PSYC 1030-03: Personal Relationships
Fall 2019, Tuesday & Thursday, 3:30 PM-4:45 PM, Melson 218

CONTACT INFORMATION

Instructor: Dr. Cassandra Bolar
Office: 117 Melson Hall
Email: cbolar@westga.edu
Office Hours: Tuesday & Thursday, 1:00 PM - 2:00 pm; by appointment

COURSE DESCRIPTION

This course provides a detailed overview of the scientific examination of personal and intimate relationships. My goal is to give you an introduction to the main issues, the central theories, and the research methods used to study and test love. We will also discuss the implications of course content for romantic relationships and human development so that you can apply your knowledge to current issues and problems.

CLASS ORGANIZATION

My approach to learning carries the assumption that understanding of new concepts is best attained through interaction. When material and information are presented, your input and questions are welcomed - and expected - at any time. I consider you and your fellow students as essential contributors to class discussion. As the instructor, I can contribute most as a guide and resource person. I am not the sole guardian of what you will learn in this course. Instead, I assume that you will share equally in the learning process – you are equally responsible for what goes on and what is gained. This assumption requires you to be prepared with questions, comments, and reactions to the assigned readings and topics covered in the course. This also means that the class is the best learning environment. In class, information is shared and processed, and this information cannot be gained from simply reading the text. Therefore, attendance is crucial for you to do well in this class.

PROFESSIONALISM

To promote an active and professional learning environment, the following standards should be upheld at all times:

- PHONES – all phones should be on silent or turned off during class; NO TEXTING.
- LABTOPS may be used to type notes; however, Facebook, Twitter, etc. are prohibited at all times.
REQUIRED READINGS

Required Texts:

Additional readings will be posted on Course Den at least one week in advance to each class.

Suggested Text:

GRADES

Grades will be assigned upon your ability to demonstrate your knowledge and its application through your scores on four tests, a reflection paper, quizzes, and a series of in-class assignments.

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Exams (75 points each)</td>
<td>300</td>
</tr>
<tr>
<td>In-class Assignments</td>
<td>60</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Group Project</td>
<td>80</td>
</tr>
<tr>
<td>Total Points</td>
<td><strong>500</strong></td>
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</tbody>
</table>

The highest possible accumulation of points is **500**

EXAMINATIONS

There will be five exams. Each is worth 75 points. The score of your lowest exam will be dropped; therefore, there are 300 possible points for exams. They will be applied multiple choice and short answer. The content will come from both class discussions and readings. Reading and class attendance will be essential for doing well on these exams since information is provided in class that is supplemental to the readings (i.e. not in the readings). Tests are scheduled as follows:

Exams
- Exam 1 – Thursday, September 12th
- Exam 2 – Tuesday, October 8th
- Exam 3 – Thursday, October 24th
- Exam 4 – Tuesday, Nov. 19th
- Exam 5 – Thursday, Dec. 12th (2:00 PM – 4:00 PM)
Makeup examinations are generally not an option, so be sure to note these dates in your calendar and schedule travel arrangements, etc., around them. Only under very special circumstances will a makeup exam be considered. If you miss an exam, a score of 0 will be recorded.

Your copy of the exam will not be returned to you or reviewed in class. I believe it is essential, however, that you have the opportunity to review your test and gain assistance in improving your test scores. As such, I urge you to see me after each of the exams to review the test and answer any questions you may have at that time. This requires that you share in assuming responsibility for the learning process. This also allows me the chance to get to know you as an individual apart from the class. At these times, I can assist you in understanding more specifically what content you had difficulty with and to identify any patterns to the questions you miss.

ASSIGNMENTS

You are responsible for the following information, so read it carefully as it contains important guidelines for your assignments.

1. **In-class Assignments**

   From time to time throughout the semester assignments will be given in class. These may take the form of practice questions preparing you for a test, personal reflections, or other activities. These opportunities for points CANNOT be made up if you miss class, come late, or leave early. Each assignment will be worth 10 points, and a total of 8 in-class assignments will be given during the semester. In-class assignments will make up 60 points; therefore, you only need 60 points, but you could possibly receive 80 points.

