

**PSYC 443**
**Interpersonal Relationships**
**Spring 2023**

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**Lecture Location:** TI STUDIOA  
**Lecture Days/Time:** Tu & Th 13:00-15:45

**Office:** N/A  
**Office Hours:** After class as needed

*\* Note about email: I do not leave email applications open, which means that I check it 1-2 times a day. I do not check my email on weekends and evenings because it is much better for my mental health to draw this boundary. Please **do not** count on email to be a quick way to get in touch with me. I do respond to all email, but it can take up to 72 hours because of the volume of email that I receive.*

*\*\*Email is a professional form of communication, and I would appreciate polite correspondence. I tend to ignore email that is rude, inappropriate, or inquiries about points that I have already addressed. If you are writing an email that is longer than a few lines, it is much better to chat during office hours.*

### Course Description

Application of social psychological theory and methodology to a variety of topics in the area of interpersonal relationships such as attraction, close relationships, interpersonal conflict, communication, and power. Course projects will be an integral part of the course.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Identify and explain basic theory involved in interpersonal relationships	Class content quizzes; Short application essays	1	I
Demonstrate basic skills about critical self-reflexivity	Position Paper	2 4	C
Show the skill of articulating and defending one's position in written format.	Short application essays, Position paper	4	A
Show synthesis in presenting current research	Position paper	4 5	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,\* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

## Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

## Course Format

This is an in-person class held on campus.

## Prerequisites

*Psychology 300, 301, 345 and admission to the Psychology major or Honours program.*

## Required Text

Miller, R. (2015). *Intimate Relationships* 9<sup>th</sup> Edition). New York: McGraw Hill.

The book can be purchased at the U of C bookstore or online (eBook, paperback, loose-leaf available):

- <https://www.amazon.ca/Intimate-Relationships-Rowland-Miller/dp/1259870510>
- <https://www.calgarybookstore.ca/>
- Note: students can also use the 8<sup>th</sup> Edition if they would like to do so

## Assessment Methods

Position Paper	30%	See Below
Class Quizzes	15%	Daily
Online Short Application Essays 1	25%	See below
Online Short Application Essays 2	30%	See below

### Class Quizzes & Discussions

Each of the quizzes will be composed of multiple-choice questions that cover the assigned readings and discussions linked to the material. There is one point for getting a multiple-choice question correct. At points throughout the lecture, the instructor will pause and administer a question or two about content that will soon be covered. The quizzes in class will not be timed. For example, as the instructor begins the new topic of physical needs in the lecture on Chapter 1, he would administer a short 1-2 question quiz **before** moving on to the topic. Each multiple choice question will be worth one mark.

### TopHat Application

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class, which is free for use by students at the University of Calgary. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. Watch D2L for instructions on signing up for TopHat.

You can register by simply visiting our course website: <https://app-ca.tophat.com/e/767040>

Note: our Course Join Code is 767040.

In-class quizzes in this course are open book. For this course, an open book exam means that the use of class notes and the textbook is permitted. The use of online resources is permitted. Students may not communicate with others about course material or the quiz either in person or electronically during quizzes.

### Online Short Application Essays

There will be a list of potential questions for each chapter available online. These questions address material covered in the textbook and the course. The online short essays will function somewhat like an **online take-home exam**. When you log on to the assignment in D2L, it will select a **single** question from a question bank of available

questions for the relevant chapters. That is, Short Application Essays 1 will require you to answer one question from all of the potential questions listed for chapters 1, 3, 4, 5, & 7 will involve one essay. Short Application Essays 2 will require you to answer one question from all of the potential questions listed for chapters 8, 9, 10, 11, & 12. In response to the question, your essay will be graded on your ability to do the following:

1. Identify the content: Address information from the slides and notes about a particular concept. Identify and address additional material from the textbook (Hint: do NOT rely on intuition or 'gist').
2. Develop an Application: Develop an illustration that covers all the points in the content and shows how it links to ways that you can improve your interpersonal communication. Ask yourself: Is this illustration concrete or am I rephrasing the conceptual definition?
3. Develop a Critical Assessment: Appraise the concept by comparing it to other material, testing it against your experience, or developing a better conceptual definition (do NOT simply assert claims – words like “think” involve critical assessment, not opinion)

Students will not know which questions will be presented to them. Students will be given 24 hours to answer the questions. The window in which the essays are available are listed in the schedule below.

