	Ch. 9: Contraception & Abortion Ch. 8: Fertility, Pregnancy, and Childbirth
Weeks 13 & 14 (30 March – 12 April)	1b, 2c, 2e, 2k, 3a	Discussion 6 Initial Post Due 3 April Response Posts due 10 April	+Week 13 Quiz +Week 14 Quiz NOTE: Extra Credit discussed in syllabus is due on 12 April	Ch. 15: STI's Watch: <i>Anita</i> (avail starting 23 March) Ch. 16: Sexual Harassment, Violence, Partner Violence, and Coercion
Week 15 (13 – 19 April)	1b, 1d, 2g, 2i, 2k, 3a	NO DISCUSSION	+Week 15 Quiz	Chs. 13-14 & 17: Atypical Sexuality, Sexual Disorders & Sex Work
Weeks 16/17 (20 – 28 April)			Exam 2 Open 20 – 26 April – Exam cannot be taken prior to 20 April.	NOTE: All students have the option to use their average quiz grade for their Final Exam grade. (See syllabus for more information)

As with all things on the syllabus, I maintain my right as the instructor to change any items as necessary. I will strive to ensure that change will not be needed.

Office of Student Life Disability Services Statement

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 098 Baker Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Problem Solving

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances

against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant's department."

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health Statement

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 quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

ORGANIZATION OF COURSE SITE

Take a minute to review the environment structure as this will help guide you where things are in the course.

Navigation

On the left side of the course are **eight navigation links**. Below is a description of each tab.

- **Home:** Here you will find the home page for the course.
- **Announcements:** Here you will find the weekly updates and office hours as well as any important updates for the entire class.
- **Modules:** All components of the course can be found here. It is separated by week for ease. Within each week/module, students can access all links to the course requirements (e.g., discussions, quizzes, content, etc.).
- **Discussions:** Here you will find the discussion boards. This link is here to assist students in accessing the discussion boards easier than going through the "Modules" link.
- **Grades:** This link will take you to your grades for the course.
- **People:** This link will take you to a list of other students in the course as well as your discussion groups.
- **Settings:** Students can modify the settings of their Carmen through this link, including ability to add an email to receive notifications.
- **Buckeye Box:** students can save and modify assignments in Buckeye Box, which is OSU's cloud service.

GRADING RUBRICS (scroll down to the Appendices for Paper requirements and rubrics.)

Appendix A: Course Goals and Objectives

HDFS 3440 meets the GE requirements for Social Sciences – individual/groups. This includes:

Goals of GE Social Sciences – individual/groups

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Individuals and Groups Expected Learning Outcomes and Course Objectives to meet these outcomes are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - a. Become familiar with research methods and approaches in the study of human sexuality.
 - b. Describe the historical and cultural influences on human sexuality attitudes and behaviors
 - c. Explain the major theories related to love and attachment in adult romantic relationships.
 - d. Discuss research findings related to how men and women perceive the relationship between sex and love.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 - a. Describe female and male sexual anatomy and physiology, focusing on changes throughout the life course.
 - b. Describe human sexual arousal and response in both males and females and how they influence sexual relationships across the life span.
 - c. Discuss various birth control methods and the process of deciding which to use in various types of relationships.
 - d. Describe the process of conception, pregnancy, and birth and the choices associated with each.
 - e. Describe the cause, incidence and transmission, symptoms and complications, and treatment alternatives for sexually transmitted infections including communication with one's partner(s).
 - f. Describe sexual development across the life cycle from infancy and childhood through adolescence and on into early, middle, and late adulthood.
 - g. Describe characteristics of effective communication strategies as they are related to human sexuality.
 - h. Discuss the influences of gender identity, gender roles, and gender-based stereotypes influence sexual attitudes and behavior.
 - i. Describe the various sexual behaviors that individuals can choose from: celibacy, fantasy, masturbation, kissing and touching, cunnilingus, and coitus.
 - j. Discuss differing sexual orientations and lifestyles, attitudes toward homosexuality, and research on same sex relationships and family life.

- k. Discuss sexual victimization including rape, child sexual abuse, and sexual harassment.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy-making.
- a. Discuss value systems and their importance to policy making for sex education, reproduction, GLBTQ issues, and other topics.

Appendix B: Discussion Posts Rubric

Grading Rubric

Worth: 50 points

	Fantastic 25-22.5 pts (90-100%)	Good 22.5 – 20 pts (80-89%)	Fair 20-17.5 pts (70-79%)	Needs Improvement 17.5-0 pts (<70%)
Comprehension and Examples	Student demonstrates a full understanding of the concepts and key points. Student provides significant detail, includes at least 2 relevant examples (e.g., from readings, external research, and/or personal experiences).	Student demonstrates a good understanding of most of the concepts and key points. Student provides moderate detail, including at least 1 relevant example (e.g., from readings, external research, and/or personal experiences).	Student demonstrates a fair understanding of the concepts and key points. Examples lack detail or clarity.	Student demonstrates little to no understanding of the concepts and key points in the course material. No examples or supporting details are included.
	Fantastic 15-13.5 pts (90-100%)	Good 13.5 – 12 pts (80-89%)	Fair 12-10.5 pts (70-79%)	Needs Improvement 10.5-0 pts (<70%)
Peer Interaction	All discussion postings and responses contribute to the quality of interaction by offering stimulating thoughts, probes, respectfully offering questions or opposing viewpoints. Postings provide evidence that the student has read and considered two or more of their colleagues' postings and synthesized key comments and ideas. Postings contribute something new to the discussion.	Most discussion postings and responses contribute to the quality of interaction by offering stimulating thoughts and probes. Postings provide evidence that the student has read and considered two or more of their colleagues' postings and synthesized key comments and ideas, as applicable but may not have followed up with a question, an opposing viewpoint, or constructive feedback. Postings contribute something new to the discussion.	Some discussion postings and responses contribute to the quality of interaction. Postings provide evidence that the student has read and considered two or more of their colleagues' postings, but response statements may be unclear or too general. Postings may contribute very few new ideas to the discussion.	No response posts. Little to none of the discussion postings contribute to the quality of interaction. Postings do not provide evidence that the student has read and considered two or more of their colleagues' postings or synthesized comments and ideas. Postings do not respectfully offer suggestions or probes. Inappropriate tone or language may have been used. Nothing new is contributed to the discussion.
	Fantastic 10-9 pts (90-100%)	Good 9 – 8 pts (80-89%)	Fair 8-7 pts (70-79%)	Needs Improvement 7-0 pts (<70%)
Writing Skills	Postings are organized and/or contain less than three writing and/or spelling errors, and are consistent with the required writing style of 3000-level classes. Student demonstrates solid sentence and paragraph writing skills.	Postings are organized and/or contain some writing and/or spelling errors, and are consistent with the required writing style. Student demonstrates adequate sentence and paragraph writing skills.	Postings lack organization, correct grammar and/or show inconsistency with the required writing style. Student demonstrates sentence and paragraph writing skills, though these skills minimally meet basic standards.	Postings lack organization and/or contain significant writing and/or spelling errors, and does not follow the required writing style. Students sentence and paragraph writing skills are below standards.

Appendix C: Paper (50 Points)

Purpose: to critically analyze a human sexuality current event and how it can influence individuals, communities, and society.

