Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

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

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

Thank you!
Course description: This course focuses on major hormonal systems and their impact on the brain and a variety of behavioral outcomes. The course will use a comparative biology approach, meaning that the course will explore hormone-behavior relationships in humans, non-human primates, rodents, birds, and other species. The course will cover broad principles of hormone-brain-behavior interactions, and apply these principles to understanding different behavioral domains, including sexual behavior, parental behavior, social behavior, feeding and homeostasis, mood, learning and memory, sleep, and development/aging. We will explore the foundational scientific research in each domain, make cross-species comparisons to draw sound scientific conclusions, learn about and practice reading cutting edge research reported in primary research articles, consider myths and realities of hormonal effects on behavior in journalism and popular media, and consider the ethical and legal implications of understanding hormone-behavior interactions.

Course learning outcomes
By the end of this course, students should successfully be able to:

- demonstrate mastery of central principles of endocrine action in the body, including understanding how hormones regulate sexual behavior, stress responses, sex differences in behavior, feeding and thirst, sleep, learning and memory, parental and social behavior, and mood/psychiatric disorders
• perform cross-species comparisons of biological processes to inform strong conclusions about the bi-directional relationship between hormones and behavior
• distinguish between sociocultural myths about hormones and behavior from empirically supported inferences about how hormones drive behavioral outcomes in humans and non-humans
• read and summarize complex ideas about hormones and behavior accurately from psychological, biological, and popular media sources and research
• describe the characteristics & relative value of different information sources (e.g., empirical vs. non-empirical, research vs. popular)
• use effective communication and interaction skills with people of diverse abilities, backgrounds and cultural perspectives (APA 4.1)
• demonstrate self-regulation skills, such as time management, self-assessment, and responsiveness to feedback (APA 5.2)

Mode of delivery:
• 100% online delivery.
• There are many opportunities for synchronous and asynchronous interaction with Dr. Leuner and other students in the course. Synchronous learning and networking opportunities will be optional, and consist of 2x/weekly zoom office hours, office hours by appointment, and review sessions prior to each exam.
• Asynchronous lectures and non-lecture videos will be posted weekly.
• There will be weekly assignments to be completed online. The assignment will be available at the beginning of each week and is to be completed by the due date at the end of each week in question; no late work will be accepted for weekly assignments.
• Exams will be online. Exams will take place on assigned days (Tues or Thurs) and may be completed at any time during the day of the exam. Refer to the course schedule for specific dates.
• Assignments for the week are released no later than Mondays by 5pm. Friday at 11:59pm is the weekly deadline for assignments.
• In order to scaffold your work, there are 1-2 due dates per week.

Text and other resources: The course is structured on the primary textbook: An Introduction to Behavioral Endocrinology by R.J. Nelson and L.J. Kriegsfeld, 5th edition. It is available as a hardcover text as well as an electronic text to rent or buy. The textbook is recommended as supplemental material that will support and reinforce classroom learning, but it is not required. The text can be purchased at the OSU bookstore, which price matches Amazon and BN.com. I will provide other optional supplemental reading during the semester, in pdf form.

The course website can be found at www.carmen.osu.edu. This site is where all course materials and information are made available including the powerpoint lecture files and recordings, assignments, readings, and videos. A study guide will be provided before each quiz/exam.
Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

• Self-Service and Chat support: ocio.osu.edu/help

Phone: 614-688-4357(HELP)

• Email: servicedesk@osu.edu

• TDD: 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

• Basic computer and web-browsing skills

• Navigating Carmen (go.osu.edu/canvasstudent)

• CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

• Preparing a Microsoft Powerpoint presentation with screenshots from a research article inserted.

• Ability to access library full text resources for journal articles either on campus or remotely using VPN (available through library: https://guides.osu.edu/chemistry/off_campus_access)

REQUIRED EQUIPMENT

• Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

• Webcam: built-in or external webcam, fully installed and tested

• Microphone: built-in laptop or tablet mic or external microphone

• Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

• Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

• Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

• Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone’s expected participation:

• Participating in online activities for attendance: ONE-TWO DEADLINES PER WEEK OVER MULTIPLE GRADING CATEGORIES
  You are expected to log in to the course in Carmen multiple times each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible to agree on alternative due dates or arrangements.

• Office hours and live sessions: OPTIONAL
  All live, scheduled events for the course, including my office hours, are optional. There are many opportunities for synchronous and asynchronous interaction with the instructor, course assistant, and other students.

