

PSYC 443	Interpersonal Relationships	Fall 2022
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Instructor:	Dr. Susan D. Boon	Lecture Location:	SS 10
Phone:	403-220-5564	Lecture Days/Time:	MWF 12:00 – 12:50
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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)
Apply theories and research findings concerning interpersonal relationships to real-life settings and/or current or historical events and/or popular culture	Application paper; discussion questions/comments	1,2,4	C,C,A
Find online resources about a topic and discuss their potential relevance to understanding interpersonal relationships	Annotated source and response	1,2,5,8	C,C,C,C

Critically evaluate a primary research article or articles	Discussion questions, research proposal	1,2,4,5	A,C,A,C
Convey key concepts and theories of interpersonal relationships in a manner accessible to a lay audience	Podcast	1,2,4	A,C,C
Deliver an oral presentation on a selected area of interpersonal relationships	Group presentation	4	A
Synthesize material from several sources (empirical articles, book chapters, review articles, lectures) to formulate appropriate debates and conclusions	Podcast; group presentation; research proposal	1,2,4,5	A,C,A,C
Critically evaluate primary research papers, comparing and contrasting findings, and identifying gaps in the literature	Group presentation; research proposal	1,2,4,5	A,C,A,C
Critically evaluate and provide constructive feedback on your peers' work	KRITIK feedback		I
Provide critical evaluation and summary of previous empirical studies on a topic in the area of interpersonal relationships, design a research study, identify the ethical issues associated with the proposed study, and outline the main empirical, theoretical, and/or applied contributions of this study	Research proposal	1,2,4,6	A,C,A,C

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

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

Required Text

No text. References for assigned readings and lead articles for group presentations will be posted on D2L. **Access to the KRITIK platform is free. More information will be available on D2L.**

Assessment Methods

Course Component	Weighting	Due Date
Annotated sources and response	10%	Part 1 due on D2L by 11:59 AM September 14 Part 2 due on D2L by 11:59 PM September 16
Discussion questions/comments	5%	Wednesdays, throughout term, following group presentations. Due on D2L by 11:59 PM
Podcast	20%	Due on D2L/KRITIK by 11:59 PM October 19
Group presentation	20%	*Fridays, in class throughout term
Application paper	20%	Due on D2L/KRITIK by 11:59 PM November 18
Kritik feedback	5%	Throughout term on KRITIK
Research proposal	20%	Due on D2L by 11:59 PM December 14/22

*with the exception of Group 8, who will present on a Wednesday

****A note on word limits:** The TA and I will be performing word counts on each submitted assignment. If an assignment is over the word limit, it will be returned to you to cut back until it reaches the limit and you will accrue any late penalties that may apply for the duration of the time that it takes you to accomplish that task. Please respect the word limits.

****Sample assignments:** I will post sample application papers and research proposals on D2L to give you an idea of what such papers may look like. Please note that here is no one right or wrong way to prepare these assignments (or any other assignment in this course).

Annotated sources and response (10% of final grade)

This assignment has two equally weighted parts. For Part 1, students will locate 3 reputable and high-quality online sources (e.g., CBC, Truth and Reconciliation Commission of Canada, etc.) on the topic of intergenerational trauma as experienced by Canadian Indigenous persons and summarize the key take away message from each source in no more than 1 paragraph each. Maximum 750 words. Part 1 is due on D2L prior to Kerry Gladue's guest presentation on the topic of intergenerational trauma and addiction (11:59 AM September 14). For Part 2, students will write a maximum 500-word response to Kerry's presentation. Your response should focus on issues pertaining to interpersonal relationships in an Indigenous context. If you prefer, you may respond to the sources from Part 1. The response may

include both questions and comments. Part 2 is due on D2L by 11:59 PM September 16. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Discussion questions/comments to be submitted to D2L based on group presentations/lead articles from group presentations (total 5% of final grade)