- See the background information and guidelines for a full description.
- See the [grading rubric](#) below for a guide to how papers will be graded.
- Available beginning 6 January
- Paper: due via Carmen by Sunday, 29 March before 11:59 p.m.
- **Early Papers:** final/completed papers turned in by March 1st will earn 5 extra credit points. Once graded, papers cannot be resubmitted for a better grade.
- **Late Papers:** Each student will receive a 1-day grace period. After the one day grace period a deduction of 10% for each day late up to 2 days. If a paper is turned in 3 days or more late (grace period + 2 days) then a student will earn a zero (0)

Formatting (5 pts; part of “organization/formatting”): Feel free to use the sample formatted paper provided as it guides a student through the writing process and is APA formatted.

- Minimum of 2 FULL (no more than 3 pages), double-spaced pages of writing (See “Sample Formatted Paper”). Since you do not need a title page, only include 1 line at the top with the title of your paper. Do not include your name, course name, date, faculty/instructor name, etc.
- 12-pt, New Times Roman font with 1” margins (this is APA formatting).
- Word documents accepted (not .pages or PDF)
- Proper grammar, spelling, and punctuation
- [APA citations and reference list](#) (title page and abstract are not needed) – please use this resource to assure your citations and reference list are APA format. Reference page is not included in the minimum page requirement and will not make a 3-page paper exceed its limit.
- NOTE: you should have a minimum of 3 reputable sources, one for each "level" (individual, community, societal)

What is a reputable source?

Journal articles, reputable web pages and newspapers are usable sources for this paper. Wikipedia is not considered a reputable source for this paper.

Wikipedia can be used as a **starting point**, but not an end point. [Wikipedia](#) even says how Wikipedia is not a credible source for academic use!

Paper

Requirements:

Choose a human sexuality current/recent news event or policy from the provided list. Research the event/policy and write a paper answering how the topic could affect/influence individuals, communities, and society. IMPORTANT NOTE: This is NOT an opinion (or persuasive) paper; it is more of a research paper.

STEP 1: Choose a Topic:

NOTE: If you want to write on a topic not listed, please contact Dr. Miller to see if it would be an approved topic.

North Carolina's House Bill 2
Uterine Transplants being Approved
Genetically Modified Embryo's being Approved
PrEP being available to all
Antibiotic Resistant STIs/STDs
Sex Surrogate
(True) Comprehensive Sex Education (K-12, not just middle/high school)

STEP 2: Research your topic and determine how the topic could affect/influence an individual, community and society.

STEP 3: Follow the general paper outline to develop your paper

1. Introduction to the paper (less than a half a page). This section should introduce your topic and what you will be discussing (2.5 points; part of "organization/formatting")
2. Discuss and critically analyze 1 way the topic can affect/influence *individuals* (positively or negatively). (10 points)
3. Discuss and critically analyze 1 way the topic can affect/influence a *community* (positively or negatively). (10 points)
4. Discuss and critically analyze 1 way the topic can affect/influence *society* (positively or negatively). (10 points)
5. Provide a conclusion on the above 3 points. (2.5 points; part of "organization/formatting")

Examples of "Individuals" = you, your friend, an infant, a parent, etc.

Examples of "communities" = schools, community centers, neighborhoods, schools, universities, churches, cultural group, etc.

Examples of "societal" = law, policies, taxes, societal norms, culture, ideologies, societal attitudes, socioeconomic status/differences, etc.

*I am providing you examples of what constitutes "individual," "communities," and "societal." These are not inclusive lists; they are being provided solely to assist students in ideas of what constitutes each level.

STEP 4: Write a draft of your paper.

STEP 5: Proofread your paper and revise as needed.

STEP 6: Double check you followed the formatting requirements and paper requirements.

STEP 7: Submit

Paper Grading Rubric

	13-10	10-7	7-3	3-0	
INFLUENCE ON INDIVIDUALS	<ul style="list-style-type: none"> Reflects <u>strong</u> evidence of critical thinking related to the topic influencing individuals. 	<ul style="list-style-type: none"> Reflects evidence of critical thinking related to the topic influencing individuals. 	<ul style="list-style-type: none"> Reflects <u>some</u> evidence of critical thinking related to the topic influencing individuals. 	<ul style="list-style-type: none"> Reflects <u>little</u> evidence of critical thinking related to the topic influencing individuals 	
	13-10	10-7	7-3	3-0	
INFLUENCE ON COMMUNITITES	<ul style="list-style-type: none"> Reflects strong evidence of critical thinking related to the topic influencing communities. 	<ul style="list-style-type: none"> Reflects evidence of critical thinking related to the topic influencing communities. 	<ul style="list-style-type: none"> Reflects some evidence of critical thinking related to the topic influencing communities. 	<ul style="list-style-type: none"> Reflects little evidence of critical thinking related to the topic influencing communities 	
	13-10	10-7	7-3	3-0	
INFLUENCE ON SOCITETY	<ul style="list-style-type: none"> Reflects strong evidence of critical thinking related to the topic influencing society. 	<ul style="list-style-type: none"> Reflects evidence of critical thinking related to the topic influencing society. 	<ul style="list-style-type: none"> Reflects some evidence of critical thinking related to the topic influencing society. 	<ul style="list-style-type: none"> Reflects little evidence of critical thinking related to the topic influencing society 	
	11-9	9-6	6-3	3-0	
ORGANIZATION (including intro and conclusion)/ FORMATTING	<ul style="list-style-type: none"> Information is <u>clearly</u> focused in an organized and thoughtful manner, including clear introduction and summary closing paragraph. No spelling, grammatical, punctuation or format errors; proper APA formatting for entire paper 	<ul style="list-style-type: none"> Information is <u>mostly</u> focused in an organized and thoughtful manner. Less than 5 spelling, grammatical, or punctuation errors Slight APA errors 	<ul style="list-style-type: none"> Information is <u>somewhat</u> focused in an organized and thoughtful manner. 10 spelling, grammatical, or punctuation errors Consistent APA errors 	<ul style="list-style-type: none"> Information is <u>haphazard</u> and fragmented. More than 10 spelling, grammatical, or punctuation errors Adherence to APA formatting was lacking or nonexistent 	

Appendix D: Extra Credit

Extra Credit

HDFS 3440, Distance Learning

Worth: 5 points

Due: Sunday, 12 April (via Carmen)

Formatting and requirements of Extra Credit Assignment

- 2 **FULL** pages of single-spaced writing (or 4 full, double-spaced pages) – (no more than 3 pages, single-spaced or 6 pages, double spaced)
- 12-pt font, Times New Roman font
- 1" margins
- Word document (not .pages or PDF)
- No late submissions will be accepted

Choose and watch one film from Category A and one film from Category B. After watching both films, use critical thinking skills to compare and contrast the films in relation to the human sexuality course. NOTE: human sexuality is not just about sex, consider branching out to discuss topics such as similarities and differences in how gender roles are portrayed through two children's films; what do the films teach children about sex, sex appeal, clothing, relationships, gender roles, gender behavior towards others, etc. Please know, these categories of films are very different in many, many aspects, you will need to use your critical thinking skills for this extra credit assignment as well as the ability to really analyze films at a deeper level.

