Term Information

Effective Term
Autumn 2015
Previous Value
Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add Newark Campus as campus of offering. Previous related course: KNSFHP 2204 is now archived

What is the rationale for the proposed change(s)?
Offer topic to students at Newark.

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)?
No program changes. Gives students option for learning material due to loss of KNSFHP 2204. Attached syllabus contains same elements of the HDFS 3440 course offered in Columbus.

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 (May + Summer)
Flexibly Scheduled Course
Never
Does any section of this course have a distance education component? No
Grading Basis
Letter Grade
Repeatable
No
Course Components
Lecture
Grade Roster Component
Lecture
Credit Available by Exam
No
Admission Condition Course
No
Off Campus
Never
Campus of Offering
Columbus, Newark
Previous Value
Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Not open to students with credit for 670.02.

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

Attachments

• OSU 3440 - AU 15 NWK.doc: syllabus
  (Syllabus. Owner: Jungers,Melissa Kay)
COURSE CHANGE REQUEST

3440 - Status: PENDING

Last Updated: Folden Jr, H Eugene
05/05/2015

Comments

Workflow Information

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Course Description

This class is the study of sexuality as an aspect of the healthy individual; the demythologizing of sexual beliefs and behaviors; and the sexual behavior and attitudes in young adults.

This class is about the biology of human sexuality. Sexuality is an integral part of life; knowledge and understanding of one's sexuality are essential in order to make decisions regarding the cultural, physiological, social, emotional, and legal aspects of one's sexual life.

In this class, we will discuss the anatomy and physiology of male and female reproduction, including a discussion of hormones, anatomy, menstruation, pregnancy, and birth. We will learn about birth control, STD's, sexual response, gender identification, love, and attraction. We will also cover such topics as homosexuality and paraphilias. We will discuss not only the scientific aspects, but also the cultural, historical, religious, and legal issues that pertain to these topics.

Throughout the course we will consider the scientific basis by which sexuality is studied. We will employ critical thinking in all our discussions about the topic.
The Ohio State University Newark Campus  
HDFS 3304  
Human Sexuality (3 credits)  
Autumn 2015, First Term  
August 25 - October 14, 2014

Course Objectives:

By the completion of this course, the student will demonstrate:

1. The ability to discuss the anatomy of physiology of human sexuality and reproduction and to dispel previous misinformation and/or myths.
2. Increase awareness and appreciation of different views concerning sexuality in relation to one’s gender, age, sexual orientation, and religious, racial and or ethnic background.
3. The ability to facilitate open and honest communication about sexuality and to help students to gain a better understanding of themselves.
4. The ability to discuss human sexuality scientifically and critically.

As this is a course on human sexuality, we may discuss issues that some students may find embarrassing, uncomfortable, and even “inappropriate”. To remain in this class, students must be respectful of others and maintain a mature and professional manner at all times. Failure to do so will be reported to the proper authorities and may result in your expulsion from this course.

Required Text

*Human Sexuality in a World of Diversity, 9th Edition, with Free MyPsychKit Access Code*, Rathus, Nevid, Fichner-Rathus. Allyn and Bacon, Boston (or latest edition). Students may choose the online version of textbook, but mypsychkit must also be purchased either together or separately from textbook.

Required supplies

Study material and assignments available at MyPsychlab: [www.personmylabandmastering.com](http://www.personmylabandmastering.com)


Each student will be provided with a student folder. All assignments are to be place in the student’s folder for grading. After grades are recorded, assignments will be returned to student’s folders. Student Grade Sheets are also included in the student’s folder.

Each student is to have two (2) viable accesses to a computer and the Internet. Computer “crashes” is not an acceptable excuse for not having assignments completed and turned in on time. Students must register properly for the correct class on “MyPsychKit” in order for tests and assignments to be recorded and be made accessible through “Grade Tracker”. Students must check “Grade Tracker” to make sure grades are being recorded correctly. Any problems with the site must be reported immediately to the instructor by email. In the email, the student must give details describing what the problem or difficulty is with the site. The instructor will contact the technical support team for assistance.

