



PSYC443

Interpersonal Relationships

Winter 2022

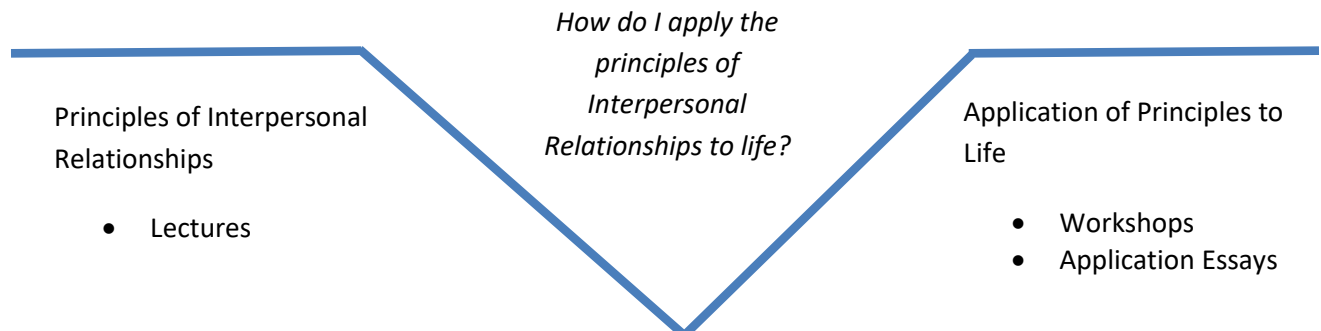
Instructor:	James Cresswell, Ph.D.	Lecture Location:	ST129 (Temporarily online until January 28, 2022)
Phone:	403-410-2000 ext 6904	Lecture Days/Time:	TuTh 12:30PM - 1:45PM
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Course Description

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.

Extended Description

In her book *Eichmann in Jerusalem: A Report on the Banality of Evil*, Hanna Arendt wrote about the trial of a Nazi war criminal named Adolf Eichmann. She wrote that the “longer one listened to him, the more obvious it became his inability to speak was closely connected to his inability to *think*, namely, think from the standpoint of somebody else. No communication was possible with him, not because he lied but because he was surrounded by the most reliable of all safeguards against the words and presence of others, and hence against reality as such.” (p. 49). Communication is about crossing boundaries in ways that can enrich ourselves, but to stop there would be to trivialize the importance of communication. Arendt highlights how thinking requires crossing over into the world of another and effective communication requires this crossing. Interpersonal relationships can be trivial and one does not cross over to another’s world or they can be rich where one does make this crossing. To be able to think requires the crossing and to not cross leads to a progressive disconnection from reality. This class is about connecting with reality by way of enhancing our ability to cross over to the world of another.



This class is not a straight lecture class, and it will be broken up into two general components. There are interactive lessons where the instructor presents material from the textbook about interpersonal relationships. There will be some class discussion, but the interaction will mostly be structured using smart phones and electronic interaction (due to the large class size) facilitated by the TopHat software (see below). There are workshops where students can practice and develop the practical application of the material covered in class.

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 psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Identify and explain basic theory involved in interpersonal relationships	Class content quizzes; Short application essays	1	I
Demonstrate basic skills about critical self-reflexivity	Workshop Submission	2 4	C
Show the skill of articulating and defending one's position in written format.	Short application essays	4	A
Show synthesis in presenting current research	Workshop submission	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, 7 = apply psychological knowledge and skills. 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* 9th 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 8th Edition if they would like to do so

Assessment Methods

Workshop facilitation	30%	As per schedule
Class Quizzes	20%	Daily
Online Short Application Essays 1	25%	See below
Online Short Application Essays 2	25%	See below

Workshop Facilitation

This class will include small group workshops. Students will be assigned groups shortly after the add/drop deadline. In the small groups, students will work through workshops that apply the principles of interpersonal relationships. They involve reflections on one's skills and how to apply the content discussed in class to life. Each workshop involves the following:

- Providing a summary of what your group discussed such as ideas you talked about and questions you had (think: meeting minutes). This will be about 0.75 pages and bullet point is fine. Students receive full points for handing this component in.
- Writing up an assessment of a case where you analyze a couple's relational dynamics and apply concepts from the relevant lecture. You will also apply class concepts on the topic of intimacy and communication. This component will involve about three short paragraphs (about 5-8 sentences). You will be graded on your ability to define key concepts in technical language and in your own words. You will also be graded on your ability to apply the concepts to the case scenario.
- Writing a critical self-reflection where you answer some questions pertaining to the course concepts as they relate to your experience. These questions are short answer questions designed to be answered in under 5 sentences. The self-reflection activity also involves a single paragraph reflection where you show that you can bring the concepts from the class to bear on your own behaviour (about 10 sentences). Students will be graded on their ability to define and apply concepts to their lives, including reflecting upon how they can improve their relationships with others.

