



Department of Psychology

**Psychology 443 (L01) – Interpersonal Relationships**

**Winter 2008**

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<b>Instructor:</b>	<b>Dr. S. D. Boon</b>	<b>Lecture Location:</b>	<b>SH 280</b>
<b>Phone:</b>	220-5564	<b>Lecture Days/Time:</b>	MWF 13:00-13:50
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<b>Office:</b>	A231B		
<b>Office Hours:</b>	TBA		

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**Course Description and Goals**

**Calendar 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. **Prerequisites:** Psyc 312 and 345.

**Learning Objectives:**

The aim of this course is to survey a wide range of areas of study within the field of interpersonal relationships. By the end of the course you should:

1. Possess an increased understanding of the diversity of interpersonal relationships and their multifaceted nature.
2. Understand the major theoretical frameworks that have been used to explain the phenomena that researchers have investigated in this area.
3. Be familiar with the types of research questions and research designs common in studies in this area, as well as be able to critique research findings on relationship topics that you encounter in the media and elsewhere.

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**Note: this course covers material of a potentially sensitive nature (i.e., experiences of divorce, relationship violence, sexual harassment and sexual assault, etc.). You should feel comfortable refraining from commenting on any issue that you find upsetting. However, *all material* will be considered suitable for examination purposes.**

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**Required Text (available at the Bookstore)**

Miller, R. S., Perlman, D., & Brehm, S. S. (2007). Intimate Relationships, 4th. Ed.

Additional readings are required for two of the hot topics discussions and for the group presentations. You may borrow these readings from me at my office for photocopying at your own expense. I will also attempt to locate online versions for as many of these articles as I can find and post these on blackboard.

## Evaluation

10%	culture comparison	Due in class Feb. 8, 2008
30%	group presentation	In class throughout term
30%	paper	Due in class March 28, 2008
30%	final exam (take home; essay questions)	Questions posted April 18, 2008 <b>Due Dec. 16, 2008 by 4:00 p.m. to A275 (Psych Office)</b>

## 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 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 (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.)."

## Lectures:

Typically I will lecture on Mondays and Wednesdays and we will have hot topic discussions, group presentations, or guest speakers on Fridays.

## Group Presentations & "Hot Topic" Discussions:

As a general rule, Fridays will be devoted to group presentations (except on occasions when guest speakers present). However, to ensure that the first group has time to prepare their presentation, I will use the first three presentation time slots for discussions of "hot topics" in the field of close relationships research. The first presentation (group #1) will thus be Feb. 8. *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).

## Culture Comparison Assignment:

You will write a brief 3-page paper comparing Western conceptualizations of love and marriage with conceptualizations of love and marriage as portrayed in one or more Hindi films (as assigned in class). The paper (due Feb. 8) must be **typed** in APA 5 format (don't include an abstract or running head) in a font no smaller than Times 12 with 1" margins on all sides, double-spaced. Pages in excess of prescribed page limits **will be removed** prior to grading. Failure to adhere to APA format will result in a **penalty** (not to exceed 5 marks out of 100). Papers are due at the **beginning** of class and late papers (including those handed in after the class has started) will be subject to a 10% penalty per day (including a 10% penalty over weekends). **Failure to cite sources appropriately or to do your own work will result in an automatic failure on the assignment.**

## Paper:

This 5-page paper (due Mar. 28) must be **typed** in APA 5 format (don't include an abstract or running head) in a font no smaller than Times 12 with 1" margins on all sides, double-spaced. Pages in excess of prescribed page limits **will be removed** prior to grading (page limits do not include title pages, references, or any tables or appendices you may chose to include). Failure to adhere to APA format will result in a **penalty** (not to exceed 5 marks out of 100). Papers are due

at the **beginning** of class and late papers (including those handed in after the class has started) will be subject to a 10% penalty per day (including a 10% penalty over weekends). **Failure to cite sources appropriately or to do your own work will result in an automatic failure on the paper.**

