“Studies of Internet users have shown that many people turn to the Internet for health information, particularly for sensitive or stigmatized topics such as sexual diseases, contraception, pregnancy, and abortion. Yet the reliability of health information online varies, making the Internet a source of common myths, misconceptions, and urban legends about sexual health.”

Assignment: You will be working in some way to inform your peers about some aspect of human reproduction in which there are rampant misconceptions. What are these examples of misconceptions and ignorance? Well, authors of one study analyzed over 1,134 e-mails sent over a 1-year period in 2003 and 2004 to The Emergency Contraception Website (http://ec.princeton.edu) and discovered that almost a third of all e-mails contained misconceptions or blatant ignorance about what sexual acts can lead to pregnancy, when pregnancy can occur, how someone can tell when and if they are pregnant, or how various contraceptive agents even work.

Your project could be a survey that you could post online, a video that explains a common misconception (for example timing of fertility, how a specific contraceptive works, or a future contraceptive,) or a flyer that you could post.

Step 1: Where to Start?

- **Which ignorance or misconception do you want to focus on?** In the study that was referred to above, the authors discovered that many e-mails hinted that the women using methods of contraceptive were not even sure why they were using them. Notably, many were not sure whether they were protected against pregnancy during the placebo week of the pill or patch. In other emails, women assumed that pregnancy could occur and be detected by home tests shortly after intercourse. Still others asked if they could have their period and still be pregnant, while many even though that emergency contraceptives might be able to impair future fertility or even be life-threatening to women. There are many more, some have been turned into quizzes online, here are a few:
  
  **Fertility quizzes:**

  **STD quizzes:**
  - [http://www.coolnurse.com/std_active_quiz.htm](http://www.coolnurse.com/std_active_quiz.htm)
  - [http://www.stdwizard.org/](http://www.stdwizard.org/)

Step 2 Find Some Evidence:

- How can the average person use the information in your graphic to learn more about human reproduction? What questions or common terms would they need to know to understand all they facts?
  1. You MUST include information on content issues to address the biggest reason for the re-current misconceptions: A diagram indicating what part of the female reproductive

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cycle or process of fertilization and how contraceptives work would be most informative. You can do this by modifying images you find online, but remember to cite where you obtained your image. Please label the diagram, making it clear at what point your drug acts and what exactly it does.

2. Some indication of statistical evidence and the significance of that evidence in supporting your claim.

**Step 3: Create a Rough Draft of your media piece.** Your media piece could be a word or pdf document with graphics, or a video or audio clip. It's your choice but whatever you pick it must include a graph with data to convince the public of the efficacy of the data that back up your argument as well as a descriptive figure legend. You are allowed to use a graph you find online as long as you make additions to ensure your graphs and figures are complete with titles, axis titles, etc. As you use images from online, be sure to mention what you changed from the originally posted graphic and why you did so in your discussion of the graphic. Remember, you must include a figure legend that provides your claim and interprets the evidence described (i.e. your reasoning through a valid scientific argument to explain whether the evidence supports the claim.) You also need to provide a warrant statement that describes if the data and methodology used are appropriate for your claim, and whether the source is reliable. You also need to make a recommendation or conclusion based on your reasoning.

- Divide up the labor: Does one member of your team have good artistic skills? Does one member have better writing skills, organizing skills, or researching/math/graphing skills? These are four different roles that you could choose to assign each or your teammates to do. Once you have divided up the jobs, you’ve got your Acknowledgements section started, so you can move on to the next step. Be sure to get reflections from each member at the end of the project and compile them together into a single statement. Use the rubric as a guide to ensure you have all the components covered (see step 4 below for complete rubric).
- Make a plan: What will you have accomplished by the next class? How will you get your materials to each member of your group so that they are reviewed by all and finally posted by the deadline indicated?
- Include your Graphic with a figure legend: Be sure to include and reference images, graphs, or data you find online. If you need help, be sure to post to the discussion forums, there may be someone who can help answer your question. If there is any missing data, titles, axis titles, etc., on the figures and graphs that you find, then feel free to add them in using Microsoft Word or another word processor. Be sure to mention what you changed from the originally posted graphic and why you did so in your discussion of the graphic. Remember, you must include a figure legend that provides your warrant (i.e. your reasoning through a valid scientific argument to explain whether the evidence supports the claim.) You also need to make a recommendation or conclusion based on your reasoning.
- Compile and Post: All members of the group MUST review the rough draft before it is posted using the rubric as a guide. Remember, you will be asked to analyze your example to include the following components:

**Rubric for Review of Projects: (50 points)**

- **Project Title:** Captures reader's attention and is appropriate. (2 points)
- **Understanding and Relevance:** Scientific concepts and terminology are concisely defined; enough detail and background are provided. Content should be targeted to your peers as an audience. It should be meaningful, relevant, and presented in the context of larger community issues and societal ethics (e.g., harmful or beneficial to humans). (10 points)
- **Evidence: Figures/graphs and references:** Evidence to support the claim is described/provided. Figures and graphs are used to educate and persuade. Figure displays
biological process. Figure legend title is written as a statement, not a question, which clearly expresses a claim. Evidence to support the claim is described and provided. Figure displays biological process. Graph choice is appropriate for data type; components are accurate and complete (e.g., axes; title; scale). Quality and validity of scientific information sources are evaluated (CRAP test). Be sure to annotate the importance of each reference as it supports your argument as well as describing its passing/failing of the CRAP test. You must reference your sources such as literature citations (http://library.osu.edu/help/research-strategies/how-do-i-cite-references/cse-citation-guide/), pictures, and help from peers. (20 points)

• **Synthesis:** Figure legend provides reasoning through a valid scientific argument to explain whether the evidence supports the claim. Make a recommendation or conclusion based on your reasoning. (10 points).

• **Team Reflection:** Answers the following questions:
  1. What issues did you encounter through the process of creating this project, e.g., while making graphs and finding resources?
  2. How did you weigh opposing evidence when developing your recommendation?
  3. How do you anticipate using the skills you mastered doing this project in your life? (6 points).

• **Acknowledgements:** Describes team members’ contributions in terms of project components and activities required to complete the project. (2 points)