Relationship to Other Courses

This class is a basic lecture course. The class is open to any student at The Ohio State University. There are no prerequisites for this course.
Course Format

This course utilizes the required textbook, online quizzes and activities, guest speakers, multimedia presentations, community resources, national resources, field trips, group discussions, and class assignments, both written and verbal. Class will be conducted with lecture, group discussions, debates, assigned papers, possible field trips, assignments from required textbook, internet assignments such as MyPsychKit, and in class assignments. Each student will have a student folder where all assignments, tests, and handouts are to be placed. Student's grades will be recorded on individual Student Grade Sheets in the student's folder. Students are to review their folder each week. Students are to sign in each class session and for any field trips.

Course Requirements/ Evaluation

Evaluation: Points

- 19 Chapter Quizzes—MyPsychKit 300
- Outline of Final Presentation Topic 50
- Persuasive Paper 200
- Persuasive Topic Presentation 50
- Chapter Video Presentations (Group-4x30) 120
- Student Review Forms per Student Presentation 100**
- Guest Speaker Reviews—25 points each 50**

Total Points: 870** Items will determine total points

Total points available will be determined by the end of the quarter.

Grading Scale

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<td>90% - 92%</td>
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<td>87% - 89%</td>
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<td>59% or less</td>
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Pass/Non Pass Option:

Student must receive a 73%, a “C” or better In order to receive a Passing (P) grade.
# CLASS SCHEDULE AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
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<th>ASSIGNMENTS/ QUIZZES</th>
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9/10
**Late Quizzes after today will have points deducted from total earned**

Quiz Results Print Out Chapters 3 - 4

Paper Outline Due

Chapter 6

*Gender Identity and Gender Roles*

Group 1 Video Presentation Chapter 6

Chapters 7

*Attraction and Love—Binding Forces*

Group 2 Video Presentations Chapter 7

Chapter 8

*Relationships and Communication*

Group 3 Video Presentations Chapter 8

Debate: Marriages—Traditional/Nontraditional? F _______ A _______

Debate: Can sexual orientation be changed? F _______ A _______

9/17

Quiz Results Printout Chapters 5 - 7

Chapter 9

*Sexual Behaviors and Fantasies*

Group 4, Video Presentations Chapter 9

Chapter 10

*Sexual Orientation*

Group 5 Video Presentations Chapter 10

Chapter 11

*Conception, Pregnancy, and Childbirth*

Group 1 Video Presentations Chapter 11

Debate: Should parents be able to choose gender or other characteristics of their children (Designer Babies)? F _______ A _______

Debate: Should same sex couples be permitted to foster care or adopt children? F _______ A _______

Debate: _______________________________________________________

F _______ A _______
9/24
Quiz Results Printout Chapters 8 – 10

Chapter 12

Contraception and Abortion

Group 2 Video Presentations Chapter 12

Chapter 13

Sexuality in Childhood and Adolescence

Groups 3 Video Presentations Chapter 13

Chapter 14

Sexuality in Childhood and Adolescence

Group 4 Video Presentations Chapter 14

Debate: Should high schools have sexual health clinics on site?

F ___________ A ___________

Debate: Should high schools distribute condoms?

F ___________ A ___________

Debate: Abortions

F ___________ A ___________

10/1
All final papers, PP, hand-outs due today

Quiz Results Printout Chapters 11 - 13

Chapter 15

Sexual Dysfunctions

Group 5 & Group 1 Video Presentations Chapter 15

Chapter 16

Sexually Transmitted Infections

Group 2 Video Presentation Chapter 16

10/8
Quiz Results Printout Chapters 14 - 16

Chapter 17

Atypical Sexual Variations

Group 3 Video Presentation Chapter 17

Debate: ________________________________ F ___________ A ___________

Debate: ________________________________ F ___________ A ___________

Debate: ________________________________ F ___________ A ___________
10/13  Quiz Results Printout Chapters 17 - 19

Final Class
Student Presentation Review Forms Due

Chapter 18

Sexual Coercion

Group 4 Video Presentation Chapter 18

Chapter 19

The World of Commercial Sex

Group 5 Video Presentations Chapter 19

Debate: Should commercial sex be legal?  F ___________  A ____________

Debate: Does the media give an accurate view or a pervasive/inaccurate view of sexuality?  F ___________  A ____________

Debate: Pornography—is it harmful to men, women, children?  F ___________  A ____________

Debate: Does sexually explicit material lead to aggressive behavior? Is it addictive?  F ___________  A ____________

Debate: “Catch” Program, Prostitution Rehabilitation—is it cost and behavior effective?