For presentation topics other than their own, students are required to submit discussion questions/comments on the appropriate Dropbox on D2L no later than 11:59 PM on the Wednesday following the relevant presentation (or for group 8, the following Monday). There are a total of 8 groups presenting. Students are required to submit **a total of 5 discussion questions/comments for the term and may select which five presentations they wish to submit discussion questions/comments for** (submissions beyond five will not be graded). Questions/comments may be specific or general and should be based on either the lead article for the presentation (as posted on D2L) or a topic raised during the presentation. The questions/comments should be likely to generate stimulating discussion, must not be capable of being answered yes or no, and should extend well beyond matters of opinion. Submissions must not exceed 250 words. More detailed instructions and assessment criteria will be posted on D2L. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Podcast (20% of final grade)

Students will prepare a podcast approximately 10 minutes in length on a topic of interest in the area of interpersonal relationships. This topic should be *independent* of the topics of your group presentation and application paper. Working in pairs, your job is to create an informative and engaging entry-level discussion of your selected topic accessible to the general public based on available empirical research and existing theory (i.e., understandable by someone without a university education or specialized knowledge on the topic). Assessment criteria will include quality (e.g., breadth and depth) of coverage of the topic, accessibility to a lay audience (e.g., clarity of expression, pitched at an appropriate level, was it engaging?), and mechanics (e.g., did the discussion flow well? Was time used effectively?). See D2L for more details about the podcast assignment. Podcasts are due on KRITIK and D2L by 11:59 PM October 19. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Group presentation (20% of final grade)

Students will present in groups no larger than 5. Each group will select/be assigned a topic from the list of group presentations in the tentative topic outline and prepare a 50-minute presentation based on this topic. Presentations should allow time for class discussion but other than that you should feel free to use any format you desire (i.e., dramatic presentations/role plays, debates, infomercials, group-produced videos, rock operas, etc.) and approach the topic from any angle that interests you. You should use the assigned reading or lead article as a **starting point** for your presentation, but may add any other sources you wish (e.g., journal articles, books, films, plays, music, the internet, etc.). Your goal should be to prepare an interesting and lively presentation that approaches your topic in an intelligent, scholarly, and creative manner. If you like, you may assign the class short 'projects' or homework to complete prior to your presentation (e.g., a field study of flirtation, a brief questionnaire etc.). Assessment criteria will include creativity/innovation in approach, appropriate use of sources, the quality/sophistication of your treatment of the topic, presentation structure and clarity of expression, and your ability to generate class discussion.

The first group presentation (group #1) will be October 7. Note that groups who present early may be graded more leniently than those presenting later to compensate for having less time to prepare (and fewer “models” of what can be done and what “works” for this assignment).

Should one or more of the group members be ill on the date of the presentation, thus compromising the group’s ability to present, arrangements (e.g., rescheduling or other possibilities) will be determined on a case by basis via consultation between group members and the instructor. See D2L for more details about the group presentation assignment. **Without instructor approval, missed presentations will receive a 0%.**

Application paper (15% of final grade)

Students will select a topic of their choice from among topics relevant to the course material (i.e., it is okay to select a topic we are not covering in class; students are strongly encouraged to consult the instructor if they want to try that route) and write a brief paper that examines that topic as applied to analysis of current or historical events or popular culture/media (e.g., book, movie, etc.). Students should ground their analysis in theoretical or empirical (i.e., research) work on their selected topic and must cite at least 3 (three) relevant scholarly articles in their paper. Papers must be no longer than 1000 words and should be double-spaced, prepared in APA style, and submitted no later than November 18 by 11:59 p.m. via D2L and Kritik. Assessment criteria will include appropriate application of theory/research to analysis of the topic, sophistication of treatment in the analysis, and clarity of expression. The emphasis should be on demonstrating a sophisticated understanding of how (or the extent to which) the theory/research applies to the particular event/media. More detailed instructions and criteria will be posted on D2L. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Kritik feedback (5% of final grade)

Students will provide peer feedback on their classmates’ (a) annotated sources and response (b) application papers, and (c) podcasts, using the KRITIK platform. More detail and assessment criteria will be posted on D2L.