**Take-Home Essay Final Exam:**

The essay-format final exam will be **cumulative** in nature. You may expect questions based on all aspects of the course including readings, the text, discussions, lectures, group presentations, and guest lectures (as applicable). I may give you some choice as to the essay questions you answer. Questions will be posted on Blackboard by the last day of classes (April 18). Answers will be due at the Main Psychology Office (A275) no later than 4:00 on April 25th. **Late exams will not be accepted. You must cite the sources for your thoughts in your answers. Be sure to do your own work. Failure to cite sources appropriately or to do your own work will result in an automatic failure on the exam.**

**Electronic submission of assignments/exam papers:**

E-mailed assignments will NOT be accepted.

Written assignments must be handed in at the beginning of class. Late assignments may be handed in at the Psychology Office, A 275 (after hours, the green box outside this office). Late assignments will be assessed a penalty. Early assignments may be handed in to the same locations as late assignments (but will of course not be assessed a late penalty).

**REQUESTS FOR DEFERRED EXAMS OR EXTENSIONS FOR ASSIGNMENTS MUST BE ACCOMPANIED BY A DOCTOR’S NOTE OR EQUIVALENT.**

**Tentative Topic Outline, Readings and Schedule of Presentations**

DATE	Topic	Chapters/ Readings/Videos
Jan. 14-17	<b>Lecture: Introduction &amp; Research Methods</b>  <b>Hot Topic Discussion: Relationships in the Past</b> We will discuss relationships during earlier historical eras, most notably the middle ages.	Miller ch. 1, 2
Jan. 21 - 25	<b>Lecture: Attraction</b>  <b>Hot Topic Discussion: Mate Selection &amp; Personal Ads</b> Bring examples of personals ads from the newspaper or web. Be prepared to analyze them in terms of the “social commodities” that women and men are seeking in a mate and offering to a mate.	Miller ch. 3  <b>Article:</b> <i>Sexual strategies theory: Historical origins and current status.</i> (Buss)
Jan. 25	<b>Last day for Winter registration and change of registration. No fee refunds for withdrawals after this date.</b>	
Jan. 28-Feb. 1	<b>Lecture: Love</b>  <b>Video: Arranged Marriages</b>  <b>CULTURE COMPARISON ASSIGNMENT:</b>	Miller ch. 8  <b>Videos:</b> Bewafaa, Kisna, Veer-Zara, Devdas

	<p>Watch any one of the 4 Hindi films and be prepared to discuss it in class. <b>Culture comparison paper due Feb. 8 in class</b> (see outline for more detail).</p> <p><b>Hot Topic Discussion: Culture and Love/Marriage.</b></p>	
Feb. 4 - 8	<p><b>Lecture: Social Cognition</b></p> <p>Each group will be responsible for reading one article from the assigned readings (TBA) and preparing a brief, informal presentation as part of a discussion of the importance of relationships for understanding cognition, emotion, and behaviour. Preparation will take place in class on Monday. The discussion will take place on Wednesday.</p> <p><b>Group 1 presents: Implicit theories of relationships</b></p> <p><b>CULTURE COMPARISON ASSIGNMENT DUE BEGINNING OF CLASS FEB. 8</b></p>	<p>TBA (see Blackboard) Miller ch. 4</p> <p><b>Article:</b> <i>Implicit theories of relationships: Assessment and prediction of romantic relationship initiation, coping and longevity.</i> (Knee)</p>
Feb. 11-15	<p><b>Lecture: Communication</b></p> <p><b>Group 2 presents: Flirtation.</b></p>	<p>Miller ch. 5</p> <p><b>Article:</b> <i>Perceiving flirtatious communication: An exploration of the perceptual dimensions underlying judgments of flirtatiousness</i> (Abrahams)</p>
Feb. 18-22	<b>No classes – Reading Week – University closed Feb 18 Family Day</b>	
Feb. 25-29	<p><b>Lecture: Interdependency</b></p> <p><b>Group 3 presents: Allocation of household tasks.</b></p>	<p>Miller ch. 6</p> <p><b>Article:</b> <i>The allocation of household labor in gay, lesbian, and heterosexual married couples.</i> (Kurdek)</p>
Mar. 3-7	<p><b>Lecture: Friendship and Intimacy</b></p> <p><b>Group 4 presents: Same-sex friendships</b></p>	<p>Miller ch. 7</p> <p><b>Article:</b> <i>Re-examining gender differences in same gender</i></p>