**Each week the MyPsychKit assignments are due per chapter reading assignment**

**Students are to print out the quiz results and place in the student’s folder**

**Guest speaker reviews are due the following class period**

These due dates will be announced in class as the class progresses. Please record added dates on your syllabus. If you are late or absent, please check with instructor and classmate for additional assignments, due dates, information, handouts, etc.

The Chapter Quizzes are due before class on the day each chapter is assigned for reading. These assignments are to be printed, recorded, and checked each class period.

**Assignments**

All assignments will be discussed in class. There may be additional information provided in class either in written and/or oral presentation. It is the student’s responsibility to obtain any additional information from class he/she missed.

**Assignment Requirements:**
Chapter Quizzes: There are 19 chapters in the required textbook. Online quizzes from MyPsychKit are required to be completed for each chapter by the date the chapter is assigned for reading. It is very important that you sign up for the correct class so that your tests will register properly in the instructor's class grade book. Make sure you have two viable means of accessing computers and the internet. Computer crashes are not an acceptable excuse for not having work completed on time. Upon completing a test/activity, check to make sure that it is properly recorded. Tests may be retaken until student reaches desired grade.

Weekly Printout of Quizzes: Each week (6 total), students are to print out their quiz score sheets from MyPsychKit, and place in the student folder. Do Not Print Quiz itself—just “My Grades”.

Guest Speaker Questions & Review: There will be guest speakers throughout the quarter. In advance, students are to prepare three questions to ask the guest speakers and record the answers as well as give an overall review of the guest speaker. Students are to also turn in a typed three paragraph reflective review of the presentation. The Guest Speaker Review Form (25 points each) is to be turned in the following class period.

Chapter Video Clip Presentations: In MyPsychKit, there are short video presentations with questions at the end of the video. There are a total of 19 chapters with multiple video clips and website resources on MyPsychKit web site. Students will be divided into five (5) small groups with each group assigned a chapter to present a video or website (when no videos are available) to the rest of the class. Small groups are to complete one Video Clip Presentation Form per chapter assigned. Each student present for their small group presentation will receive ten (30) points. If student is absent during their group’s presentation, the student will earn zero (0) points. The small group chapter assignments are as follows:

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<td>15</td>
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MyPsychKit: In addition to the quizzes and multimedia presentations, there are study aids, web site links, and on line chapter resources for students to study and expand learning. Completed activities are to be copied and placed in the student's folder. This site will be a good resource for the persuasive paper and presentation.

Persuasive Paper—Each student is to choose one of the topics below. There will be a sign up sheet in class (first come, first choice). Each student will research the chosen topic, write a term paper, and then present arguments supporting chosen subject and stance, and be able to present and lead the class in discussion of the topic through presentation, questions, and answers.

In leading the discussion, students are to first present a summary of the arguments that support both sides of the issue. Make sure the summary is clear and organized so students can critically evaluate your position.

When giving your stance on the debatable issues, it is important that you present evidence to support your stance. Evidence must include scientific, social, cultural, economic, and spiritual aspects to support your stance. Three references (3) are to be utilized for this paper, two (2) professional and one (1) general source.

**PERSUASIVE TOPICS—Each topic has an affirmative and a negative perspective:**
Students are to sign up for topic of choice—there are to be no duplication of topic and stance. Duplicate topics will receive a zero “0” for the paper and presentation, therefore, be absolutely certain that no one else has your topic and stance.
1. **Male circumcision** in the USA. What are the arguments for and against male circumcision? What influences parent’s decision on circumcision? How does the social, religious, scientific, research, and legal aspects influence the modern day practices of male circumcision?