Research proposal (25% of final grade)

Students will prepare a 1250-word (maximum) research proposal for a study that investigates an issue of interest in the area of interpersonal relationships. Proposals must include a brief introduction that provides a compelling rationale (grounded in the current literature on the selected topic) for the value and importance of the study they propose to conduct, a detailed method (documenting intended participants, recruitment procedures, materials, and study protocol i.e., the study procedure), and a discussion of the proposed study’s key contributions to our understanding of the selected topic. Proposals should also include a brief (2 to 3 sentences) consideration of key ethical issues surrounding the study. The rationale should cite relevant theory/research. Assessment criteria will include quality of the rationale that justifies the proposed study, appropriateness and rigour of the proposed design (including the analysis of ethical considerations), sophistication of treatment in highlighting the study’s anticipated contributions, and clarity of expression. Research proposals should be double-spaced, prepared in APA style, and submitted no later than Wednesday December 14 by 11:59 p.m. via D2L Dropbox and Kritik. More detailed instructions and criteria will be posted on D2L. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

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

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%

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

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

Date	Topic/Activity/Readings/Due Date
W Sep 7	University Lectures begin. Week 1 Introduction
F Sep 09	Week 1 methodological issues in relationship research
M Sep 12	Week 1 relationships and the need to belong
W Sep 14	Week 2 guest speaker: KERRY GLADUE Intergenerational trauma and addiction in an indigenous context Annotated source assignment part 1 due 11:59 AM
R Sep 15	Last day to drop a class without a penalty
F Sep 16	Last day to add or swap a course Week 2 HOT TOPIC DISCUSSION: culture, history, and relationships Annotated source assignment part 2 due 11:59 PM
M Sep 19	Week 2 singlehood
W Sep 21	Week 3 attraction
F Sep 23	Fee payment deadline for Fall Term full and half courses. Week 3 HOT TOPIC DISCUSSION: online dating
M Sep 26	Week 3 love
W Sep 28	Week 4 love your brain on love
F Sept 30	UNIVERSITY CLOSED National Day for Truth and Reconciliation
M Oct 4	Week 4 sex
W Oct 5	Week 5 sex
F Oct 7	Week 5 group #1 presents (sexual rejection)

M Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
W Oct 12	Week 6 communication
F Oct 14	Week 6 group #2 presents (flirtation)
M Oct 17	Week 6 interdependence
W Oct 19	Week 7 interdependence podcast due on D2L/KRITIK by 11:59 PM
F Oct 21	Week 7 group #3 presents (the Michelangelo Effect)
M Oct 24	Week 7 social cognition
W Oct 26	Week 8 social cognition
F Oct 28	Week 8 group #4 presents (empathic accuracy)
M Oct 31	Week 8 stresses and strains
W Nov 2	Week 9 stresses and strains
F Nov 4	Week 9 group #5 presents (infidelity)
Nov 6-12	Term Break No Classes
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Nov 14	Week 9 Conflict
W Nov 16	Week 10 Conflict
F Nov 18	Week 10 group #6 (revenge in romantic relationships) application paper due on D2L/KRITIK by 11:59 PM
M Nov 21	Week 10 dissolution and loss
W Nov 23	Week 11 dissolution and loss
F Nov 25	Week 11 group #7 presents (loneliness)
M Nov 28	Week 11 Relationship maintenance and repair
W Nov 30	Week 12 relationship maintenance and repair
F Dec 2	Week 12 TBD
M Dec 5	Week 12 Overlooked and neglected relationships
W Dec 7	Fall Term Lectures End Last day to withdraw with permission from Fall Term half courses. Week 13 group #8 presents (parasocial relationships)

W Dec 14	Research proposals due on D2L by 11:59 PM
Dec 10-21	Fall Final Exam Period

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

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. 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** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (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/. 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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

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://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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 Thursday, September 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>