Category A – choose 1

Frozen (2013) – available by request via OSU Library

Brave (2012) - available via OSU Library and Ohio Link

Mulan (1998) – available on Netflix, via OSU Library, Ohio Link

Beauty and the Beast (1991) – Disney+

Category B – choose 1

Snow White and the Seven Dwarfs (1937) - available on Ohio Link (Interlibrary loan)

Cinderella (1950) –available through WorldCat (Interlibrary loan)

Sleeping Beauty (1959) – DVD available via Ohio Link

The Little Mermaid (1989) - DVD available via Ohio Link

Quick Links : [Beginning](#) [Schedule](#) [Rubrics](#) [Major Due Dates](#)
(Double Click to enter header then control+click)

The Ohio State University
College of Education and Human Ecology
HUMAN DEVELOPMENT AND FAMILY SCIENCE
3440: Human Sexuality (Traditional/In Class)
Tu/Th 11:10-12:30 p.m. (143 Campbell Hall)

Instructor: Katye R. Miller, PhD, MCHES
Mailbox: 135 Campbell Hall
Office: 127 Campbell Hall
Office Hours: 12:30-1:30 p.m. Tuesdays and Thursdays or by appointment
Email: miller.1572@osu.edu

NOTE: Please allow 48 business hours for a response to an email question; Weekends, holidays, and day of assignments/deadlines, please allow 72 hours for a response to an email question.

QuickLinks:

Course Schedule

Netiquette: Guidelines for E-Communications

Grading Rubrics

Major Assignment Due Dates

Policies regarding late work

Course Description

This course utilizes a multidisciplinary perspective to examine the socio-emotional, intellectual, and physical aspects of human sexuality. **The focus of this course is on how sexual issues impact human development, individual attitudes, relationship decisions, family values, and future choices.** Promoting socially responsible sexual behavior across the life span is an overriding goal of this course. The course addresses the biological and physiological components of human sexuality across the life span as a basis for exploring its role in intimate relationships. The emotional and socio-cultural aspects of human sexuality are addressed as they relate to the development, formation, and maintenance of intimate relationships in contemporary society.

Students are encouraged to synthesize information from the textbook, the lectures, and other readings and to integrate it with your existing knowledge, experience, and understanding of human sexuality. Your participation in the group discussion that accompanies each lecture will provide an opportunity to compare and contrast information from various sources with your own values, attitudes, and experiences as well as with the ideas of other students.

HDFS 3440 meets the GE requirements for Social Sciences – individual/groups. This includes:

Goals of GE Social Sciences – individual/groups

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Individuals and Groups Expected Learning Outcomes and Course Objectives to meet these outcomes are (see [Appendix A](#) for an elaborated version of Objectives and learning outcomes):

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Required Text:

Levay, S., Baldwin, J., & Baldwin, J. (2015) *Discovering Human Sexuality* (3rd Ed.). Sinauer Associates, Inc.: Sunderland, MA.

[Publisher](#): This link includes available formats of the book, including Paper, Looseleaf, and eBook options. The book is also available for purchase through the OSU Bookstore and on closed reserve in the OSU Thompson Library.

NOTE: it is the students' responsibility to have the book. Please do not contact the instructor asking for leniency due to not having the book by day 1 of the semester.

Required Readings Posted on Carmen/Canvas:

Additional readings, specifically for discussions, will be provided on Carmen/Canvas. Including:

Thompson, D. (2001). Is sex a good thing for men with learning disabilities? *Learning Disability Review*, 6(1), 4-12.

Required Videos/Films to Watch:

Kinsey – Found in the Secured Media Library (link provided on Carmen/Canvas)

My Secret Self – Links found on Carmen/Canvas

Anita - Found in the Secured Media Library (link provided on Carmen/Canvas)

Towards Intimacy – Link found on Carmen/Canvas

Optional Videos/Films to Watch:

Updates on Jazz – Links found on Carmen/Canvas

Drop/Withdrawal

Drops and withdrawals must follow the Registrar's Office specified procedures or the grade earned will be the grade received, even if it is a failing grade. Forms are available from an academic adviser.

Late Work

Group Discussion Assignments: Because of the nature of group discussions being in class— participation enriches the experience for all—late group discussion assignments will not be accepted.

Quizzes: All quizzes will be available for 1 full week, which is ample time to complete quizzes. Therefore, there will be no extensions or late quizzes accepted.

Group Project: Students/groups have nearly an entire semester to work on group projects, paper, and presentations; therefore, there will be no extensions. If a student misses their group presentation, then a zero (0) will be earned by that student, unless there are severe extenuating circumstances.

Extra Credit: Late assignments or extensions will not be accepted. The main extra credit assignment is available the entire semester, therefore students have plenty of time to complete this option.

NOTE: It is the students' responsibility to modify their schedule to fit their class schedule. This includes quizzes, assignments, presentations, etc. Requesting an extension due to work/having to pick up a shift/going on vacation/etc. are not excuses. I highly encourage students to finish work earlier, rather than waiting until the last minute... something is bound to happen where you cannot meet a deadline and this is your responsibility.

Course Requirements

Quizzes (150 points)

Purpose: to test a students' knowledge of the topic content throughout each segment of the course.

- Total of 10 quizzes (1/week) worth 15 points each
- 15 multiple choice questions based on content for that week
- 60 minutes to complete
- Questions are randomized; each quiz will generate a different question set.
- One attempt that will be counted towards your grade.
- Auto grade: All quizzes are automatically graded and students will know which questions they answered incorrectly after submission
- **Due:** Monday's @ 11:59 p.m. for each week there is a quiz assigned
- NO MAKE UPS
- Late quizzes:
 - Deduct 5 points if submitted between 61-64 minutes
 - Deduct 10 points if submitted between 65-69 minutes
 - Earn a score of zero (0) if submitted after 70 minutes

Group Discussion Assignments (In class) (5 x 10 points; 50 points total)

Purpose: assist students in looking deeper into one or more aspects of the course topics to think about the content on a more thoughtful level.

- Five (5) group discussion assignments will be provided in class, throughout the semester.
- Each assignment is worth 10 points.

- Group assignments are to be completed in class only.
- Group assignments cannot be made up if a class is missed.
- **No late assignments or make up assignments will be accepted**
- Grading of Group Assignments will be completed within 1-2 weeks.

Group Project, Paper and Presentation (175 points)

(See Appendix B for details)

Purpose: to allow students to look closer at a topic of interest. The group project, paper and presentation are in place of a midterm and final exam.

Note: the group project includes a very detailed peer evaluation process that can hinder a student’s grade if they do not participate (or are too involved/not allowing others to participate). The peer evaluation process is outlined in the “Group Project Guidelines” posted on Carmen/Canvas)

Note: if a student is absent from their group presentation, they will receive a “0” on this component. Students/groups know the 2nd day of class when they will be scheduled to present. Therefore, it is the students’ responsibility to make arrangements to be present or switch with another group.

HDFS Statement about Assignments

Please note that all assignments in this class are intended for educational purposes only and shall not be used for publication or a scholarly presentation outside this class.

Student Evaluation of Instruction

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

Grading:

Quizzes (10x15 points)	150 points
Group discussion assignments	50 points
Group Project, Paper and Presentation	175 points

TOTAL 375

Final Grade Scale

The course is letter graded. Final grades will be calculated as a percent (total points accumulated divided by total points possible). The following percent system will be used as a guide to award a letter grade:

93-100 = A	87-89.9 = B+	77-79.9 = C+	67-69.9 = D+
90-92.9 = A-	83-86.9 = B	73-76.9 = C	63-66.9 = D
	80-82.9 = B-	70-72.9 = C-	

Quick Links : [Beginning](#) [Schedule](#) [Rubrics](#) **Major Due Dates**
(Double Click to enter header then control+click)

NOTE: Carmen/Canvas does not round up or down; therefore the grade you earn is the grade you will receive.