		<i>friendships: A close look at two kinds of data.</i> (Duck & Wright)
Mar. 10-14	<b>Lecture: Stresses and Strains</b>  <b>Group 5 presents: Deception.</b>	Miller ch. 10  <b>Article:</b> <i>Deception in romantic relationships: Subjective estimates of success at deceiving and attitudes toward deception.</i> (Boon & McLeod)
Mar. 17-19	<b>Lecture: Sexuality</b>  <b>Guest presentation on sexuality (CRHA: Ray Harrison) (tentative)</b>	Miller ch, 9
Mar. 21	<b>Good Friday—no classes—university closed</b>	
Mar. 24-28	<b>Lecture: Power</b>  <b>Sexual harassment officer presents to class. (tentative)</b>  <b>PAPERS DUE BEGINNING OF CLASS MARCH 28</b>	Miller ch. 11  <b>Article:</b> <i>*Unwanted sex.</i> (Schulhofer)
Mar. 31-April 4	<b>Lecture: Conflict and Violence</b>  <b>Group 6 presents: Conflict.</b>	Miller ch. 12  <b>Article:</b> <i>Relationship conflict</i> (Canary & Messman)
April 7-11	<b>Lecture: Dissolution and Loss</b>  <b>Group 7 presents: Divorce.</b>	Miller ch. 13  <b>Article:</b> <i>*Dan Quayle was right</i> (Whitehead)
April 14-18	<b>Lecture: Loneliness/Fostering Relationships</b>  <b>Group 8 presents (Dec. 3): Artificial Social Relationships.</b>  <b>FINAL EXAM POSTED APRIL 18 (TAKE HOME)</b>	Miller ch. 14, 15  <b>Article:</b> <i>Imaginary relationships: An exploratory study of celebrity-admirer relationships.</i>

	(Boon & Lomore)
April 17	Last day to allocate Bonus Credits to Fall Session half courses.
<b>April 18</b>	<b>Last day of lectures for Fall Session. Last day to withdraw from Fall Session half courses.</b>
<b>April 25</b>	<b><i>FINAL EXAM DUE AT THE PSYCHOLOGY OFFICE NO LATER THAN 4:00</i></b>

\* denotes longer readings. Please leave adequate time for reading them.

### Culture Comparison Assignment

This project is worth 10% of your final grade and involves watching one of four assigned Hindi films and then writing a brief, 3-page thought paper comparing and contrasting the way that love and marriage are conceptualized in Western cultures (such as Canada) vs. more collectivist societies such as (in this case) India.

Four Hindi films are available for viewing. Three will be available for viewing through Comm/Media (i.e., you can view them during normal Comm/Media hours on campus). The fourth will be shown one weekday evening for those of you who will find it difficult to watch a lengthy film during normal Comm/Media hours. Note that *these films are long* (averaging close to 3 hours), so you will need to factor that into your decision concerning when you will watch the film of your choice. Each film includes English sub-titles, so no knowledge of Hindi is required!

The four films include:

- Devdas (historical drama)
- Bewafaa (contemporary; part of it is set in Montreal so there are culture clashes within the film)
- Kisna (historical drama)
- Veer-Zara (contemporary, with flashbacks)

You may wish to check [imdb.com](http://imdb.com) for more details about each film to assist you in making your choice among them.