Answers should be about 1200 words each.

Essays in this course are open book. For this course, an open book essay means that the use of class notes and the textbook is permitted (and encouraged). Students may not communicate with others about course material or the essay either in person or electronically once the essays open.

These timed assessments will be available on D2L. Short Application Essay 1 opens as per the course schedule below. The assessment will consist of questions as described above. If you experience an issue that affects your ability to complete the assessment, which can include (but is not limited to) issues with technology, caregiver responsibilities, or distractions within your test-taking environment, you will need to contact your instructor as soon as possible to arrange and alternate or (in the case of technical issues) extended time to write the assessment.

If a student contacts the instructor (in writing) about an assignment potentially submitted late and there are well articulated reasons for the late submission, then there is potential for flexibility.

#### Vocation Position Paper

The position paper requires you to find at least five recent peer reviewed articles on a topic that we cover in class. The choice of topic is up to the students so long as it is a topic covered in the book or lectures. You must apply the material to your own experience or to your work in your chosen vocation. There are two tasks that a paper like this requires:

- Reading current research on the topic and synthesizing it to identify a problem.
- Providing an analysis to speculate on the implications for one's life or one's vocation.

The goal is to develop an original argumentative thesis statement (descriptive thesis statements will receive a C grade) that encompasses both research and implications.

Papers will be graded on (1) logic: clearly defined thesis statement, defense of an argument, rational flow of the paper, and appropriate use of peer reviewed sources; (2) content: correct understanding of concepts and interpretation of research, and application to vocation or life; (3) style: grammar/spelling, formatting, and adherence to APA style.

The paper should be no more than **5 pages long** (excluding title and reference pages).

Late assignments will not be accepted without instructor approval.

If a student contacts the instructor (in writing) about an assignment potentially submitted late and there are well articulated reasons for the late submission, then there is potential for flexibility in this policy.

#### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are

familiar with the student academic misconduct policy: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade: *Course standards not met.*** Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### **Grading Scale**

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and

content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

### Tentative Lecture Schedule

Date	Topic	Reading	Notes
R May 4	Syllabus	N/A	First day of classes
T May 9			Last day to drop classes without penalty and last day to add or swap classes.
<b>Foundations</b>			
R May 11	Social Cognition	Chapter 4	
T May 16	Building Blocks of Relationships	Chapter 1	
R May 18	Communication	Chapter 5	
<b>Applications</b>			
T May 23	Attraction	Chapter 3	
R May 25	Friendship	Chapter 7	Short Application Essays Open at 15:45
T May 30	No Class en lieu of Essays		
R June 1	Love	Chapter 8	Short Application Essays Close at 13:00
T June 6	Sexuality	Chapter 9	
R June 8	Stress & Strains	Chapter 10	
T June 13	Conflict	Chapter 11	
R June 15	Power & Violence	Chapter 12	Short Application Essays Open at 15:45 Position Papers Due at 15:45

			End of Spring Lectures and last day to withdraw from a course.
M June 19			Start of Spring Final Exams
W June 21			Short Application Essays Close at 11:59pm
			End of Spring Final Exams

## Extra Research Participation Course Credit is Not Offered for this Course.

### Absence From Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor <https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html> At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>

### Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [Deferred Final Exams | University of Calgary \(ucalgary.ca\)](#) Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology [psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright

([https://library.ucalgary.ca/services/copyright?\\_gl=1\\*bcjlpn\\*\\_ga\\*OTY1ODc0Njg0LjE2NjkxNTA1NTM.\\*\\_ga\\_X4GN9Y4W7D\\*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA](https://library.ucalgary.ca/services/copyright?_gl=1*bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Tuesday, May 9<sup>th</sup>, 2023**. Last day add/swap a course is **Tuesday, May 9<sup>th</sup>, 2023**. The last day to withdraw from this course is **Thursday, June 15, 2023**.