Extra Credit: There will be 1 option for extra credit, which will be available throughout the entire semester.

Weekly Course Schedule

Weekly Due Dates are Consistent

+Quizzes are due by each Monday at 11:59 p.m., unless otherwise specified
 All other papers are due by 11:59 p.m. on the due date listed

Week/ Dates	Quiz/ Assignment Due	Themes	Reading(s)	Videos/ Films to View
1 (23-29 Aug)	+Quiz 1 (Ch. 1)	Intro to Course and Human Sexuality (Tu) History and Researching HS (Th)*	Ch. 1	<i>Kinsey</i>
2 (30 Aug -5 Sept)	+Quiz 2 (Chs. 2 & 3)	Sexual Anatomy (Tu/Th)	Chs. 2 & 3	
3 (6-12 Sept)	+Quiz 3 (Ch. 4)	Sexual Anatomy & Discuss Group Projects (Tu) Sex, Gender, and Transgender (Th)*	Chs. 2, 3 & 4	“My Secret Self” – Videos provided on Carmen/Canvas
4 (13-19 Sept)	+Quiz 4 (Chs. 12 & 5)	Sexual Orientation (time for group projects) (Tu) Attraction, Arousal, and Response (Th)	Chs. 12 & 5	
5 (20-26 Sept)	+Quiz 5 (Chs. 6 & 7)	Sexual Behavior (Tu) Sexual Relationships (Th)*	Chs. 6 & 7	<i>Towards Intimacy</i> – link provided on Carmen/Canvas
6 (27 Sept – 3 Oct)	+Quiz 6 (Chs. 8 & 9)	Fertility, Pregnancy, and Childbirth (Tu) Contraception and Abortion (Th)	Chs. 8 & 9	
7 (4-10 Oct)	+Quiz 7 (Ch. 15)	STI (Tu) STI’s, cont. and Sexual Harassment, Violence and Coercion (Th)	Chs. 15 & 16	<i>Anita: Speaking Truth to Power</i>
8 (11-17 Oct)	+Quiz 8 (Ch. 16)	Sexual Harassment, Violence, and Coercion (Tu)*	Ch. 16	

Quick Links : [Beginning](#) [Schedule](#) [Rubrics](#) [Major Due Dates](#)
 (Double Click to enter header then control+click)

		NO CLASS: University Closed (Th)		
9 (18-24 Oct)	No Quiz Group Progress Report Due (Th)	Group Project Work Days (Tu/Th)		
10 (25-31 Oct)	+Quiz 9 (Chs. 10 & 11)	Sexuality throughout the Lifespan (Tu/Th)*	Chs. 10-11	
11 (1-7 Nov)	+Quiz 10 (Chs. 13-14 & 17)	Atypical Sexuality, Sexual disorders, and Sex as a Commodity (Tu/Th)	Chs. 13-14, & 17	
12 (8-14Nov)		Group Project Work Days (Tu/Th)		
13 (15-21 Nov)	All group papers are due (Th)	Group Project Work Day (Tu) Group Presentations (Th)		
14 (22-28 Nov)		Group Presentations (Tu)?? NO CLASS: University Closed (Th)		
15 (29 Nov-5 Dec)		Group Presentations (Tu/Th)		
16	You're done!	No content/No Exam		

As with all things on the syllabus, I maintain my right as the instructor to change any items as necessary. I will strive to ensure that change will not be needed.

Office of Student Life Disability Services Statement

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 098 Baker Hall (113 W. 12th Ave) to coordinate reasonable accommodations;

<http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Academic Integrity (Academic Misconduct)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

Grievances and Problem Solving

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first **to the supervising instructor**, then to the chairperson of the assistant's department."

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health Statement

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 quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

MAJOR ASSIGNMENT DUE DATES

Assignment	Week due	Points
Weekly Quizzes	Various Weeks	150
Group Discussion Assignments	Various Weeks	50
Group Project, Paper and Presentation	Final Weeks	175

TECHNOLOGY

Participants will complete course activities online and in class. Recommended technology skills include the following Internet and computer competence:

- Ability to use a Web browser—such as Internet Explorer or Firefox—including how to use plug-ins to support streaming audio or video and lecture capture programs such as Mediasite.
- Knowledge of search engines and how to search for appropriate resources efficiently
- Competence using e-mail
- Competence with Microsoft Word
- Ability to participate in threaded discussion
- Knowledge of how to use collaborative software such as Carmen/Canvas.
- Software requirements: This course runs on Ohio State’s Carmen/Canvas platform. It is recommended students utilize Internet Explorer as the primary browser for the course. (NOTE: Dr. Miller has a MacBook and has luck with Firefox)

TECHNICAL SUPPORT

Following are the resources available for technical support and help.

- **Carmen/Canvas Help for Students:** <http://elearning.osu.edu/carmen---help/students/index.htm>

- **IT Service Desk**

Contact Help Desk (ocio.osu.edu/help/) at 8help@osu.edu OR 614.688.7357 (688-HELP)

NETIQUETTE POLICY – For Email and Discussion Board

Sourced from "Netiquette Policies. *Center for Teaching Excellence.*" 28 May 2012.
<http://www.lcc.edu/cte/resources/teachingtips/tip32.aspx>

1. Only say something in an email that you would say directly to a person.
2. Because email can be easily forwarded, assume everyone has access to your email.
3. While it is wise to follow #2, please do not forward or post another person's email without their permission.
4. Avoid using all CAPS; IT COMES ACROSS LIKE SHOUTING!!!
5. Keep in mind that in face-to-face and vocal communications, we can rely on nonverbal elements such as tone of voice and facial expressions to gain a sense of a person's meanings and intentions beyond their words. Those clues are nearly nonexistent in email and discussion postings; anything that could be taken as rude or offensive probably will be, even if you don't intend to be taken that way.
6. Never send/post a message when you are angry or upset. Give yourself time to "sleep on it." Draft your response and reread it in 24 hours. Chances are you will decide not to send it or you will rewrite a more appropriate response.
7. When reading and/or critiquing others' work, keep in mind that we are all here to learn, and learning implies a certain degree of imperfection. Try to convey your feedback in a constructive, polite and rational way. Likewise, try to be open to constructive feedback.
 - a. (Note: I have a description of the expectations for discussion board assignments in the syllabus. Please review these expectations.)
8. Please be respectful of your peers, even when you do not agree. Bullying via discussion posts will not be tolerated.

Email Policies and Procedures

Check Your School Email Frequently

- **Check your OSU email a minimum of 3 times a week.** It is inexcusable to not check your school email. I will be sending you emails that you will be responsible for reading, and you will likely get important emails from other instructors and/or administrative offices at OSU throughout the semester.
- Buckeyelink allows you to set preferences for where your OSU email is forwarded.
- Please use your @osu.edu email account for sending communications to your instructor or fellow students regarding course related matters. With spam filters being what they are, communicating via alternative addresses adds unnecessary complications. Use your OSU account.
- **PLEASE INCLUDE COURSE NUMBER IN EMAIL SUBJECT LINE** (sorry I didn't mean to shout, but that's important.). I teach 4 different classes with over 350 students, if you do not tell me which class you're asking about then that will be my first question back to you.

