

Seminar Facilitation & Position Paper

Each class period will begin with an orientation lecture that quickly covers the material in the textbook. The lecture addresses the primary mode of interpersonal relationships: communication. The second portion of each class period will be a seminar where students present a position paper on current research specifically related to a topic in interpersonal relationships. A position paper involves researching a topic and synthesizing the information to form some sort of thesis. The content of the paper is up to students except that it must relate to interpersonal relationships and must fit with the content on the day the student is presenting (e.g. if the lecture is about identity then a student's presentation must link to identity).

Students will be expected to provide a 15-20-minute presentation that (1) orients the class to research on the topic, (2) outline one's argument and position, and (3) presents discussion questions. A free-flowing discussion follows. The in-class seminar is worth 30% of the assignment grade. Students will be graded on the quality of their presentation (e.g. clarity/preparedness of presentation, quality of prepared supplementary materials (e.g. handouts and/or power points)). Being unprepared to lead the seminar will result in a grade of zero.

Students must hand in the following on the day of presentation(s):

1. Short research/position paper (3-5 pages excluding title and reference pages) on the topic for the day (at least 3-5 peer reviewed references).
2. A list of 5 discussion questions to be presented to the class.

These materials must be originally prepared by each student. There will be a submission portal where they can be submitted online. The submitted material is worth 70% of the assignment grade. Students 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; (3) style: grammar/spelling, formatting, and adherence to APA style.

There is no penalty for late submission of assignments until the instructor has completed grading them. Once the assignments have been graded and returned to the class, the score on the assignment is a 0. That is, if a student intends to submit an assignment late, then they receive no penalty until the instructor has graded the assignments. ***If a student asks*** when the assignment will be graded, then a grade of 0 is applied automatically. Submitting late assignments is at students' own risk.

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. However, such contact must occur at least 5 business days in advance of the submission date. There is no room for flexibility within 5 business days of the assignment due date.

Class Quizzes & Participation

There will be in-class quizzes on all the assigned readings from the textbook. Each of the quizzes will be composed of multiple-choice and short answer questions that cover the assigned readings. These quizzes will be taken during the lecture portion of the class. At points throughout the lecture, the instructor will pause and administer a question or two about content that will soon be covered. 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. These quizzes are part of the TopHat software and students will need to purchase the application for this course. There are points where students can also contribute to the class via electronic feedback and these instances are opportunities for students to earn bonus points for participation. **Aside from a note from a qualified professional, there will be no make-up quizzes or participation if one misses class.**

This class is about interpersonal relationships and so it should involve a high degree of engagement. The challenge is that this is a large class and it is necessary to use available technology to assist with ensuring the class is interactive. A cost-effective solution is the use of TopHat Application (see below).

We will be using the Top Hat (www.tophat.com) classroom response system in class. 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.

An email invitation was sent to you by email, but if didn't receive this email, you can register by simply visiting our course website: [TBD](#) (note that the university may be listed as Ambrose University).

Note: our Course Join Code is TBD

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Online Short Essays

There is 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, it will select a subset of the questions to answer. 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. 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 except that there will be one for each chapter. Students will be given 30 minutes to answer the questions and this is not enough time to answer them with no preparation. Prepare answers in advance to all questions and then copy-paste your answers into the online essay.

There is no penalty for late submission of assignments until the instructor has completed grading them. Once the assignments have been graded and returned to the class, the score on the assignment is a 0. That is, if a student intends to submit an assignment late, then they receive no penalty until the instructor has graded the assignments. ***If a student asks*** when the assignment will be graded, then a grade of 0 is applied automatically. Submitting late assignments is at students' own risk.

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. However, such contact must occur at least 5 business days in advance of the submission date. There is no room for flexibility within 5 business days of the assignment due date.

Department of Psychology Criteria for Letter Grades

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/Activity/Readings/Due Date
T July 3	Introduction. Summer Term Lecture begins.
R July 5	Chapter 1: A First Look at Interpersonal Communication
M July 9	Last day to add/drop or swap summer courses.
T July 10	Chapter 2: Identity
R July 12	Chapter 3: Perception
T July 17	Chapter 4: Emotions
R July 19	Catch up and review Online Short Essays Due: Friday July 20, 2018
T July 24	Chapter 5: Language
R July 26	Chapter 6: Nonverbal Communication
T July 31	Chapter 7: Listening
R Aug 2	Chapter 8: Relational Dynamics
M Aug 6	University Closed Heritage Day
T Aug 7	Chapter 9: Relational Climates
R Aug 9	Chapter 10: Interpersonal Conflicts
T Aug 14	Catch up and review Online Short Essays Due: Wednesday August 15, 2018
W Aug 15	Summer Term Lectures End. Last day to withdraw from full session Summer Term courses.
August 17-20	Final exam dates for full session Summer Term courses

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. 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 15 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

15 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 Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. 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 http://www.ucalgary.ca/registrar/exams/deferred_final.

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 http://www.ucalgary.ca/registrar/exams/deferred_final. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

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.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

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

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **July 9, 2018**. Last day for registration/change of registration is **July 9, 2018**. The last day to withdraw from this course is **August 15, 2018**.