Chapter workshops and grading rubrics are available on D2L.

Everyone is responsible for taking the responsibility to be the group facilitator at least once. That is, you must hand in one workshop over the course of the term and which workshop you hand in is up to you. For example, Jim, Natasha, and Ethan are all in a group. Ethan may want to do the workshop pertaining to chapter 4 and so he hands in this workshop on the date specified in the course outline. Natasha and Jim don't hand anything in for chapter 4. Once everyone in the group has done one workshop, they do not need to hand in another one.

The facilitator must hand in the following pertaining to the workshop they facilitate:

- Summary of the workshop discussion, which includes the discussions that are part of the lectures (point form is fine – think of these as meeting minutes)
- One's own answers to the questions included in the workshop activities

If a group wants to have two facilitators on one topic, the group must get explicit permission from the instructor.

The facilitation must be handed in a week after the workshop. There is a Dropbox on D2L for submission.

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 and one point for participating in a discussion. 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. The grading for the quizzes will be as follows:

- At least 85% of Top Hat questions answered correctly = 20% (100% on this assessment point)
- At least 65% of Top Hat questions answered correctly = 15% (75% for this assessment point)
- At least 45% of Top Hat questions answered correctly = 10% (50% for this assessment point)
- At least 25% of Top Hat questions answered correctly = 5% (25% for this assessment point)
- Less than 25% of Top Hat questions answered correctly = 0%

That is, here is another way to understand the cut off points for the quizzes:

- 85-100 = 100%
- 65-84.9 = 75%
- 45-64.9 = 50%
- 25-44.9 = 25%
- 0-24.9 = 0%

Without approval from the course instructor, makeup quizzes will not be accommodated.

TopHat Application

We will be using the Top Hat (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.

There will be no makeup quizzes or participation if one misses class without approval from the course instructor.

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

Note: our Course Join Code is ****.

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, the first set of Short Applications Essays from chapters 1, 3, 4, 5, & 7 will involve one essay. The second set of Short Applications Essays from chapters 8, 9, 10, 11, & 12 will involve one essay. 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 12 hours to answer the questions. The window in which the essays are available are listed in the schedule below.

Answers should be no longer than 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.

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/policies/files/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. In this course there will be no rounding up of final grades.

Tentative Lecture Schedule

Topic	Date	Pre-Reading	Assignments and Notes
Introduction & Syllabus	T Jan 11	Pre-recorded Presentation of the Syllabus First day of lectures	No in-person class
Building Blocks of Relationships	R Jan 13	Chapter 1	
	T Jan 18		
Communication	R Jan 20	Chapter 5	Last day to drop a class without financial penalty
	F Jan 21		Last day to add or swap a course
	T Jan 25		
Attraction	R Jan 27	Chapter 3	
	F Jan 28		Fee payment deadline for Fall Term full and half courses.
	T Feb 1		
Social Cognition	R Feb 3	Chapter 4	Workshop on Chapter 3 due if you plan to submit this workshop
	T Feb 8		
Friendship	R Feb 10	Chapter 7	Workshop on Chapter 4 due if you plan to submit this workshop
	T Feb 15		
Short Application Essays	R Feb 17		Workshop on Chapter 7 due if you plan to submit this workshop Short application essays Open at 1:45pm • No class en lieu of short application essays

	M Feb 21		Family Day no Classes
	Feb 22-26		Term Break No Classes
	T Mar 1		No class en lieu short application essays
Love	R Mar 3	Chapter 8	Short application essays close at 12:30pm
	T Mar 8		
Sexuality	R Mar 10	Chapter 9	Workshop on Chapter 8 due if you plan to submit this workshop
	T Mar 15		
Stress & Strains	R Mar 17	Chapter 10	Workshop on Chapter 9 due if you plan to submit this workshop
	T Mar 22		
Conflict	R Mar 24	Chapter 11	Workshop on Chapter 10 due if you plan to submit this workshop
	T Mar 29		
Power & Violence	R Mar 31	Chapter 12	Workshop on Chapter 11 due if you plan to submit this workshop
	T Apr 5		
Catch Up & Review	R Apr 7		Workshop on Chapter 12 due if you plan to submit this workshop
	T Apr 12		Last day of Lectures and last day to withdraw from a winter term half course
Short Application Essays	Ap 19-29	Fall Final Exam Period	Short application essays open April 19 @12:01am Short application essays close April 26 at 11:59pm

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

Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) 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, Thursday, January 20, 2022**. Last day add/swap a course is **Friday, January 21, 2022**. The last day to withdraw from this course is **Tuesday, April 12, 2022**.

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