2. **Public Libraries and sexually explicit materials.** Should libraries provide via all media (books, video, internet…) sexually explicit materials? Should there be limits? Should there be open access to all information to all library patrons? Why or why not? What are the current laws and practices? How does this compare to foreign countries? What are the pros and cons of liberal vs. restricted access in public libraries?

3. **Sexually explicit materials.** Does it lead to sexually aggressive behaviors? What evidence is there to support chosen stance? Are sex crimes and early sexual experimentation associated with sexually explicit material? Consider the printed media, internet, movies, commercials and their influence on society. What are the positive and negative aspects of sexually explicit materials? Are there any victims involved in the making, distribution, and viewing of such materials?

4. **Parental choice in gender selection** and other characteristics of future children. Should parents be able to choose the gender of their children? Why or why not? Which mechanisms are permissible ones and which ones are not permissible? What are some of the positive and consequences of current technology? Should available technology be expanded to include other characteristics of future children?

5. **USA High Schools and condom distribution.** Should High Schools permit distribution of condoms? Under what conditions? What are the benefits and risks? What are the legal and ethical considerations? Who covers the cost of condom distribution? Should there be any requirements before students can obtain condoms, or should there be condoms available without any “strings attached”?

6. **Sexual Health Clinics at High Schools.** What are the pro’s and con’s of having sexual health clinics on High School grounds? What are the legal implications? Where does the funding come from for the clinics? What about patient confidentiality verses parents’ legal responsibilities? What are the benefits of having a sexual health clinic on site? What are the negative aspects of having a clinic available to high school students?

7. **Sexual orientation.** Can sexual orientation be changed? How? Why? What evidence is there to support or refute chosen position? What are reasons that sexual orientation should or should not be changed? What resources are available for those who wish to change their sexual orientation?

8. **Gay Marriages.** Should they be banned or legalized? Discuss “Civil Unions”. What are the consequences for society and individuals if gay marriages are legalized or outlawed? Discuss granting or legalizing partner rights. Why are people for or against gay marriages?

9. **Should homosexual couples be permitted to adopt/foster children?** Discuss sperm donations/surrogate mothers to provide children for same sex parents? What are the negative and positive aspects of parenting by homosexual couples? What rules/laws/regulations should be applied to homosexual parents? What are the scientific findings regarding children raised by homosexual couples? What are the current laws pertaining to adoption/foster parenting by homosexual couples?

10. **Pornography.** Is it harmful to women? Is it harmful to men? What is meant by “harmful”? Are certain types of pornography acceptable but not others? Are certain types of pornography beneficial? Why or why not? Who decides what is appropriate? Is there an element of victimization involved? Is pornography really a freedom of speech? Investigate the ACLU’s stance on all pornography, including child pornography. Is their stance representative of mainstream America?
11. **Media in the USA.** Does the media present an accurate view of sexuality in the USA? Is it a pervasive view, accurate view, inaccurate view? How does the media influence a society’s sexuality? How does individual or society sexuality influence the media? Should there be regulations regarding media (all types)?

12. **Abortions.** Should abortions be legal or illegal? What limits should there be imposed on abortions? What are the current laws? What are the consequences to societies who allow or ban abortions? What are the effects of abortion on women and men? Why is abortion such a “hot” topic? What is society’s responsibility in regards to the unborn, the mother, the father, and extended families? Has the abortion laws accomplish the original intent and purposes?

13. **Marriages.** Traditional verses Polygamy and other non-traditional marriages. What types of marriages should be permitted in the USA? What are the pros and cons of allowing non-traditional marriages in the USA? How do non-traditional marriages affect society and individuals?

14. **Comprehensive VS Abstinence Only Sex Education.** Which one should be utilized? Which one is more effective? What evidence is there to support chosen stance? Why is there is such debate about this subject? Does one form of sex education lead to more or less sexuality in students? Does one form of sex education lead to safer sex among students? Who should decide if comprehensive or abstinence education should be utilized? Who should fund either education? Can there be abstinence plus comprehensive education? What are the legal aspects of each form of education?

15. **Sex change surgeries.** Should they be legal? What is the process of sex changes? Once surgeries are complete, what is the legal status of the individual? What are the benefits or negatives of the sex change surgeries? Discuss children who are born with both sexual body parts, or damaged sexual body parts. Should there be limits to sex change operations? Who should pay for the surgeries?