Be Specific and Clear

Make use of the FAQ Discussion Board for general questions related to lectures, papers, group projects, etc. In addition, if you have a question, please check the board before emailing me.

Something that may be clear to you, something that you've thought a lot about, might not be clear to the person who is reading your message. Do not send quick emails and assume that others will know what you are talking about. Explain what you want to say thoroughly, using specific language. If you feel you tend to be too vague, have someone else who is unfamiliar with what you want to say read your email before you send it to make sure the meaning is clear to them.

Here are some examples of vague emails I might get:

- "I'm confused about the paper due Thursday." (To this person, I would reply, "Can you be more specific about what is confusing you about the paper?" Otherwise, I might spend an hour trying to address everything I can think might be the problem, only to find out I still have not explained the right thing.)
- "I'm totally lost; I don't know how to do anything." (I would recommend this person schedule a meeting with me ASAP because not only do I not know exactly where the problem is, the person seems to need significant one on one help getting familiar with basic online class procedures.)
- When we are in the middle of an email exchange, please remember that while your concern is important to me, you might not be the only student I am responding to at the time. If starting a new email, rather than a response string, please **give me all the background information** that you can to explain the situation.
- Generally avoid sending an attachment without a full explanation in the message box of what it is and what you would like your reader to do with it.

Grammar and Spell Check Your Emails

- Course related email is a hybrid sort of communication; it is not family/friend casual texting, and it is not formal essay writing. Proceed, but with some caution: text based shorthand and unclear sentences can lead to frustration on the part of your readers as they struggle to understand your meaning. Most email services nowadays contain a spellchecker you can use.
- If you don't use a signature box for your emails, you might consider taking advantage of this attribute. It helps ensure that your instructor knows who is communicating! If you do not use the signature box, please conclude your email with your name you are registered with. Even if you have recently married or divorced and your name has changed, you still need to use the name you registered with or I will not know who you are.

Use care with tone

- As noted above, in email if something can be read as rude or insulting, it is likely to be understood that way. At times in the term you might very well disagree with me, or become frustrated with some aspect of the course. Let me know, and please be careful with tone. I'm happy to receive constructive criticism about the course, especially if you give me suggestions for making things better for students, but it's better if you start a document to record your

Quick Links : [Beginning](#) [Schedule](#) [Rubrics](#) [Major Due Dates](#)
(Double *Click to enter header then control+click*)

thoughts and save them for the survey at the end--that way you will have more of an overall perspective of what the course is trying to do.

GRADING RUBRICS (scroll down to the Appendices for Paper requirements and rubrics.)

Appendix A: Course Goals and Objectives

HDFS 3440 meets the GE requirements for Social Sciences – individual/groups. This includes:

Goals of GE Social Sciences – individual/groups

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Individuals and Groups Expected Learning Outcomes and Course Objectives to meet these outcomes are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - a. Become familiar with research methods and approaches in the study of human sexuality.
 - b. Describe the historical and cultural influences on human sexuality attitudes and behaviors
 - c. Explain the major theories related to love and attachment in adult romantic relationships.
 - d. Discuss research findings related to how men and women perceive the relationship between sex and love.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 - a. Describe female and male sexual anatomy and physiology, focusing on changes throughout the life course.
 - b. Describe human sexual arousal and response in both males and females and how they influence sexual relationships across the life span.
 - c. Discuss various birth control methods and the process of deciding which to use in various types of relationships.
 - d. Describe the process of conception, pregnancy, and birth and the choices associated with each.
 - e. Describe the cause, incidence and transmission, symptoms and complications, and treatment alternatives for sexually transmitted infections including communication with one's partner(s).
 - f. Describe sexual development across the life cycle from infancy and childhood through adolescence and on into early, middle, and late adulthood.
 - g. Describe characteristics of effective communication strategies as they are related to human sexuality.
 - h. Discuss the influences of gender identity, gender roles, and gender-based stereotypes influence sexual attitudes and behavior.
 - i. Describe the various sexual behaviors that individuals can choose from: celibacy, fantasy, masturbation, kissing and touching, cunnilingus, and coitus.

- j. Discuss differing sexual orientations and lifestyles, attitudes toward homosexuality, and research on homosexual relationships and family life.
 - k. Discuss sexual victimization including rape, child sexual abuse, and sexual harassment.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.
- a. Discuss value systems and their importance to policy making for sex education, reproduction, GLBTQ issues, and other topics.

Appendix B: Collaborative Project, Paper and Presentation

Overview

You will work with your group over most of the semester to research one of the following options and provide a *creative* presentation. Presentations will be given during the last 3 weeks of class.

OPTION 1:

1. Choose a controversial or rare human sexuality topic that was not discussed in depth during the semester.
2. Research the topic thoroughly and develop a critically thoughtful presentation and paper that is interactive (NOTE: inclusion of activities done in the class are off-limits). The presentation and paper should critically assess the topic, looking at all sides and determine what should be morally acceptable, what should be socially acceptable, etc. Everything within the presentation and paper should be backed up with reliable, peer-reviewed research.

OPTION 2

1. Choose a country (not the United States)
2. Research the country's policy around 3 different areas of human sexuality and develop an interactive presentation to display these policies. The paper will include all 3 policies, but the presentation may only include 1-2 of the policies due to the time limit.

Both options:

Groups will submit 1 progress report per group via Carmen/Canvas

Groups will provide a **creative** 10-minute group presentation on your project,
plus a 2-minute Q/A

Groups will submit the following via Carmen/Canvas:

- Group paper
- All presentation materials

Each student will submit peer evaluations after the group presentation is completed

A minimum of 6 reputable (e.g., peer reviewed) references

Group Project, Paper and Presentation Point Distribution (150 Total Points)

Progress Report = 15 points

Group Paper = 50 points

Peer Evaluations = 10 points for submission of an evaluation for each group mate

Peer Evaluation *Average* = 50 points (this is an average of your group mates evaluation of your work, involvement, teamwork, problem-solving, offering ideas, etc.)

Group Presentation = 50 points (includes the submission of all group presentation materials)

What Topic Should We Choose?

Topics can be anything relating to Human Sexuality. For option 1, topics could include: development of assertiveness skills for grade school children; (truly) comprehensive sex education; condom distribution programs in middle/high school; etc. For option 2, topics could include fe/male circumcision,

maternity/paternity leave, cultural practices with sex education, sexual violence laws, same sex relationships/parenting, sex workers, etc.

Whichever topic you choose, you will need to research it with reliable web sites, journals, and databases. Some that may be helpful for your topic are:

- Google Scholar (RECOMMENDED)
- PubMed;
- PsychInfo; and
- JSTOR.

Please note, in your choosing/examination of your topic, you may find there are endless ways to explore/unravel your topic, you may discover midway through the project that another topic would have been more exciting to you, or you may disagree with your group members. While any of these experiences could be frustrating, a little tension is a normal part of scholarly activity and these experiences could be viewed/framed as points of growth – your own growth as well as the growth of your classmates and me! You can talk about your challenges in your progress report and your end-of-the-semester presentations. **If there are major issues within your group, please inform the instructor about them immediately.**

Group Paper Format (50 points out of 150 points)

Format: 3-4 pages, APA format (5 points, also includes grammar/spelling/format of paper/etc.)