2. **Quizzes**

   Six times over the course of the semester (see schedule below), you will be required to take a short quiz based on the required reading for the class date. All quizzes will be administered at the beginning of class. Each quiz will be worth 10 points.

3. **Project/Paper**

   You will be required to do ONE project that will be worth 80 points. There will be four projects to choose from, each with a focus.

   Each project provides hands-on experience in presenting data and thinking critically about the implications of your findings. Each project requires a 4-page essay that should be turned in at the beginning of class on the day it is due. Please use APA format.
You only need to complete ONE of the following four projects (credit H.A. Parker).

“(A) A Friend Indeed: Arguably, friendships play a crucial role in life quality for many people. Please reflect on a friend of yours and describe that individual and your friendship. How did you meet this friend? What makes this person someone who you consider a friend? Why is this individual special to you? Please integrate relevant readings and topics raised in class discussion to support your description of the development of your friendship and the factors that support your friendship. Paper length: 4 pages.

(B) Relationship Researcher: Short research proposal. Choose one or more of the articles from the reading list or from the broader literature on close relationships and use it to generate a research proposal. Identify a question left open by the article’s results and propose a study to examine it. Specify your research question, hypothesis, proposed method (including participants, procedure, and measures), and expected results. Conclude your proposal with what contribution your study will make to the field. Paper length: 4 pages.

(C) Relationships in Pop Culture: Music, Movies, and TV. We can learn a great deal about cultural expectations and beliefs about relationships from the ways in which they are portrayed in entertainment mediums such as music and film. Please analyze a song or film with an emphasis on the message being conveyed about relationships. What myths or cultural beliefs and expectations are being transmitted? Do expectations differ for different groups of people, or do they apply toward everyone? Does the message indicate what will happen if these expectations are not met? Who is the target audience of the message? Support your analyses with concepts drawn from readings and class discussion. Paper length: 4 pages.

(D) Couples Therapist: Imagine that you are a couples’ therapist and you are meeting with a couple for the first time. After they give you informed consent to treat them, they describe what brought them in to therapy. You will have the perspective of each member of the couple to consider (I will provide this when I give you the assignment). Based on what each person told you, consider the following: (1) What is the primary problem bringing this couple into therapy? (2) What factors may be exacerbating the problem? (3) Are there any features of the relationship that are strengths? (4) What would be your recommendations for this couple? Be sure to reference concepts and/or findings from the reading and class discussion. Paper length: 4 pages.”

- Drafts: I am happy to look at drafts of your papers during office hours and answer any specific paper questions you may have via email, but I will not be reading drafts that you send over email.

- Professionalism: It is expected that you will turn in academic writing suitable to a university community. Use appropriate examples, analogies, and language, include an APA-formatted references section and edit your paper carefully. Staple pages together and use page numbers. All
Assignments should be typed, double spaced, 12-point font, 1-inch margins, in black ink.

Late Papers: Late papers will be marked down 1 letter grade for every 24 hours late, including weekends and holidays, starting once class is over. Please keep in mind that I will not be checking my mailbox between 3 pm Thursday and Monday morning. If you need to turn an assignment in after it is due, you may email it to me as an attachment.

**Late Assignments:** Late assignments will be dropped a letter grade for **each day** late. NO EXCEPTIONS. This means if it was due on Tuesday and you turn it in at the next class time on Thursday – it is **2** days late. If you are sick the day it is due – make sure that someone turns it in for you or that you have a university approved excuse. **The University approved excuse must cover you until the day you turn in the assignment.**

**Course and UWG Policies**

**Honor Code**
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

**Email Policy**
University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.
Accessibility Services

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

Americans with Disabilities Act Statement:
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Office for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the Common Language for Syllabus document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support
Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at Technology Requirements.

Support for courses
*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page

CourseDen Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu
Center for Academic Success

The new Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares.

