

University of Waterloo

Department of Psychology

Psychology 354 (002): Interpersonal Relations

Winter 2020

Tuesdays & Thursdays, 4:00PM – 5:20PM, HH 139

Instructor and T.A. Information

Instructor: Dr. Joanne Wood

Office: PAS 3051

Office Hours: 2:30 – 3:30 Thursdays, or by appointment

T.A. Sherman Kwok

Email sherman.kwok@uwaterloo.ca

Office PAS 3240 H

Office Hours: 10:30 – 11:30 Mondays, or by appointment

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. You will need to provide documentation to be excused (see policies below).

Course Objectives

The purpose of this course is to introduce you to research on adult relationships, especially romantic ones. The textbook is broad, whereas the lectures will tend to cover more specific issues, especially theories and recent approaches. By the end of the course you should:

- be knowledgeable about the methods and findings of relationship research in social/personality psychology
- master the skills necessary to be a critical consumer of relationships research
- know 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, 8th edition (2018).

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

Readings Available on LEARN

- You will read a few journal articles reporting research in relationship science. These will be posted on LEARN. You will discuss these in small groups in class and they will be covered on the tests.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Test # 1	Feb 6	25%
Test # 2	Apr 2	25%
Group Lecture Presentation	Weeks 8 – 10	30%
Class participation		5%
Scenario Assignment	April 13	15%
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 two in-class tests and NO final exam. Each test will cover all course material from the period leading up to that test—including lectures, videos, the textbook readings, assigned articles, and student presentations. Tests will not be cumulative with respect to specific facts or studies from previous parts of the course, but they will require you to retain basic concepts from theories presented in class and research methods concepts that were discussed in class or in the text. The tests will be multiple-choice primarily, but also will have a short answer component.

Scenario Assignment

You will be given materials involving scenes in relationships--short written descriptions and/or podcasts or video scenes. Your task will be to analyze these scenarios using material presented in class, the textbook, and assigned articles. Your resulting paper will be about 2 pages long. Additional, more specific assignment instructions will be available on LEARN and in class.

Group Lecture Presentations

With a group of fellow students, you will present a lecture to the class on a topic selected from a list. The lecture should be about 45 minutes long, leaving time for discussion, questions from the class, and

perhaps an activity of your design if you like. You will turn in a list of materials consulted for preparing the lecture, your lecture slides, and suggestions for questions to include on Test 2. These test questions should include 2 multiple choice questions and 2 short answer questions. One group member must upload the presentation slides to a designated dropbox on LEARN by 2:00pm on the day of the presentation.

- The grades for these group presentations will be assigned as follows: Each group of 5 students will be given a grade out of 50 on their presentations; groups of different sizes will be given a grade adjusted appropriately. After receiving your group grade, you will then evaluate yourself and each group member's contribution to the presentation 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 50, but depending on group size).
- For example, say your group receives a mark of 36/40. You will then have 36 points to divide amongst the group members. For example, if everyone contributed equally, you may choose to assign each person an 8/10 (i.e., divide the points equally). If contributions were not equal, you should choose a different arrangement. For example, if you feel that someone else worked very hard on the presentation 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 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.
- It's rare, but it has happened, that some group members will encourage others to rate each other equally highly. This practice benefits only slackers, and you should not ask your fellow group members to do this, nor should you succumb to pressure from others to assign higher marks than they deserve. It is highly unlikely that all group members worked equally hard on the presentation, so we will view equally high ratings across all group members with skepticism, and we will ask you for written justification.
- You will submit these ratings on LEARN after each presentation and they will be **confidential**. Your classmates will never learn what you specifically gave them, and will not learn of their own marks until the end of the term. Peer ratings are due within one week of your presentation. Your final grade for each assignment presentation will be determined by averaging the ratings that you received from your group members (including yourself).

Class Participation

During lectures, we encourage your active and constructive communication. For example, in addition to clarification questions, feel free to ask questions that extend the content beyond what is presented

(e.g., what does Theory X say about this? How can this finding be reconciled with Theory B?). When your classmates are delivering a lecture, feel free to be challenging, but please be constructive.

Much class time will be devoted to small group discussions about concepts in the class, assigned articles, and about preparing your group lecture. To ensure that all class members are fully engaged in these discussions, all cell phones and laptops should be put out of sight during these discussions, except with permission of the instructor or TA (e.g., for preparing the group lecture, as long as the laptop is not used for other purposes).

We will be assuming full engagement in both whole-class and small-group discussions (i.e., your starting point for your class participation mark will be high), but you can raise your participation mark by contributing to whole-class discussions and by always being actively engaged in the small-group discussions, and you can lose points by appearing to be distracted during small-group and whole-class discussions.

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

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

Week	Date	Topic	Readings and Due Dates
			additional chapters and papers will be assigned
1	Jan 7	Introduction	Ch. 1 & 2
	Jan 9	Communication, Self-Disclosure, & Responsiveness 1	Ch. 5
2	Jan 14	Communication, Self-Disclosure, & Responsiveness 2	Article #1
	Jan 16	Attachment	pp. 14-20, 217-218, 246, 261-262
3	Jan 21	Personality Influences on Relationships	Review Ch. 1, pp. 27-29, 40, 337-338, Pages on agreeableness: 142, 338, 359, 226, 330, 286, 317, 379, 313, 232, 27, 29, 88.
	Jan 23	Love & Intimacy	Ch. 8
4	Jan 28	Social Exchange	pp. 171-180, Article #2
	Jan 30	Interdependence & Commitment 1	Ch. 6
5	Feb 4	Interdependence & Commitment 2	
	Feb 6	Test 1	
6	Feb 11	Affection	---
	Feb 13	Video (will be on test, no alternative viewings)	
---	Feb 17-21	Reading Week	---
7	Feb 25	Work on group presentations	Article #3
	Feb 27	Work on group presentations	
8	Mar 3	Student Presentation Group 1	TBA
	Mar 5	Student Presentation Group 2	TBA

Week	Date	Topic	Readings and Due Dates
			additional chapters and papers will be assigned
9	Mar 10	Student Presentation Group 3	TBA
	Mar 12	Student Presentation Group 4	TBA
10	Mar 17	Student Presentation Group 5	TBA
	Mar 19	Student Presentation Group 6	TBA
11	Mar 24	Conflict & Divorce	Ch. 11 & 13 & Article #4
	Mar 26	Couples Therapy. Guest Speaker: Professor Uzma Rehman	
12	Mar 31	Relationship Maintenance: Strategies for keeping things satisfying	Ch. 14
	Apr 2	Test 2	
Exam period	April 8-25	Scenario Assignment due April 13 by noon.	

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.

Attendance Policy

To succeed in this course, attend 100% of the lectures and discussion/work sessions. Approximately 60% of the tests will concern lecture material, and lecture material will include a great deal of material not covered in your textbook. The slides that will be posted on LEARN are NOT intended to supplant your attendance. If you must miss a class, I recommend that you borrow a classmate's notes to supplement the slides and ask that classmate about any announcements.

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.

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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

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 (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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.

Accommodation for course requirements

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.
- (if possible) inform the instructor 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 exam or assignment deadline, 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.
- If the instructor decides to administer a make-up test, that test may be different from the one taken by the rest of the class.

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.

Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

SONA Participation and 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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.
- **UP TO 50%** of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

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.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[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 in general is available at:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage for additional information.](#)

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.