- Title page (not included in the page range)
- Abstract (not included in the page range)
- Body of paper (includes intro and conclusion)
- References (not included in the page range)
- Appendices (not included in the page range)

Content: Include, at a minimum, the following:

1. Brief introduction and literature review (includes the importance of the topic) (5 points)
2. Methods for researching and topic chosen (5 points)
3. OPTION 1: research and critical analysis of topic; OPTION 2: findings around the policies studied (25 points)
4. Barriers to project/challenging situations/limitations to study or research (5 points)
5. Conclusion (5 points)

Presentation Format – Grading guidelines (50 points)

Each group will have 10 minutes to present, with an **additional** 2 minutes for questions (which is a total of 14 minutes). Your group grade will be penalized by an entire letter grade for every 2 minutes you go over 10 minutes and for every 2 minutes you go under 10 minutes. Tips for staying within the 10-minute limit: have a well-organized presentation; *practice, practice, practice*; target your presentation for 9 minutes so that you have plenty of wiggle room if you run over; and make sure you pay attention to the time cards that will be held up to signify that your group has 5, 2, and 1 minute(s) remaining.

I will grade you on the quality and the creativity of your presentation. I will assess *quality* by determining (20 points):

- How clearly your group explains your topic
- How clearly you state why the topic should be important to our class (or the population it's meant for)

- How complete you critically analyze the topic or research country policies

I will assess creativity by determining (20 points):

- Whether your group **effectively** used a method OTHER than PowerPoint/Prezi to present your research, for example: enacting a theatrical performance; making a short film/video; creating and monitoring a blog site, etc.
- Whether your group actively involved the class in your presentation

Class evaluations of creativity will be determined by (10 points):

1. How interactive the presentation was with the class
2. If the student was engaged/bored during the presentation

If you just do a PowerPoint/Prezi to present your research, you will not earn the group an “A” (maybe a “C” at most); the creative element to your presentation is **crucial** to earning a “good” grade. If you decide to enact a performance (i.e., skit, show, etc.) it **MUST** be based on your research for your lesson plan/country policies, not stereotypes.

NOTES:

1. If you decide to show a video in your presentation, you have a limit of 2 minutes TOTAL for videos that were not made by the group (i.e., Youtube, TV clips, movie clips, etc.)
2. If you decide to include outside people (i.e., experts, classmates, etc.) into your presentation, there is a max of 2 minutes (total) for this.
3. If you are using technology in your final presentations (i.e., videos, sound, YouTube, personal made films, etc.), it is YOUR responsibility to work with the instructor at least 2 classes prior to your presentation to see if all technology will work in the classroom. For instance, Mac videos are NOT usually compatible with the classroom technology, therefore your group will need to determine how to convert the video or decide on a separate creative component.

TECHNOLOGY:

There are many technology services available for free or at a significantly reduced cost for students. If you would like to incorporate technology into your presentation, please check: <https://ocio.osu.edu/elearning/services/equipment/>. It is important to note that you do not need to spend a penny to do well on the group project and all technology needs to be done by the group, not a “specialist” in IT or media services.

In addition the Digital Union (<http://digitalunion.osu.edu/>) will work with students to develop videos, voice-overs, and pretty much any other digital media format. They and have a number of high-tech capabilities.

HDFS 3440

Human Sexuality

This course fulfills the General Education (GE) course requirements of B. Social Science subcategory (1) Individuals and Groups.

Assessment Plan:

GE ELO: Individuals and Groups	Level of student achievement expected for the GE ELOs	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO1 Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	100% will meet fair requirements 70% will meet good requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO2 Students understand the behavior of individuals, differences, and similarities in social and cultural contexts of human existence, and the processes by which groups function.	100% will meet fair requirements 70% will meet good requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.
ELO3 Students comprehend and assess individual and group values and their importance in social problem solving and policy making. sources by examining diverse interpretations of past events and ideas in their historical contexts.	100% will meet fair requirements 70% will meet good requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.

GE: Individuals and Groups

ELO1: Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Specific Question/Assignment: Students will engage in textual analyses of, and written response to (in the form of discussion boards), various scholarly works that, through various social scientific theories and methodologies, critically examine human sexuality and ethical issues.

Sample Question on Discussion Board:

Discussion 1 (W1-2)

Understanding Past Research Studies and Effects on Current Issues - Choose 1 of the following questions to respond to in the discussion boards.

Important to understand: All research on human subjects is supposed to go through an approval process to ensure the researchers abide by the federal minimum standards. Keep this in mind as you answer any question.

Question 1: Think about the two studies (Kinsey's Research and the Tuskegee Study). *Discuss* at least 1 aspect of each study that would be considered unethical based on today's research standards (See the resource on today's ethical standards for research under this weeks' modules). In addition, discuss at least 1 way this topic (unethical research) can relate to today's life. For instance, consider what is considered "research". When students survey other students -- is this research? Should it be approved by a higher body? At what point is it okay to not get approval based on the current research requirements?

Question 2: Although Kinsey's study primarily included white, upper/middle class individuals, the Tuskegee Study included black men of lower income (inherently, the population studied is not unethical. Researchers can limit who can be included in a study based on the hypotheses posed). Both of these studies had many influences including societal (e.g., political, laws at the time, potential benefits for society as a whole, etc.), community level (e.g., Indiana University for Kinsey's study, location of Tuskegee study, racial community, etc.), and individual level (e.g., researchers, participants, etc.). Look at 1 of these levels and discuss a minimum of 2 pros and 2 cons of the study. The pros and cons can include both historical, current, and future pros and cons.

Specific Assignment: In addition to collective class discussions, students will independently write a 2 page (minimum), double spaced essay that addresses a cutting edge human sexuality topic and how the ecological model can be applied to the topic – how the topic affects individuals, communities, and society.

Sample Assignment: See attached

Excellent	Good	Fair	Poor
Demonstrates thorough understanding of an integrated perspective of human sexuality	Demonstrates an adequate understanding of an integrated perspective of human sexuality	Demonstrates a partial understanding of an integrated perspective of human sexuality	Demonstrates little or no understanding of an integrated perspective of human sexuality

ELO2: Students understand the behavior of individuals, differences, and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Specific Question/Assignment: Students will be asked to critically conceptualize the cultural differences of sexuality practices utilized around the world.

Sample Question on Discussion Board:

Discussion 2 (W3-4)

Please respond thoroughly to the prompt.

Based on the readings and additional discussion content materials, discuss 2 ways you feel male circumcision is different from and/or similar to female genital mutilation/ circumcision (FGM) (practiced in some parts of Africa and the Middle East)? (NOTE: this is not anatomical differences such as “the foreskin is removed on a male and the clitoris is removed on a female,” rather more critical thinking is needed on differences/similarities.)

Discuss how FGM and male circumcision views differ cross-culturally? NOTE: Students should draw from the articles provided OR their own research around FGM and male circumcision.

Excellent	Good	Fair	Poor
Demonstrates thorough understanding of an integrated perspective of human sexuality	Demonstrates an adequate understanding of an integrated perspective of human sexuality	Demonstrates a partial understanding of an integrated perspective of human sexuality	Demonstrates little or no understanding of an integrated perspective of human sexuality

ELO3: Students comprehend and assess individual and group values and their importance in social problem solving and policymaking.

Specific Question/Assignment: Students will be asked to critically discuss the cultural differences of practices of able-bodied and (dis)abled populations around the topic of human sexuality.

Sample Question on Discussion Board:

Discussion 3

Prompt 2: Sexuality and (Dis)ability and Sexual Behaviors (Choose 1 question below):

According to national organizations such as AAIDD, individuals living with a (dis)ability have sexual rights, yet researchers have found there may be challenges in sexual decision making skills. Based on the information provided via Carmen (e.g., links, film, articles, etc.) and the book as well as any personal experiences you have had, please **respond to at least one (1) of the following questions.**

NOTE: For the discussion, think about various (dis)abilities from mental, physical, developmental, etc. and how they can influence viewpoints.

Question 1: As a society, we usually see those living with a (dis)ability as “second class citizens” and asexual (e.g., not interested in sex; lack sexual interest or desire), how can we shift societal views of individuals living with a (dis)ability to be more positive, inclusive, and in line with the sexuality views of national organizations (e.g., AAIDD) for this population?

Question 2: As we have learned, sex education is limited in school systems for able-bodied individuals and virtually non-existent for those living with a (dis)ability. In what ways can school systems and communities support and educate individuals living with a (dis)ability (and their families) around sexuality, sexual behavior, safer sex, etc.?

Question 3: What are your views, as an individual, regarding the population engaging in various sexual behavior, being in a loving relationship, being in a loving marriage, and/or having children of their own? What has played a role in this viewpoint?

Discussion 5 (W11-12)

BACKGROUND: Historically, women have been “responsible” for birth control. Outside of male condoms, which are not utilized at a high rate, and the withdrawal method, hormonal methods and most barrier methods (e.g., sponge, spermicide, etc.) are the responsibility of the female. Hormonal methods can be difficult for some women and there are risk factors/side effects as discussed in the chapter.

For many years, researchers have been studying other male contraceptive methods, which continues to be controversial for many reasons - mostly due to the historic nature and “responsibility” of family planning. After reading through the required materials, please respond to the following questions:

1. No matter your gender, what are your views of the various prospective male contraceptive methods currently being researched* (Please discuss at least 2 different methods)? What could be the pros/cons to each method you discussed?
2. Which of the prospective methods* being researched would men be more likely to favor (or utilize)? Support your viewpoint... Why is this a method men are more likely to utilize?

*If you are discussing currently used methods such as condoms, spermicide, etc. then you are not completing this discussion properly. Students should be discussing methods that are currently being researched and not on the market in the U.S.

Specific Assignment: In addition to collective class discussions, students will independently write a 2 page (minimum), double spaced essay that addresses a cutting edge human sexuality topic and how the ecological model can be applied to the topic – how the topic affects individuals, communities, and society.

Sample Assignment: See attached

Excellent	Good	Fair	Poor
Demonstrates thorough understanding of an integrated perspective of human sexuality	Demonstrates an adequate understanding of an integrated perspective of human sexuality	Demonstrates a partial understanding of an integrated perspective of human sexuality	Demonstrates little or no understanding of an integrated perspective of human sexuality



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Hello,

Your syllabus has been submitted to EHE EdTech for review using the Curriculum Committee's approved QM Rubric and 11-Parts Checklist. Thank you for participating in a college-level informal QM syllabus review. The QM process aligns with the Instructional Design and Multimedia production goals we have set out to accomplish to support the college's needs. Additionally, the QM process and alignment to our college courses are proposed within the College Strategic plan. The QM process and later QM approvals will be quite beneficial to the course, the department, and the college, since it measures quality online aspects. The EHE EdTech team looked at the syllabus purely from the QM Rubric perspective.

The complete 11-Parts of the Syllabus document can be found on the EHE Curriculum Committee website (<http://ehe.osu.edu/assessment/governance/>). Additionally, the reviewers have access to a more descriptive QM Rubric than what is represented here in the checklist. If you have completed QM's APPQMR training, you have access to the same Annotated Rubric, but if you have not, the lead reviewer is happy to schedule an appointment to discuss the QM Rubric in more detail.

Please understand that this is a review based on your syllabus only and without consultation with you. Thus, it is an informal review and is to be used as a means to discuss meeting QM and the EHE Curriculum Committee standards.

Please see the legend the bottom of page 3 of the checklist to understand the markings in the right-hand margin of the checklist.

On page two, the highlighted standards indicate items that could be found in a syllabus, and are what the reviewers are looking for in your syllabus. On page three, there are no highlights, but all are expected by the Curriculum Committee to be present in your syllabus. A checkmark in the right-hand column indicates whether or not the item was located by the reviewer.

In the textbox in the right-hand column next to the checkmark, you will see an indication of the page(s) where the reviewer found the item. Following that, there may or may not be QM and/or CC. If you do not see QM and/or CC, it means the reviewer matched the available criteria to what was found in the syllabus. If you see QM and/or CC, the reviewer is indicating that there may be additional items needed or modified in the syllabus.

Please contact ehe-edtech@osu.edu to schedule a consultation to discuss the results of this informal syllabus review.

Thank you,



THE OHIO STATE UNIVERSITY

EHE EdTech

College of Education and Human Ecology

245 Ramseyer Hall, 29 W. Woodruff Avenue, Columbus, OH 43210

614-688-1248 Office

EHE-edtech@osu.edu ehe.osu.edu

Quality Matters™ Rubric Standards Fifth Edition, 2014, with Assigned Point Values



Standards

Location

Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Learners are introduced to the purpose and structure of the course.
- 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.
- 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
- * 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
- 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- 1.7 Minimum technical skills expected of the learner are clearly stated.
- 1.8 The self-introduction by the instructor is appropriate and is available online.
- 1.9 Learners are asked to introduce themselves to the class.

Learning Objectives (Competencies)

- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
- 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
- 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.
- 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
- 2.5 The learning objectives or competencies are suited to the level of the course.

Assessment and Measurement

- 3.1 The assessments measure the stated learning objectives or competencies.
- 3.2 The course grading policy is stated clearly.
- 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.
- 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
- 3.5 The course provides learners with multiple opportunities to track their learning progress.

Instructional Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
- 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- 4.3 All instructional materials used in the course are appropriately cited.
- 4.4 The instructional materials are current.
- 4.5 A variety of instructional materials is used in the course.
- 4.6 The distinction between required and optional materials is clearly explained.

Learner Activities and Learner Interaction

- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
- 5.2 Learning activities provide opportunities for interaction that support active learning.
- 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
- 5.4 The requirements for learner interaction are clearly stated.

Course Technology

- 6.1 The tools used in the course support the learning objectives and competencies.
- 6.2 Course tools promote learner engagement and active learning.
- * 6.3 Technologies required in the course are readily obtainable.
- 6.4 The course technologies are current.
- * 6.5 Links are provided to privacy policies for all external tools required in the course.

Learner Support

- * 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
- * 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
- * 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.
- * 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.

Accessibility and Usability

- 8.1 Course navigation facilitates ease of use.
- * 8.2 Information is provided about the accessibility of all technologies required in the course.
- 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
- 8.4 The course design facilitates readability.
- 8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.