I have selected each of these films based on their portrayal of love and marriage and how these portrayals differ from similar portrayals in Western films or from common beliefs about the bases of love and marriage in Canadian culture. Your thought paper should compare and contrast the portrayal of love and marriage in one of these films with contemporary beliefs concerning love and marriage in Canadian culture. It should also cite **specific examples** from the film of your choice to document and support your arguments (in other words, be sure I can tell you actually took the trouble to watch the film).

*This is the first time I'm trying this assignment and I'd appreciate feedback on it. The goal is to give you some exposure to cultural diversity in beliefs about love and marriage and to get you thinking about your own beliefs in this regard and what you may take for granted that others from different cultures might dispute.*

## Group Presentations

This project is worth 30% of your final grade and involves working together in groups of 4-5 persons.

Each group will select/be assigned a topic from the list of group presentations 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, etc.) and approach the topic from any angle that interests you. You should use the assigned reading 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 and creative manner. If you like, you may assign the class 'projects' to complete prior to your presentation (e.g., a field study of flirtation, collecting personals ads, a brief questionnaire etc.

You will be graded on:

**a) Content (25 points)**

- in part I will be looking for how well you integrate the assigned reading with the other material you present, as well as whether you consulted sources other than this reading
- in the best presentations, content will go *beyond* the material presented in the assigned reading (scholarly sources are preferred, but you need not restrict yourselves to such sources). It will also be thoughtful, critical, and intelligent. I will be looking for *depth* and *sophistication* in your analysis of the topic
- organization and clarity of presentation will also be important
- some of the best presentations in recent years have considered issues of diversity of viewpoint and experience, changes over the life-span, etc.
- the strongest presentations move beyond simply summarizing/reviewing the content of the reading

**b) Creativity/innovation in approach (15 points)**

- this includes but is not limited to appropriate use of video, music or film; role plays, dramatic pieces and skits; and creative use of data gathered from questionnaires or other assignments completed by class members. The focus here is on taking your topic and doing something new and interesting with it
- on this dimension, in particular, grades will be *COMPARATIVE*; that is, the first group will "set the bar" and all other groups will be graded in comparison with their performance. *As a general rule, I keep the marks on the low side in case later groups do something that knocks my socks off. I may adjust marks on this dimension at the end of the term if I feel they do not reflect the actual level of creativity I saw.*

**c) Your ability to generate class discussion (10 points)**

- I'm not referring to class involvement here, but to actual *discussion* of the topic at

hand

- You should know ahead of time that it can be considerably harder to get people to talk than you might think. Don't take this component of the presentation lightly, as your grade can suffer if you get a bad mark here. Be prepared to elicit discussion—prepare questions that will lead people to want to talk.
- You should also know that lots of discussion won't necessarily mean a good grade if the discussion appears to happen *without* any effort on your part (or if group members do more of the talking than the class)
- As part of your grade for this component of the presentation, I will also take into consideration how well you use class time (i.e., no ugly pauses, you're not rushing through material, etc.). **BEWARE LEAVING EITHER TOO MUCH OR TOO LITTLE TIME FOR DISCUSSION.**
- Nothing says all the discussion has to happen at the end of a presentation...

Groups who present later should realize that my expectations will increase (somewhat) as the weeks progress given that they will have more time to prepare and will also be able to benefit from seeing how other groups approach their presentations.

**NOTE:** *You are responsible for making your own arrangements for audio/visual equipment. Contact Comm/Media at 220-3711 AT LEAST ONE WEEK in advance of your presentation. You can charge most standard A/V equipment to the course.*

**NOTE:** *Groups considering collecting data of any kind (e.g., polls, questionnaires, interviews, making videos that involve real people discussing their lives, etc.) either from members of the class or persons outside the class must consult with me *well in advance* of their presentation in order to discuss any ethical implications associated with their plans for data collection. It may not always be possible to do what you want to do and you should have alternative plans ready in case.*

<b>Paper (due Mar. 28)</b>
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**N.B.** the page limit noted below is a **MAXIMUM**. I **will not** grade pages in excess of this limit (don't even try it).

