

# University of Waterloo

Department of Psychology  
Psychology 354: Interpersonal Relations  
Winter 2015

Tuesdays & Thursdays, 8:30AM – 9:50AM, PAS 2083

## Instructor and T.A. Information

Instructor: Dr. Joanne Wood

Office: PAS 3051

Office Hours: Office Hours

T.A.	Amrit Litt	Katie Miller
Email	aklitt@uwaterloo.ca	k24mille@uwaterloo.ca
Office	PAS 3050	PAS 3202
Office Hours	T.A. 1 Hours	T.A. 2 Hours

\*Most weeks, only one TA will hold office hours. A schedule of TA availability will be posted on their doors.

Extra office hours will be added as needed (for tests and certain assignments). These will be announced on LEARN.

## How to get your questions answered

**For questions regarding lecture content**, please post your question on LEARN page on discussion forum “Qs regarding lectures for Dr. Wood,” so that other students can learn from the answers.

**For quick questions regarding textbook content, assignments, and tests**, please post your question on LEARN page “Qs for TAs regarding textbook content, assignments, and tests,” so that other students can learn from the answers.

**For longer questions or other concerns**, please attend office hours. We’re happy to help.

**For emergencies or illness** preventing you from attending tests or turning in assignments on time, please email [jwood@uwaterloo.ca](mailto:jwood@uwaterloo.ca). You will need to provide documentation to be excused (see policies below).

## Course Description

The purpose of this course is to introduce you to research on adult romantic relationships. The textbook is broad, whereas the lectures will tend to cover more specific issues, especially theories and recent approaches. In this course, you will learn about: the methods and findings of relationship research in social/personality psychology, the skills necessary to be a critical consumer of relationships research, and how research can be applied to understanding relationships in the real world.

Psych 354 is cross-listed with Psych 354R (formerly 221R). Only 1 of these 2 courses can count for credit towards your degree.

### **Required Text**

- Miller’s Intimate Relationships, 7th edition (2014).

A copy will be on reserve in the Dana Porter library, where it may be used for 3 hour periods.

### **Course Requirements and Assessment**

<b>Assessment</b>	<b>Date of Evaluation</b>	<b>Weighting</b>
Test # 1	Jan 24	25%
Test # 2	Feb 16	25%
Test # 3	Mar 28	25%
Group Assignments – 4 Empirical Article Evaluations	Jan 17, Feb 9, March 16, & March 30 (3% each)	12%
Scenario Assignment	April 6	13%
REG/Alternative Bonus	--	+ 4%
Total		100%

All graded components of the course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.

### **Tests**

There will be three in-class tests and NO final exam. Each test will cover all material from the period leading up to the test—all material including lectures, videos, the text, and articles involved in group assignments. Tests will not be cumulative with respect to specific facts or studies from previous parts of course, but they will require you to retain basic concepts from theories presented in class and/or research methods concepts that were discussed in class or Chapter 2 of the text. The tests will be multiple-choice primarily, but also will have a short answer component.

### **Group Discussions**

In many class sessions, time will be set aside for small-group discussions. You will receive questions/issues to discuss, and sometimes you will be asked to submit a brief list of points your group made to LEARN.

### **Group Assignments—4 Empirical Article Evaluations**

The class will be divided into 4-5 person groups that will work together to evaluate 4 short empirical journal articles. For each assignment, you will receive a short list of questions. Your answers should be in point form. You will be asked to do such things as identify (a) concepts on research methods from Chapter 2 of the text, (b) strengths and weaknesses of the studies, (c)

possible moderators or mediators of the effects, and (d) ways that research on the topic could be extended.

The grades for group assignments will be assigned as follows: Groups will be awarded a number consistent with their group size (e.g., each group of 4 students will be given a grade out of 40; groups of 5 students will be given a grade out of 50). You will then evaluate yourself and each group member's contribution to the assignment by assigning each person a grade out of 10. The sum of all individual grades cannot exceed the total number of points that you were assigned (e.g., out of 40 if your group size is 4).

For example, say your group receives a mark of 36/40. You will then have 36 points to divide among the group members. For example, if everyone contributed equally, it would make sense to assign each person an 8/10 (i.e., divide the points equally). If contributions were not equal, you may choose a different arrangement. For example, if you feel that someone else worked very hard on the assignment and you did not put as much effort into it, you may assign that person 10/10 and assign yourself a 6/10 (and then assign the remaining 16 points to your other group members accordingly for a total of 36 points).

If you receive 40/40 (or 50/50) but you do not feel that all group members contributed equally, you may award some group members scores higher than 10/10 (e.g., 11/10) and other group members scores lower than 10/10 as long as the sum of all individual grades does not exceed the total number of points that you were assigned.