Office Hours: Tu/Th during our assigned class time (via Zoom or chat). A link for office hours can be found in Carmen. I am here to help and encourage you to attend office hours. I’m more than happy to meet with you outside of office hours if you schedule it in advance. It is my job to enhance your learning, and I look forward to meeting with you to guide you through the material. If you are struggling with the course materials or would like to work toward a higher grade in the class, please meet with me as early as possible in the semester and regularly from there on out. Use office hours as an opportunity to regularly review the material, your exam results, and ask any questions you have.
How your grade is calculated: You grade is calculated is based on points earned out of a possible 200. Point values for assignments and exams are detailed below. See course schedule below for due dates. Your final grade is non-negotiable.

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<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Weekly comprehension &amp; critical thinking assignments (3 points each; 12 total but you are only required to complete 10. If you complete more than 10 assignments, those will count as EXTRA CREDIT)</td>
<td>30</td>
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<tr>
<td>Exams (50 points each; 3 total but may drop lowest score of the 3)</td>
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<tr>
<td>Writing assignment</td>
<td>20</td>
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<tr>
<td>Final exam</td>
<td>50</td>
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<tr>
<td>Total</td>
<td>200</td>
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</table>

Descriptions of major course assignments

WEEKLY ASSIGNMENTS AND EXTRA CREDIT:

Description: In order to enhance your learning experience and test your comprehension of material as you are learning it, there will be weekly online activities that are worth 3 points, such as practice exam questions, reflections, and discussion topics. Each week’s assignment will have questions or responses that are turned in on Canvas. You are REQUIRED to complete 10 assignments. Anything completed above 10 will be counted as EXTRA CREDIT. You cannot retroactively complete more assignments to earn extra credit, i.e., once the due date for an assignment has passed it can no longer be completed.

Academic integrity and collaboration: You may discuss the activity with other students and instructional staff as much as you like. Your final responses must be your own individual work, should reflect your unique thoughts, and be written in your own words.

EXAMS AND FINAL:

Description: We will have 3 exams over the course of the semester to assess your content knowledge and comprehension of each module of the course. Exams will each be worth 50 points, and will be objective in format (e.g., multiple choice, true false, matching, diagram labelling, fill in the blank). One of the 3 exams may be dropped, so you may miss or skip one of the exams altogether, or just drop your lowest score. Typically, an exam will cover 2-4 chapters of content in the course. The final exam will be similar in format, but one portion (25%) will be new material and the other portion (75%) will be comprehensive and thus will contain material from the first 3 exams in order to assess retention and mastery of major course concepts at the end of the semester. THE FINAL EXAM CANNOT BE DROPPED. Exams will be online and can be completed any time during the day of the exam by 11:59 pm. Questions will be pulled from a larger test bank which means that each student will have a unique version of each exam.
Academic integrity and collaboration: You may study with fellow students prior to the exam, but the exam itself must be taken on your own without consulting other students in the course or anyone outside of the course. You must complete your own exam. Violations of this policy are considered academic misconduct.

WRITING ASSIGNMENT:
Description: The writing assignment will be focused on hormones and behavior as portrayed in popular news media, and comparing and contrasting popular news and scientific research article sources. You will have to find a recent research finding that is reported in the mainstream media. This can be a newspaper, magazine, or website, but must be a news outlet that has an editor/editorial board (e.g., not a blog). If you are unsure of your article choice, please check with me. The next step will be to find the primary research article the news article is based on. Read both articles completely (not just the research abstract) and summarize the main points of each in a paragraph. Next, compare and contrast the findings and discuss how accurate or sensationalized the news article coverage is. Finally, in an additional paragraph, discuss how the research finding fits into the knowledge you gained in the course. Does it make sense to you, or are there parts you do not understand? In addition to your written response, you must provide either pdfs or links to the news article and primary research article (not just the abstract). This assignment in total should be ~2-3 pages double spaced. Plagiarism will be checked with a plagiarism checker tool so DO NOT PLAGIARIZE!

Academic integrity and collaboration: You may discuss your ideas about the assignment and your chosen articles other students and instructional staff as much as you like. Your contributions must be your own individual work, should reflect your unique thoughts, and be written in your own words – you should also cite all sources that you use, including pictures, quotes, studies, articles, etc.

Late assignments
- Late submissions will not be accepted for weekly assignments. However, you may miss 2 weekly activities without a penalty in your grade to allow flexibility in your schedule.
- Exams cannot be taken late without individual permission from the instructor. All makeup exams will be in an essay format to minimize the chances of exam questions and answers spreading through the grapevine and giving unfair advantage to some students. Each student can drop one exam grade (the final cannot be dropped).
- Late submissions will not be accepted for the writing assignment.
- Please refer to Carmen for due dates.