16. **CATCH Program.** Judge Hoover’s prostitution rehabilitation program—is it effective both financially and behaviorally? Student is to visit one of Judge Hoover’s court hearings, research information, interview (phone/in-person), and to report findings to class. Instructor will have printed questions for guidance.

Other topics that might be of interests are: Beauty Pageants: Positive or Negative for Women? Professors and Student Sexual Relationships: For or Against Employee Sexual Relationships: For or Against Sex Therapy: For or Against (surrogate sex partners?)

Other topics may be selected upon instructor approval.

**Notes:**

**Persuasive Paper Format/Guidelines:**

1. Students are to sign up for topic of interest. Each topic will have two positions: affirmative or negative. Only two students per topic permitted—no duplication of topics or positions.

2. Paper is to be a minimum of seven (7) pages long, which includes the title page and the bibliography following directions in Writing Requirements (APA style).
3. References are to be three (3) professional references and one (1) general reference. No more than two (2) references are to be from the Internet.

4. Paper is to be on your assigned topic—develop your own position.

5. Papers will be graded based on persuasiveness of your arguments, and your ability to carefully integrate the empirical data with your own thinking.

6. Paper is to be typed; double-spaced, one inch margins, and 12 inch New Times Roman font.

7. Paper is to have a APA cover page with title, student’s name, university, class number and name, date, and instructor name; a bibliography page, and stapled in the top left-hand corner.

8. Points will be deducted for papers that do not follow the paper format/guidelines or late.

9. Students are to submit an outline of their Final Project by 9/11/2014, 11:59 p.m. by email or turn in hard copy by the end of class.

10. Students are to submit final paper and all presentation material (PP, Hand-outs, etc.) by 10/2/14, 11:59 p.m. by email, as well as a hard copy in class on 10/2/14.

The persuasive paper will be evaluated and assessed on the following:

1. Does the paper appear to be organized and professional in the presentation?
2. How prepared did the student appear to be for his/her paper/presentation?
3. Is the paper/presentation interesting?
4. How clearly did the student present his/her stance?
5. Were professional references utilized effectively?
6. Were all aspects considered? Did student just give his/her opinion or support with valid facts and critical thinking?
7. What was especially effective in the paper/presentation?
8. What weaknesses were there in the paper/presentation?
9. Were directions followed for the format of the persuasive paper?
10. Presentations will be held during the last two to three regular class periods, depending upon the number of students presenting. All students are to be ready to present by Week 9. Names will be drawn each of these days for order of presentations. Students are to present their persuasive paper topic to class mates and lead class discussion on topic. Presentation of topic is worth fifty (50) points. If student is absent, a zero (0) will be recorded for the presentation. If a student is not prepared to present when his/her name is drawn, 25 points will be deducted from the total points earned.

Writing Requirements:
Effective communication is a primary goal of a university education. Writing style, grammar, and punctuation count. Make sure you run a spell check and grammar check on your work. Use proper paragraphs—paragraphs should have opening, closing, and transitional sentences. To improve your writing abilities, seek help from the writing center on campus.

All writing assignments are required to be typed in a 12-point, Times Roman font. Don’t type the whole paper using bold or italics. Use one-inch margins on all four sides. All papers are required to be double spaced, and stapled together in the left top corner. A bibliography is required on a separate page, as well as a cover page with student’s name and title of paper. Papers are to be in the APA style. The Library and the Bookstore have resources to typing papers in APA style. Also, the Writing Lab on campus is very helpful for writing papers.

Plagiarism is defined broadly as claiming the work of another as your own. To avoid plagiarism, you must properly cite the author of the work. Plagiarism also includes using the information stated by another, but written in your own words without citation. Remember, if you are using a source, cite it! Material from the Internet also must be cited. Avoid excessive use of quotations—quoting is not writing, it is copying someone else’s words legally. The Student Handbook discusses plagiarism and the ramifications to the student who plagiarizes. In this class, you will receive a zero (0) for any assignment that is plagiarized and further disciplinary action will be taken. Discuss with your instructor any concerns you may have regarding plagiarism.