QM Aligned Parts of a Course Syllabus:
Formerly known as the 11-Parts of a Syllabus

1. Heading of Syllabus:
 - School/Academic Area
 - Course Number, Title, level, and credit hr.
 - Instructor Name
 - Instructor Contact Information
 - Office Hours (Location/Days/Times)
2. Description/Rationale:
 - Need and purpose of the course
3. Relationship to Other Courses/Curricula:
 - How does it relate to other curricula
 - Prerequisites
4. Knowledge, Skills, and Dispositions:
 - Objectives/Student Learning Outcomes
 - Explain how course will achieve these goals
5. Text/Reading List/Bibliography:
6. Course Requirements/Evaluation:
 - Letter Grades/Grading Breakdown
 - Late Work
7. Assignment Descriptions:
 - Detailed descriptions of assignment and how learning will be assessed
8. Course/Online Policies:
 - Communication policies
 - Netiquette
 - Technology
9. Institutional Policies:
 - Academic Integrity
 - Office of Disability Services Statement
 - Statement of Student Rights
 - Grievances Statement
 - Off-Campus Field Experiences
 - Intellectual Property
 - Mental Health Statement
 - Diversity Statement
10. Topical Outline:
 - List topics to be covered in each of the sixteen weeks of the Semester
11. Any Applicable Appendices:
 - NCATE Standards
 - ISLLC Standards

The original document can be found at <http://ehe.osu.edu/assessment/governance/>

LEGEND

- | | |
|----|----------------------------------------------------------|
| P | Where item was located |
| CC | Found but does not adhere to the EHE Curriculum 11-Parts |
| QM | Found but does not adhere to the QM Rubric |

HDFS 3440 QM Review Notes

QM Standard	More information
1.3	Consider using the language from the EHE syllabus template .
1.5	Consider using the language from the EHE syllabus template .
1.6	You might place information about prerequisite courses/knowledge after the course description.
1.7	Consider using the language from the EHE syllabus template .
2.3	How might you rephrase 1a so it's more aligned with the student perspective? What does it mean for the student to possess this familiarity? For example, the other sub-goals in this goal emphasize the student's ability to "Describe" or "Explain." How will the student demonstrate their familiarity with the research methods and approaches?
3.2	Please add the university's grade ranges rather than only stating the course will follow the grade ranges. You can find the grade range table on the EHE syllabus template .
5.3	The syllabus includes helpful information about response times for inquiries related to quiz extensions and when students can expect to get feedback on the paper. However, a more general communication section, which could include expectations for response to emails, is currently absent.
7.1	Consider using the language from the EHE syllabus template .
7.3	Consider using the language from the EHE syllabus template , including copying and pasting the table of resources available to students.

QM Aligned Parts of a Course Syllabus Expanded Notes

Item	Notes
1	Include credit hours.
3	You might place information about prerequisite courses/knowledge after the course description.
6	Please add the university's grade ranges rather than only stating the course will follow the grade ranges. You can find the grade range table on the EHE syllabus template .
8	Consider using the language from the EHE syllabus template .
9	Consider using the language from the EHE syllabus template .

HDFS 3440DL Paper Requirements

Purpose: to critically analyze a human sexuality current event and how it can influence individuals, communities, and society.

- See the background information and guidelines for a full description.
- See the [grading rubric](#) below for a guide to how papers will be graded.
- Available beginning 6 January
- Paper: due via Carmen by Sunday, 29 March before 11:59 p.m.
- **Early Papers:** final/completed papers turned in by March 1st will earn 5 extra credit points. Once graded, papers cannot be resubmitted for a better grade.
- **Late Papers:** Each student will receive a 1-day grace period. After the one day grace period a deduction of 10% for each day late up to 2 days. If a paper is turned in 3 days or more late (grace period + 2 days) then a student will earn a zero (0)

Formatting (5 pts; part of “organization/formatting”): Feel free to use the sample formatted paper provided as it guides a student through the writing process and is APA formatted.

- Minimum of 2 FULL (no more than 3 pages), double-spaced pages of writing (See “Sample Formatted Paper”). Since you do not need a title page, only include 1 line at the top with the title of your paper. Do not include your name, course name, date, faculty/instructor name, etc.
- 12-pt, New Times Roman font with 1” margins (this is APA formatting).
- Word or PDF document (not .pages)
- Proper grammar, spelling, and punctuation
- [APA citations and reference list \(Links to an external site.\)](#) (title page and abstract are not needed) – please use this resource to assure your citations and reference list are APA format. Reference page is not included in the minimum page requirement and will not make a 3-page paper exceed its limit.
- NOTE: you should have a minimum of 3 reputable sources, one for each "level" (individual, community, societal)

What is a reputable source?

Journal articles or reputable web pages (e.g., typically .gov) are usable sources. Web pages ending with .com or .org and newspaper articles must be pre-approved by Dr. Miller. Wikipedia is not considered a reputable source for this paper.

Wikipedia can be used as a **starting point**, but not an end point. [Wikipedia \(Links to an external site.\)](#) even says how Wikipedia is not a credible source for academic use!

Requirements:

Choose a human sexuality current/recent news event or policy from the provided list. Research the event/policy and write a paper answering how the topic could affect/influence individuals, communities, and society. You're writing from the

perspective of if we had the topic now, how could it affect individuals, communities, and society. For instance, if you choose the topic of True comprehensive sex education (TCSE), then you need to be discussing if we have TCSE, then how could that affect individuals, communities, and society. You should not be discussing abstinence only education or sex education in middle school, etc. The paper should be focused on what affects could having TCSE have on each level.

IMPORTANT NOTE: This is NOT an opinion (or persuasive) paper; it is more of a research paper.

STEP 1: Choose a Topic:

NOTE: If you want to write on a topic not listed, please contact Dr. Miller to see if it would be an approved topic.

North Carolina's House Bill 2
Uterine Transplants being Approved
Genetically Modified Embryo's being Approved
PrEP being available to all
Antibiotic Resistant STIs/STDs
Sex Surrogate (Not a surrogate for pregnancy)
(True) Comprehensive Sex Education (K-12, not just middle/high school)

STEP 2: Research your topic and determine how the topic could affect/influence an individual, community and society.

STEP 3: Follow the general paper outline to develop your paper

1. Provide a brief introduction to the paper (less than a half a page). This section should introduce your topic and what you will be discussing (part of "organization/formatting")
2. Discuss and critically analyze 1 way the topic can affect/influence *individuals* (positively *or* negatively). (13 points)
3. Discuss and critically analyze 1 way the topic can affect/influence a *community* (positively *or* negatively). (13 points)
4. Discuss and critically analyze 1 way the topic can affect/influence *society* (positively *or* negatively). (13 points)
5. Provide a conclusion on the above 3 points. (part of "organization/formatting")

Examples of "Individuals" = you, your friend, an infant, a parent, etc.

Examples of "communities" = schools, community centers, neighborhoods, schools, universities, churches, cultural group, etc.

Examples of "societal" = law, policies, taxes, societal norms, culture, ideologies, societal attitudes, socioeconomic status/differences, etc.

*I am providing you examples of what constitutes "individual," "communities," and "societal." These are not inclusive lists; they are being provided solely to assist students in ideas of what constitutes each level.

STEP 4: Write a draft of your paper. Proofread your paper and revise as needed.

STEP 5: Double check you followed the formatting requirements and paper requirements.

STEP 6: Submit