Full URL Support for Courses

- CourseDen D2L Home Page
  https://westga.view.usg.edu/
- CourseDen Help (8 AM – 5 PM)
  https://uwgonline.westga.edu/uwg-online-student-help.php
  Email: online@westga.edu
- 24/7/365 D2L Help Center
  https://d2lhelp.view.usg.edu/
- University Bookstore
  http://www.bookstore.westga.edu/
- Common Language for Course Syllabi
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- UWG Cares
  http://www.westga.edu/UWGCaress/
- Accessibility Services
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- Student Services
  http://uwgonline.westga.edu/online-student-guide.php
- Center for Academic Success
  http://www.westga.edu/cas/
- Distance Learning Library Services
  https://www.westga.edu/library/resource-sharing.php
- Ingram Library Services
  http://www.westga.edu/library/
- Proctored Exams
http://uwgonline.westga.edu/exams.php#student

- UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f
Syllabus
As this document corresponds with a dynamic entity (a class), this syllabus is subject to change.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>NOTES &amp; ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thur., August 15</td>
<td>Introduction and Syllabus</td>
<td>None</td>
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<tr>
<td>Tue., August 20</td>
<td>Building Blocks of Relationships</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>Thur., August 22</td>
<td>Research Methods</td>
<td>Chapter 2</td>
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<tr>
<td>Tue., August 27</td>
<td>Attraction</td>
<td>Chapter 3</td>
<td>Quiz 1</td>
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<tr>
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<td>None</td>
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<td>Tue. September 3</td>
<td>Attraction</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>Thur., September 5</td>
<td>Social Cognition</td>
<td>Chapter 4</td>
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<tr>
<td>Tue., September 10</td>
<td>Social Cognition</td>
<td>Chapter 4</td>
<td>Quiz 2</td>
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<td>Thur., September 12</td>
<td>EXAM 1</td>
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<td>Tue., September 17</td>
<td>Communication</td>
<td>Chapter 5</td>
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<td>Communication</td>
<td>Chapter 5</td>
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<tr>
<td>Tue., September 24</td>
<td>Interdependency</td>
<td>Chapter 6</td>
<td>Quiz 3</td>
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<td>Thur., September 26</td>
<td>Interdependency</td>
<td>Chapter 6</td>
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<tr>
<td>Tue., October 1</td>
<td>Friendship</td>
<td>Chapter 7</td>
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<td>Thur., October 3</td>
<td>FALL BREAK</td>
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<td>Tue., October 8</td>
<td>EXAM 2</td>
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<td>Thur., October 10</td>
<td>Love</td>
<td>Chapter 8</td>
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<td>Chapter 8</td>
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<td>Thur., October 17</td>
<td>Sexuality</td>
<td>Chapter 9</td>
<td>Quiz 4</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>Thur., October 24</td>
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<tr>
<td>Tue., October 29</td>
<td>Stresses and Strains</td>
<td>Chapter 10</td>
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<tr>
<td>Thur., October 31</td>
<td>Stresses and Strains</td>
<td>Chapter 10</td>
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<tr>
<td>Tue., November 5</td>
<td>Conflict</td>
<td>Chapter 11</td>
<td>Quiz 5</td>
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<tr>
<td>Thur., November 7</td>
<td>Conflict</td>
<td>Chapter 11</td>
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<tr>
<td>Tue., November 12</td>
<td>Power and Violence</td>
<td>Chapter 12</td>
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<tr>
<td>Thur., November 14</td>
<td>Power and Violence</td>
<td>Chapter 12</td>
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<td>Tue., November 19</td>
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<tr>
<td>Thur., November 21</td>
<td>Dissolution and Loss of Relationships</td>
<td>Chapter 13</td>
<td>Paper Due</td>
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<tr>
<td>Tue., November 26</td>
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<td>Thanksgiving Break</td>
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<td>Thur., November 28</td>
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<tr>
<td>Tue., December 3</td>
<td>Maintaining &amp; Repairing Relationships</td>
<td>Chapter 14</td>
<td>Quiz 6</td>
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<tr>
<td>Thur., December 5</td>
<td>Maintaining &amp; Repairing Relationships</td>
<td>Chapter 14</td>
<td></td>
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**FINAL EXAM (5) – Thursday, Dec. 12th @ 11:00 AM – 1:00 PM**