Write a **5-page** (double-spaced, font no smaller than Times 12, 1" margins on all sides) paper that integrates, synthesizes or applies theories and research about some aspect of interpersonal relationships. You may write on any topic that interests you provided it is **relevant** to the course content. You are **strongly recommended** to check with me well in advance of the deadline if you have any concerns about the suitability of your topic. The paper may be written in one of 2 ways:

1. As a **critical review** discussing a major line of research or theoretical framework (e.g., attachment, social exchange theory, gender differences in communication, etc.).

**A critical review should (a) provide an integrated review of the relevant literature, (b) discuss drawbacks and limitations of this literature, and (c) suggest directions that future work in this area ought to take. YOU WILL LOSE MARKS IF YOU ARE MISSING ANY OF THESE THREE COMPONENTS.**



2. By **applying** theories and research findings about relationships in analyzing a movie, film, play, song, poem, etc. (e.g., theories of attraction as displayed in “When Harry Met Sally,” loneliness as displayed in “Leaving Las Vegas,” etc.)

To ensure that you have determined a suitable topic for your paper well in advance of the deadline, you are **REQUIRED** to submit the following by the dates listed below:

Due Feb. 28:

**If you select option 1 (i.e., the critical review):**

- A 500 word description of the theory/line of research you plan to review

**If you select option 2 (i.e., the application paper):**

- A 500 word description of the theory/line of research you plan to apply to analysis of the movie, play, etc.

Due Mar. 14:

**If you select option 1 (i.e., the critical review):**

- A 250 word summary describing in some detail the results of one of the studies you will review in your paper

**If you select option 2 (i.e., the application paper):**

- A 250 word plot summary or other relevant description of the movie, film, play, etc. you plan to analyze

<b>Pointers for Papers in 443</b>
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Here are some of my expectations so that you know in advance what to avoid and what to do in writing a paper for me.

1. **Avoid direct quotations at all costs.** Unless the author has said it so eloquently you could not possibly do the statement justice, do not quote. Use your own words. Use quotations at your own peril!! *I will dock marks if you over-use quotations*
2. Your introduction should **provide a “roadmap” for the reader:** a guide outlining the general topics you plan to cover. This improves the organization of many papers. Then be sure to stick to your roadmap.
3. **Use APA style. You will be penalized for failure to use it. Be especially careful to indicate where you have obtained your ideas (i.e., be careful with your referencing).**
4. Use headings where appropriate. This is another pointer that can substantially aid the organization of a paper. See your APA manual for more information about headings.
5. Have a friend read your paper before you hand it in. Ask her/him to give you critical feedback about your writing style, and the arguments you have made. Then use his/her feedback to change your paper. You may find that your grades improve if you try this.

6. **Support** your arguments adequately. Don't assume I know what you mean--back it up with examples, or further argumentation, or the work of others (i.e., with references to others' research). Imagine that the person grading your work knows only the basics about your topic. Whatever you do, don't leave your arguments implicit.
7. I like papers where the ideas flow logically and smoothly together. Be sure you have "joiner" sentences where necessary--be sure your paper flows. Think transitions!
8. Seek help if you have difficulties writing. Don't be passive. Advisors are available at the Writing Centre if you have questions or concerns.
9. Don't bite off more than you can chew. Think carefully about the amount of detail you can comfortably include in the space you are given to write. Be careful in selecting your topic and ensuring that it is sufficiently broad to give you enough to write about but not so broad that you can't possibly address all the important points in the page limit you have been given. *In a 5-page paper you can often deal with only 2 or 3 main points if you hope to address them adequately. Much more than that and you will probably end up giving one or more of your points short shrift.*

