PERSONAL RELATIONSHIPS:  
DISCOVERING, GROWING, and CREATING  
PSYC 1030: EO1-EO2  
CRN: 10765/10766  
Spring 2018  
Your Time, Your Location

CONTACT INFORMATION

Instructor:  Angela M. Kurle, M.A., LAPC  
Office:  Shared Main Office (Newnan)  
Physical Office Hours: M/W 8-9:20am (Carrollton campus); T/TH 9-10:20am (Newnan campus). By appointment only. Please schedule your appt via email- I reserve the right to change these hours.  
Virtual Office Hours: M/W 8-9:20am; T/TH 9-10:20am, 12-2pm- Virtually done by email, either Gmail or Course Den. I respond to all emails within 24 hours on weekdays and 48 hours on weekends.  
Phone: (678) 839-6510 (this is the main Psychology dept. number)  
Email: akurle@westga.edu  (best way to get a hold of me)

COURSE DESCRIPTION

This course is intended to be practical and empowering for everyone. The basic goal is to enhance your understanding of and skills in establishing meaningful relationships. This course is about growth. It may not be easy in regards to the time required to discovering and unearthing your potential. It is worthwhile in its pursuit and requires patience and love on your part for yourself and others. There are no tests. However, and more importantly, there is the “test of life” in which this class will better aid you on your journey. Instead of tests, we will engage in collaborative work through a series of topics related to personal growth, intra- and interpersonal awareness, self-discovery, and relationship enhancement. The purpose of this class is to bring awareness of ourselves and others in our various relationships and share a safe space to discuss them in our class. This class has been coined a Discovering, Growing, and Creating because as we progress throughout the semester, the goal is to have you discover who you truly are becoming, learning how you operate and view others, and creating a life that is full of awareness, love, tolerance, empathy, and hard work.

COURSE OBJECTIVES

• To inspire self-awareness and knowledge of who we are as individuals  
• To promote an openness to the possibilities of the experience of the class  
• To cultivate an awareness to being mindful of your experience with  
• To provide effective communications styles and use them appropriately in an effort to function more effectively in your interpersonal relationships.  
• To provide an increased awareness of the key elements involved in establishing and maintaining friendships and love relationships.  
• To provide the essential elements of dealing with interpersonal conflict in a constructive manner.  
• To provide opportunities for experiential exploration through personal interactions
• To encourage the development of sensitivity to your feelings, attitudes, and beliefs of yourself and others
• To provide opportunities for self-understanding and for understanding of others
• To broaden the range of options you can draw upon in resolving interpersonal conflicts and improving the quality of your interpersonal relationships

CLASS FORMAT

Classes will consist of lecture, discussion, “class exercises”, and reflective journal writing that coincide with and enhance material covered in the required texts as well as any additional material distributed over the course of the semester. Virtual class time will be spent, in large part, in discussion of material covered in the texts. Therefore, it is imperative that you have completed all required reading and assignments weekly. Assignments will require you to have a thorough knowledge of the material provided during lecture and info covered in the required texts. “Attendance/Participation” is crucial to your success in this course.

REQUIRED TEXTS


These texts will also be supplemented by articles and excerpts from various reading material. You may obtain these books electronically or physically. Look at your favorite website to acquire them or buy them for cheap, either at the bookstore or at another venue.

COURSE REQUIREMENTS

Weekly “Learning” Discussion (100 points / 15 entries total = 7 pts per post)—DUE Fridays by 9PM

Each week you are to reflect upon what you have learned from posted videos, lectures, other class mate’s comments, and assigned readings. Follow the given syllabus outline, make time for the class each week, and stay up on all assigned readings. Make yourself notes and spend some time contemplating what you are learning and how you are using it. I am looking for quality and quantity. Both matter! Feel free to comment on what others are posting in their weekly learnings.
How and What to Post:
During the week, you will go to the “Assessment” Tab, scroll down to “Discussion” Tab, and find the “Weekly Learning” thread. For full credit, your weekly entry is to include:

Write your name
Date
2 Full paragraphs (Hint: A full paragraph is at least 5-7 sentences)

Paragraph 1: What did you learn about the content? Be specific and detailed.
Paragraph 2: How will you use this in your daily, weekly, monthly, yearly life? How might you apply the lessons you are learning? (Be specific!) Give examples from your life to illustrate.

**NOTE: If you forget to post one week on a Friday by 9pm, you will receive 0 points for that week. There are no makeup discussion posts. You have all week to post what you are learning so please make sure you stay on top of this.

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SELF DISCOVERY JOURNAL (150 points total: 25 points per part) --“Pink Book”—DUE Friday Apr 13, 2018 by 9pm (or before)—
No Late Journals!
Through this assignment, you will come to better know and discover who you truly are as you answer questions found in the book “1001 Questions to ask before you get married.” This assignment is not meant to be busy work or “something to just get out of the way” but rather it is a chance for you to discover more about yourself and the way you view the world. I anticipate it will be a time of self reflection and growth as you read and contemplate the questions that are asked of you. It will take time so make sure you allot enough time so you aren’t rushed and can do your best work.

Throughout the semester, you will read and complete 6 or more “PARTS” from the book 1001 Questions to ask before you get married in any order you choose and answer the questions as honestly as you can in that moment.
If a circle number section has a chart or bubbled in options (this will be more clear to you as you do the assignment), you may either photocopy it to fill in or make your own chart…whichever is easiest.
You do not necessarily need to answer in full and complete sentences. So long as you feel you have answered them, then that is good enough. You also are not required to write the question. You DO need to include the part #, all circled numbers you are doing, and the question numbers.

For example: If I wanted to start with Part 3…I would read the first page (p 31). I would create a Word Document that I titled “Self-Discovery Journal” and would begin to organize it by including the following:
Name
Date
Part # 3
Circle number: 10- Relatives (answer ALL questions)
Circle number 11- Friends (answer ALL questions)
Circle number 12- Pets (answer ALL questions)
Circle number 13- **Exes and Past Relationships** (answer ALL questions)
Circle number 14- **Relating to Others** (answer ALL questions)

After completing all these, you will write a **paragraph** to include the following:

1. What you learned about yourself
2. How you will use this information
3. Anything else you want to add.

**All of the above is considered “One Part”…**

**You are to complete 6 (or more) parts to get full credit.** This journal will take a lot of time. Again, it is not meant to be busy work. Should you procrastinate doing it, your work will reflect it. So, get the book, spend some time with it, and allot enough time each week to do a little so that you aren’t rushed, that you can reflect, and do your best work.

You will turn this journal into me via an attachment that you email to me in Course Den at: akurle@westga.edu

*Note: I do not take late journals so if you want to turn it in earlier than the deadline that is great! You may even get extra points for it. But don’t ask me if you can turn it in after the deadline because the answer will be no. Plan accordingly.

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**Q&A Posting—Weekly Attendance** (100 Points: 15 weeks x 7 points per entry)- **DUE Fridays by 9pm**

Your participation and presence in this class is essential to the success of your individual learning and our collective learning, despite being an online class. Under “Assessments Tab” you will see “Discussions Tab”- this is where you will find Weekly Attendance Question (“Q&A Posting”) on the Content page at least one full paragraph (5-7 sentences) related to academic, fun, and random questions I will post for each week. These are due each Friday night by 9pm. I will grade them weekly and give you 6 points per weekly entry. If you forget to post your response, then you will get a 0 for that week. If you have any ideas about what questions you wish I would ask the class, email me and I just may pick yours!

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**MY LIFE STORY PROJECT** (Paper (50 pts) + Video Presentation (50 pts) = 100 Points)
**DUE: Friday, Mar 30, 2018 by 9pm**—No Late Projects!

For your My Life Story Project, you will create your personal life story (paper) of your life and then provide a 3-5-minute presentation to our virtual class. **You are encouraged to be as creative as possible.** I will leave it up to you as to which medium you want to use to convey your presentation. Keep in mind that it will be something that you must record for us to see and must keep within the time requirements. If you have not already created a video presentation, it will give you some new skills. I might suggest going the YouTube, Prezi, or Power Point route. Make sure that whatever you use can be opened and viewed within Course Den. If you have done something like this before, feel free to share with us on a discussion post what you learned. It just may help another class mate in their experience.
Important to Remember: I realize that not everyone’s had a perfect happy life. If there are sad events your life, I would suggest you skip them. Focus on what you DO want to share. You may want to share timeframes that you feel most comfortable with. It is not meant to be a therapy session but a place where we can get to know you best. So, talk about what helps us get to know You!

Presentation Info: (3-5 min video)
When the time draws closer, I will open a Topic Forum in Course Den for you to upload your videos to and share with the class.

You will use video to convey to all of us who you are. I am looking for you to share about your life, starting with birth and moving forward. You may use photos, poetry, art, acting, singing or playing, etc. to convey your life story. You are to tell your life story of specific milestones that have occurred in your life from birth to death. Now obviously, you are not dead, but use this project to envision what you would like to see happen in your life.

Possible ideas to include in your presentation:
Your family history of parents, siblings, friends, etc., date of birth, location of your childhood and teenage years, when you first began to walk, fond memories of school, when your parents got married/ divorced, first boyfriend/girlfriend, jobs, places you have traveled, the family you may desire to have, goals, bucket list items, favorite things, hobbies, collections, dreams, etc.

My Life Story Paper Info: (3 Full Pages)
Your paper will be emailed to me at: akurle@westga.edu

You will need 3 parts to this paper for full credit:
For your life story project, you will need to contact your family members to discover more insight and awareness. Some ideas and suggestions to ask your family are as follows: Patterns of relationships, closeness in relationships, strained relationships, divorces, estrangements, traumatic events, your parents/guardians/sibling’s views on your life and memories they have of you etc., You may ask what advice they may have for you, your grandparents own personal history and life events, how they raised your parents, religious/socio-cultural/ economic/ psychological/ political views of your family, etc.

Part 1: Once you have collected this info, you will write a paper on your life story. It will include the basics of what you stated in your video such as birth, major milestones, your likes and dislikes, goals, etc. You may start your paper using “I” because this paper is after all, about you! For example: “My name is Bob and I was born….” Include what makes you, you.

Part 2: Then you are to take what you learned from talking with your family and discuss themes, findings, insights in your paper. This assignment is intended for you to discover more about you and how your family has influenced you. If you are not in contact with your family for whatever reason, write how that has influenced you. If you have any questions about this part because of any special circumstances, email me and we will discuss it.

Part 3: At the end of this paper, include what it was like to plan, research, and accomplish this assignment- both the video and paper.
GRADING

The grading formula is simple. Over the course of the semester, you will be issued points for each assignment that you complete. Simply divide the points you have earned by the total possible points. If you have any questions about your grade, please feel free to ask me.

The grading scale for this course is as follows:

- Weekly Attendance “Q&A Posts” = 100 points
- My Life Story Project (Paper + Presentation) = 100 points
- Weekly Learning Discussion “WLD” = 100 points
- Self-Discovery Journal “Pink book” = 150 points
- “Final” = 50 points

Total Points from assignments = 500 points
Extra Credit points = 10 points
Potential Points Possible = 510 points

Grading Scale:
450-500 Points = A
400-449 Points = B
350-399 Points = C
300-349 Points = D
299 and below = F
EXTRA CREDIT OPTION: (Possible 10 points)—NOT REQUIRED- it’s just that, extra credit.

Movie Analysis
Examine how the insights you gain from your readings and class discussions can be applied to an interpretation of a recent film that depicts people in personal relationships. You will need to focus on the relational dynamics between the characters in the film. Use concrete examples of the film to highlight your points.

You will be required to write a 1-page paper analyzing the relational elements of the film from your perspective. Remember: Name, Date, Name of Movie, 12 point, Times New Roman, 1 inch margins.

If you have seen one of these movies, please watch it again as your perspective has changed. Only you will know if you are being honest about it. Use what you are learning this semester to help you write your paper. This is not meant to be solely a summary of the movie. So, don’t Wikipedia it! Or do and discover such papers will not be accepted for extra credit.

Each movie analysis is worth 2 points. You may do 5 total. Therefore, you have the potential to earn 10 points for extra credit.

The list of films to choose from are:


If you do any of these, you may email them to me at: akurle@westga.edu

You can email them to me anytime throughout the semester. The last day to turn in a movie analysis is Tuesday, May 1, 2018 by 9pm.
COURSE POLICIES

General Class Policies

ACADEMIC INTEGRITY
I value integrity in our classroom community. **All individual work must be your own, and plagiarism is unacceptable.** **CHOOSE to be trustworthy in all your actions.** Proper documentation and citation is required when attributing ideas/information. Please see the honor code in the student handbook. If you have questions, please email me. If you are caught cheating in any way, you will receive zero points for that assignment. If it continues you will be reported to the Dean.