You will submit these ratings on LEARN after each assignment and they will be confidential. Peer ratings are due within one week of receiving your grade. **If you do not turn in your ratings by the announced due dates, your own ratings will not be considered.** Your final grade for each assignment will be determined by averaging the ratings that you received from your group members (including your own ratings if turned in on time).

### **Scenario Assignment**

This is an assignment that you will complete individually. You will be given a set of short written descriptions of scenes from relationships, and your task will be to analyze these relationships using material learned in class. Additional assignment details will be available on LEARN.

### **Research Experience**

Since experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" of up to 4% in this course through research experience. Course work will make up 100% of the final mark and a bonus of up to 4% may be earned and will be added to the final grade as needed to bring your final grade up to 100%. (Your grade cannot exceed 100%-- university regulations). Alternative "article summary" assignments are available to those who prefer not to participate in research. Please see the "Research Experience Marks" section at the end of the course outline for more information on how to earn these bonus marks.

## Timetable

Week	Date	Topic	Readings Due	Assignments Due by Midnight
1	Jan 3	L1: Introduction	Ch. 1 & 2	
	Jan 5	L2: Attraction 1	Ch. 3	
2	Jan 10	L3: Attraction 2	Article #1	
	Jan 12	L4: Relational Cognition 1	Ch. 4	
3	Jan 17	L5: Relational Cognition 2	---	Article #1 Qs due
	Jan 19	L6: Attachment Theory	Pgs. 14-19 & 266-268	
4	<b>Jan 24</b>	<b>Test 1</b>	---	
	Jan 26	L7: Love & Intimacy	Ch. 8	
5	Jan 31	L8: Social Exchange Theories	Ch. 6	
	Feb 2	L9: Interdependence & Commitment 1	Article #2	
6	Feb 7	L10: Interdependence & Commitment 2	---	
	Feb 9	L11: Communication	---	Article #2 Qs due
7	Feb 14	Video (will be on test, no alternative viewings)	Ch. 5	
	<b>Feb 16</b>	<b>Test 2</b>		
---	Feb 20-24	Reading Week	---	
8	Feb 28	L12: Communication, continued	---	
	Mar 2	L13: Sexuality	Ch. 9	
9	Mar 7	L14: Jealousy & Betrayal	Ch. 10	
	Mar 9	Video (will be on test, no alternative viewings)	Article #3	
10	Mar 14	L15: Conflict & Divorce	Pgs. 340-356 & Ch. 13	
	Mar 16	L16: Conflict & Divorce, continued	---	Article #3 Qs due
11	Mar 21	L17: Relationship Maintenance	Ch. 14	
	Mar 23	UW Relationship Research Day (will be on test)	Article #4	
12	<b>Mar 28</b>	<b>Test 3</b>	---	
	Mar 30	Group Assignments	---	Article #4 Qs due
Exam period	April 7-25			Scenario Assign. due 1 week after final class

\*\*Please let the instructor know at the beginning of the term if you wish to be excused for any religious observances during the term.\*\*

## Late Work

If assignments are turned in after the deadline but within 6 hours, they will receive a deduction of 5%. They will be deducted an additional 5% for each additional 12 hour period of lateness.

## **LEARN**

Regularly visit the class page on LEARN for announcements, assignments, grades, slides, etc.

## **Missing Exams**

Students may take a make-up exam if they contact a TA as soon as they know that they cannot attend, and they obtain written, verifiable evidence of medical problems or family emergencies. The make-up test may be different from the one taken by the rest of the class. Student travel plans are not acceptable grounds for granting an alternative examination time.

## **Attendance Policy**

To succeed in this course, attend 100% of the lectures. Tests will be approximately 60% lecture material, and I will present a great deal of material not covered in your textbook.

## **Grade Reconsiderations**

You are welcome to attend office hours to look at your tests and assignments. If you wish to dispute a mark you received, bring this to the attention of a TA within 2 weeks of when the marks were made available. After 2 weeks, grading will not be reconsidered, although you are still welcome to look at the materials.

## **The Official Version of the Course Outline**

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

## **Concerns about the Course of Instructor (Informal Stage)**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. [Richard Eibach](#)) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Dr. Richard Eibach

Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca)

Ph 519-888-4567 ext 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

### **Cross-listed courses**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### **Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. [Read Policy 72 - Student Appeals](#).

#### ***Other sources of information for students:***

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(UWaterloo\)](#)

### **Accommodation for Students with Disabilities**

**Note for students with disabilities:** The [AccessAbility Services](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

## **Accommodations due to Illness**

**Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness** should do the following:

- Seek medical treatment as soon as possible and obtain a completed [UW Verification of Illness Form \(http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html\)](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- Submit that form to the instructor within 48 hours.
- Inform the instructor (preferably) by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

- Waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
- Provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

## **Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study



- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### ***How to participate?***

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program is available at:

[REG Participants' Homepage](#)

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.

- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.