## **University of Calgary Curriculum Objectives**

### **University of Calgary Core Competencies**

This course addresses the following core competencies:

- Critical and creative thinking
- Effective oral and written communication
- Gathering and organizing information
- insight and intuition in generating knowledge
- interpretive and assessment skills

With the following course characteristics:

- Considerable class discussion; students are prompted to think critically about course material
- Oral presentations and group work
- Written assignments and exam that require research, critical thinking, and insight
- reading of research articles in class and in preparation for group presentations

### **Curriculum Redesign Features**

This course includes:

- An international component
- Integration of research

With the following course characteristics:

- an assignment that exposes students to views of love in another culture and requires them to think about how these views differ from views common in our own culture
- whenever possible, attention to issues of culture and history in interpersonal relationships
- discussion of current research topics in addition to textbook materials
- group presentations requiring additional research into topics

## **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

## **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

## **Academic Accommodation**

*It is the student's responsibility to request academic accommodations.* If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

## **Absence From A Test**

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

## **Course Credits for Research Participation**

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Students can create an account and access the Research Participation System website at

<http://ucalgary.sona-systems.com>. **The last day to participate in research is April 17, 2008.**

### **Experiential-Learning/Article-Evaluation Course Component (4%)**

This experiential-learning/article-evaluation component provides enriched learning opportunities in this introductory course. You can complete this component by participating in research studies (Option 1: Research Participation), by completing 1-page evaluations of journal articles from a designated list (Option 2: Article Evaluations), or by a combination of the two options. Thus, you will learn more about research in psychology by taking part in research studies and/or by reading and evaluating published research articles.

**Option 1: Research Participation.** Students can complete this course component by participating in Departmentally approved research studies. Information about current studies is on the Experimetrix website at <http://experimetrix.com/uc>. The read.me link at that site provides a guide to using the system and assigning earned credits. The last day to participate in research and to ASSIGN YOUR CREDITS TO THIS COURSE is **Winter: April 17, 2008**. Students earn 0.5% (0.5 credits) for each 30 minutes of participation. There are seven research area groups within the department (Behavioural Neuroscience; Clinical Psychology; Cognition and Cognitive Development; Industrial/Organizational Psychology; Perception, Aging, and Cognitive Ergonomics; Social Psychology and Social Development; Theoretical Psychology). Students are encouraged to participate in studies in as many of those areas as possible, according to their interests and contingent on research study availability. Each educational hands-on learning experience will be followed by an educational debriefing experience. Students who attempt to complete this course requirement solely through Option 1 should be able to do so, provided they are persistent and do not wait until the end of term to participate. Students who leave their participation until the end of term may not find enough research opportunities available. Thus, students are encouraged to plan ahead carefully.

**Option 2: Article Evaluations.** Students can complete this course component by reading and evaluating journal articles to learn more about research in psychology. Students earn 1% (1 credit) for each acceptable evaluation. Students can submit only one evaluation per due date (Due dates: **Winter: Jan 25, Feb 15, Mar 7, Mar 28**, and only one evaluation per research area group per term. Consult the document "ArticleEvaluationForm.doc" on Blackboard for more information about this option.

**Option 3: Combinations of Options 1 and 2.** Students can complete this course component through any combination of Options 1 and 2. For example, a student could complete 3.0% through research participation and 1.0% through article evaluations, or vice versa. Given that article evaluations count for 1.0%, students who complete, for example, 2.5% through research studies would have to complete two article evaluations to successfully complete all of the 4.0% course component. As mentioned under Option 2, students can only submit one article evaluation per due date. Thus, students who opt to combine Options 1 and 2 must plan ahead carefully.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

**Student Union VP Academic:** Phone: 220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 220-3913 [socialsciirep@su.ucalgary.ca](mailto:socialsciirep@su.ucalgary.ca)

## **Important Dates**

The last day to drop this course and **still receive a fee refund** is January 25, 2008. The last day to withdraw from this course is April 18, 2008.