Grading scale
93–100: A, 90–92.9: A-
87–89.9: B+, 83–86.9: B, 80–82.9: B-
77–79.9: C+, 73–76.9: C, 70 –72.9: C-
67–69.9: D+, 60–66.9: D
Below 60: E.
NOTE: Scores are not “rounded up” so a grade of 89.9 is a B+ NOT an A-.
Instructor feedback and response time
I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect exam grades within 3-5 days and feedback within 5-7 days on assignments that are graded by the instructor/CA.
- **Email:** I will reply to emails within 24 hours on weekdays when class is in session at the university.
- If you email on the day of an exam to ask an exam-related question, I will not be able to reply since I do not know when during that day that you are taking the exam. Please be sure to ask all exam related questions before the day of the exam.

OTHER COURSE POLICIES

Discussion and communication guidelines
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to complete weekly assignments as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - https://studentconduct.osu.edu/
- **Citing your sources:** For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a document file or similar where you can save your work, and then copying into the Carmen response boxes.

Zoom/Videoconferencing Guidelines
Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during an office hours or review session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at http://go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session prepared with your questions to avoid other students having to wait on you to get organized. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
• **Participation:** At the start of our office hours and review sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

**Health and safety requirements:** All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu/), which includes following university mask and vaccine policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

**Academic integrity policy**

See **Descriptions of major course assignments**, above, for specific guidelines about collaboration and academic integrity in the context of this online class.

**OHIO STATE’S ACADEMIC INTEGRITY POLICY**

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** (studentconduct.osu.edu), 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 you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors
shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials
The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX
All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.
If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.
Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment
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. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. 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.

Your mental health
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful
events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

Accessibility of course technology
This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools
## COURSE SCHEDULE *

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 1    | 1/11-1/14 | Intro to course and instructor; Review syllabus  
Chapter 1: History of behavioral endocrinology  
**VIDEO: FANTASTICAL WORLD OF HORMONES**  
Chapter 1: Methods of behavioral endocrinology  
**Due dates:** Weekly assignment: Friday at 11:59pm |
| 2    | 1/18-1/21 | Chapter 2: Basic principles & overview of the endocrine system  
**Due dates:** Weekly assignment: Friday at 11:59pm |
| 3    | 1/25-1/28 | Exam 1 review session during office hours  
**EXAM 1 (Ch 1-2): Thursday** |
| 4    | 2/1-2/4   | Chapter 3: Sexual differentiation  
**Due dates:** Weekly assignment: Friday at 11:59pm |
| 5    | 2/8-2/11  | **VIDEO: GENDER REVOLUTION**  
Puberty (readings will be provided)  
**Due dates:** Weekly assignment: Friday at 11:59pm |
| 6    | 2/15-2/18 | Chapter 4: Sex differences  
Chapter 5: Male sexual behavior  
**Due dates:** Weekly assignment: Friday at 11:59pm |
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<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Videos/Assignments</th>
<th>Due dates</th>
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<tbody>
<tr>
<td>7</td>
<td>2/22-2/25</td>
<td>Chapter 6: Female sexual behavior</td>
<td>VIDEO: THE BOY WHO WAS RAISED AS GIRL</td>
<td>Weekly assignment: Friday at 11:59pm</td>
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<td>8</td>
<td>3/1-3/4</td>
<td>Exam 2 review session during office hours</td>
<td>EXAM 2 (Ch 3-6): Thursday</td>
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<td>9</td>
<td>3/8-3/11</td>
<td>Chapter 7: Parental behavior</td>
<td>VIDEO: BABIES</td>
<td>Weekly assignment: Friday at 11:59pm</td>
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<td>10</td>
<td>3/15-3/18</td>
<td><strong><strong>SPRING BREAK</strong></strong></td>
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<td>11</td>
<td>3/22-3/25</td>
<td>Chapter 8: Social behavior</td>
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<td>Chapter 9: Homeostasis and thirst</td>
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<td>Due dates: Weekly assignment: Friday at 11:59pm</td>
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<td>13</td>
<td>4/5-4/8</td>
<td>Chapter 10: Biological rhythms</td>
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<td>Exam 3 review session during office hours</td>
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<td>Due dates: Weekly assignment: Friday at 11:59pm</td>
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<td>14</td>
<td>4/12-4/15</td>
<td>EXAM 3: (Ch. 7-10): Tuesday</td>
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<td>Chapter 11: Stress</td>
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<td>Due dates: Weekly assignment: Friday at 11:59pm</td>
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<tr>
<td>15</td>
<td>4/19-4/22</td>
<td>VIDEO: STRESS</td>
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<td>Chapter 12: Hormones, mood, and mood disorders</td>
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<td>Due dates: Weekly assignment: Friday at 11:59pm</td>
<td>WRITING ASSIGNMENT: Friday at 11:59pm</td>
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<td>FINALS</td>
<td>4/27-5/3</td>
<td>FINAL EXAM: Our scheduled exam time is</td>
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<td>Monday, May 2 from 10:00-11:45 am</td>
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*Schedule and course format is subject to change. Any changes will be announced in class and on Carmen.*