ACCOMODATIONS FOR DISABILITIES
Accommodations and modifications can be made for all assignments for those with specific learning disabilities. If you have a disability it is your responsibility to inform me. I require that you provide me with university documentation for these modifications.

PREJUDICE/DISCRIMINATION
My expectation is that everyone, myself included, will operate in acceptance and create a safe environment for our classroom. I expect students to practice the honesty and to be mindful of the effects of any potentially offensive comments in our classroom. Our classroom is a community and I encourage everyone to make it your practice in our classroom.

    My intention is that everyone in this class will practice tolerance and acceptance.

FOR YOUR INFORMATION
Students, please carefully review the following information at this link:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. You should review this information each semester as standards and accreditation changes based on updates from the university, state, and federal levels.
Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in class activities in the online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Treating class members and colleagues with respect
- Limiting disruptions in the online class environment
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing assignment deadlines, please contact the instructor in advance. Missing deadlines can seriously impact the student’s ability to complete the course satisfactorily.
Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at http://www.westga.edu/its/.

**Student e-mail Policy**

All formal e-mail communication between instructor and students (outside of Course Den) will be through campus e-mail (your my.westga.edu e-mail account through Gmail). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

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**COURSE SCHEDULE**

Course Schedule (which is always open to revision/change)

**Week 1**  
Q&A Posting - Discussion Tab *(due Fridays by 9pm)*  
Review course, syllabus, expectations, and obtain books  
Weekly Learning Discussion Due: “WLD”- Discussion Tab *(due Fridays by 9pm)*

**Week 2**  
Q&A Posting  
7 Habits of Highly Effective People: Part One  
7 Habits of Highly Effective People: Part: Habit 1  
Weekly Learning Discussion Due

**Week 3**  
Q&A Posting  
7 Habits of Highly Effective People: Part: Habit 2  
Weekly Learning Discussion Due

**Week 4**  
Q&A Posting  
7 Habits of Highly Effective People: Part: Habit 3  
Weekly Learning Discussion Due

**Week 5**  
Q&A Posting  
7 Habits of Highly Effective People: Part: Habit 3  
7 Habits of Highly Effective People: Part: Habit 5  
Weekly Learning Discussion Due
Week 6  Q&A Posting Due  
7 Habits of Highly Effective People: Part: Habit 5  
Weekly Learning Discussion Due

Week 7  Q&A Posting  
7 Habits of Highly Effective People: Part: Habit 4  
Weekly Learning Discussion Due

Week 8  Q&A Posting  
7 Habits of Highly Effective People: Part: Habit 6  
Weekly Learning Discussion Due

Week 9  Q&A Posting  
7 Habits of Highly Effective People: Part: Habit 7  
Weekly Learning Discussion Due

Week 10  Q&A Posting  
Discussion/Video - TBA  
Weekly Learning Discussion Due

Week 11  Spring Break- No class or postings. Enjoy yourself and have some fun! 😊

Week 12  Q&A Posting  
**My Life Story Project (paper + presentation) Due Friday, Mar 30, 2018 by 9pm**—Begin viewing your classmate’s presentations and comment in the discussion thread that will be provided  
Weekly Learning Discussion Due  
Email the paper to me at: akurle@westga.edu

Week 13  Q&A Posting  
My Life Story Project— Finish watching and commenting on presentations  
Weekly Learning Discussion Due

Week 14  Q&A Posting  
Pursuing Human Strengths Lecture/Discussion  
**Self-Discovery Journal Due Friday, Apr 13, 2018 by 9pm**—email it to me at: akurle@westga.edu  
Weekly Learning Discussion Due

Week 15  Q&A Posting  
Pursuing Human Strengths Lecture/Discussion  
Weekly Learning Discussion Due

Week 16  Q&A Posting  
The Last Lecture book  
Weekly Learning Discussion Due
Finals Week: **Our Final will be held during the week of May 2-8, 2018.**

We will discuss what the final will consist of throughout the semester. Be on the lookout for the discussion! Remember the final is worth 50 points so that is the difference between an A and a B. Good news: Our final will be different than any other you have ever taken. It will involve your input, so it should be cool! ☺

**Note: No final exams will be given in advance of the date scheduled.**

If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678)839-6510 or go to Melson Room 123 as soon as possible to complete the application: “Missed Final Exam: Verification of Emergency”. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

*Note: This syllabus is subject to change at any given time and will be communicated to you when such changes are made.*