References—No more than two (2) of your sources may be from online sources. You must list all references use on a separate bibliography page. Paper, title page, and Reference pages are to be APA format.

Presentation of Persuasive Paper

Students are to present their Persuasive Paper topic to the class on the scheduled final presentation days. Students will be given a time limit for an oral presentation which may include various multimedia formats (power point/video clip/projector/hand-outs…) Students will be given more detailed information in class. All students are expected to be present for days of final presentations, even if you have already presented on a previous day. Refer back to page eight (8) for details on the evaluation process.

Student Review Forms

Each student is to complete a Student Review Form for each student presentation. The instructor will provide the required form, which is due each day of the student presentations. Each presentation review form is worth five (5) points. The total number of points available will depend on the total number of presentations.

Off Campus Field Experience

Time, location, and travel arrangements permitting, this class may visit facilities related to the HIV/AIDS industry, services, testing, treatment, and study of HIV/AIDS. Should such opportunities be available, students will be informed ahead of time, in class, and by email.

Email
I will check email at least once every business day. I will respond to your email within 3 business days. If you haven't gotten a response from me within 3 business days, please contact me again, as I may not have received your email. You also have the option of contacting me by phone or in person.

Classroom Policies

1. Students who have arranged through their college to take this course under the Pass/Non-Pass grading option must achieve a minimum of 73% (C) to receive a passing (P) grade.

2. **Reading Assignments:** It is necessary that class readings be completed on time given that the format is part lecture and part discussion. Exam questions will come from the text, lecture slides and assignments.

3. **Quizzes, exams, etc.** will only be given on the scheduled dates unless the student has an **excused absence**. Quiz, exam, etc. questions will be taken from the media presentations, guest speakers, textbook, lectures and assignments.

4. **Absence from class:** There are four situations, which constitute an “excused absence” from the class meeting time. They are: 1) students who participate in a documented University sanctioned event, 2) students who have a documented death in the family, 3) students who are observing a religious holiday, and 4) student is too ill or injured to physically attend class. In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter. Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Any absence due to illness or injury will ONLY be excused if the student presents documentation from a physician or nurse practitioner that clearly states that the student was too ill or injured to attend class. Any such missed classes must be made up within two weeks of the absence. Failure to complete the missed material within two weeks will result in that absence becoming an unexcused absence and a zero for any materials not completed.

5. **Assignments:** All assignments are to be typed. No hand-written work will be accepted. Late assignments will not be accepted except when the student has an “excused absence.” (see item #4 above). Assignments should be turned in on the date due. If a student must be absent from class, it is the student’s responsibility to obtain any class material or assignments missed.

6. **Respect:** In order to maintain a positive learning environment, the following ground rules will be followed:

   a. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable.

   b. If group projects are assigned, it is the responsibility of group members to delegate work. All members of a group must present on the project and all will receive the same grade.

   c. If a student's behavior in the classroom is disruptive, the instructor will give him or her the
opportunity to correct the behavior without penalty. If the student's behavior continues to be
disruptive, he or she may be asked to leave the class and will be referred to the Office of
Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct
(Faculty Rule 3335-23).

7. Students with **extenuating circumstances** that are in conflict with these set policies are encourage to
contact the instructor during office hours or by appointment.

**Statement of Student Rights:**

If you need an accommodation based on the impact of a disability, you should contact me to arrange an
appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs,
and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the
need for accommodations and developing accommodation strategies. If you have not previously contacted the
Office for Disability Services, I encourage you to do so. Please contact the Learning Assistance Center,
Hopewell South 53, phone 740-366-9411 to coordinate reasonable accommodation.

**Academic Integrity Statement:**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and
other scholarly activities. Therefore, The Ohio State University expects 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. Failure to follow the rules and guidelines established in the
University's **Code of Student Conduct** may constitute "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.

**Grievances and Solving Problems:**

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 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.” The student handbook also has pertinent information regarding grievances and solving
problems.
Statement on Diversity:

The Ohio State University 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.

The Ohio State University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The curriculum and experience is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn.