College of Social Sciences, PSYC 1030 - E01: Personal Relationships Online, Summer/2020

Instructor Information
Instructor: Dr. Cassandra Bolar
Class Meeting: Online
Time & Location: Online
Office Location: 117 Melson Hall
Office House: Melson Hall
Telephone (direct): 678-839-0614
Telephone (department): 678-839-6510
Online Hours: Tuesday 1:00 PM-2:00 PM
e-mail: cbolar@westga.edu

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
24/7/365 D2L Help Center
Call 1-855-772-0423
Center for Academic Success
678-839-6280
Distance Learning Library Services
Ingram Library Services
Accessibility Services
678-839-6428
counseling@westga.edu

Course Information
Course Description
Experiential exploration through personal interactions. Designed to encourage the development of sensitivity to feelings, attitudes, and beliefs of one’s self and others.
Lecture Hours: 3.00 Lab Hours: 0 Total Hours: 3.00

Texts, Readings, Instructional Resources, and References


*Course Objectives and Learning Outcomes
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.

**Assignments**

<table>
<thead>
<tr>
<th>Assignment name</th>
<th>Description</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td><strong>Discussions</strong> (120 points). Discussion questions will be available on the Course Den homepage a week prior to their due date. Please refer to the course schedule for the due date for discussions. Students will respond to the questions posted on the discussion board <em>(this should be completed by 7:30 p.m.)</em>, and each student is required to comment on the responses of two classmates <em>(this should be completed by 10:00 p.m.)</em>. Answers and comments should be written in a scholarly fashion. Furthermore, support from the text and lectures should be utilized to demonstrate an understanding of the course material. Each discussion is worth 10 points.</td>
<td>See class schedule</td>
<td>120</td>
</tr>
<tr>
<td>Collaborate Lectures</td>
<td><strong>Collaborate Sessions/Lectures</strong> (220 points). Students will have an opportunity to participate in lectures that are held on the Collaborate feature of Course Den. Course Den Collaborate sessions will be pre-recorded and released Monday - Thursday. Students must watch an archived version of the session on Course Den by 9:00</td>
<td>Each Friday by 9:00 PM</td>
<td>120</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>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. The paper is due on July 16th by 5:00 PM. 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.</td>
<td>– Due July 16</td>
<td>80</td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td>There will be four exams. Each is worth 75 points. The score of your lowest exam will be dropped; therefore, there are 225 possible points for exams. They will be applied multiple choice and short answer. The content will come from both class discussions and readings.</td>
<td></td>
<td>225</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>--</td>
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<td>645</td>
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</table>
Project Descriptions

“(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.”

Grading Information and Policy

Grading structure and point scale

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>581 - 645 points</td>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>516 points - 580 points</td>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>452 points - 515 points</td>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>387 points - 451 points</td>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 386 points</td>
<td>&lt; 60%</td>
<td>F</td>
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</table>
### Class Schedule Information (can be a separate document)

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Topic/Activity/Reading Assignment</th>
<th>Assignment Name &amp; Due Date **</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 1</td>
<td>June 2</td>
<td>Introduction and Syllabus Building Blocks of Relationships Chapter 1</td>
<td>Discussion due on June 2nd</td>
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<tr>
<td>1</td>
<td>June 3</td>
<td>June 4</td>
<td>Research Methods Attraction Chapter 2 Chapter 3</td>
<td>Discussion due on June 4th</td>
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<tr>
<td>2</td>
<td>June 8</td>
<td>June 9</td>
<td>Attraction Social Cognition Chapter 3 Chapter 4</td>
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<tr>
<td>2</td>
<td>June 10</td>
<td>June 11</td>
<td>Social Cognition Communication Chapters 4 &amp; 5</td>
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<tr>
<td>3</td>
<td>June 15</td>
<td>June 16</td>
<td>Communication Chapter 5</td>
<td>Exam 1: June 16</td>
</tr>
<tr>
<td>3</td>
<td>June 17</td>
<td>June 18</td>
<td>Chapter 6 Chapter 7</td>
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</tr>
<tr>
<td>4</td>
<td>June 22</td>
<td>June 23</td>
<td>Chapter 8 Chapter 9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>June 24</td>
<td>June 25</td>
<td>Stresses and Strains Chapter 10</td>
<td>Exam 2: June 25</td>
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<tr>
<td>5</td>
<td>June 29</td>
<td>June 30</td>
<td>Conflict Chapters 11</td>
<td></td>
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<tr>
<td>5</td>
<td>July 1</td>
<td>July 2</td>
<td>Power and Violence Chapter 12</td>
<td></td>
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<tr>
<td>5</td>
<td>July 3</td>
<td>July 4</td>
<td>4th of July Break</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>July 6</td>
<td>July 7</td>
<td>Adverse Childhood Experiences</td>
<td></td>
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PSYC 1030 section E01 Personal Relationships

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<tr>
<th></th>
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<th>Parenting Supplemental Readings</th>
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<tbody>
<tr>
<td>6</td>
<td>July 8</td>
<td>July 9</td>
<td>Dissolution and Loss of Relationships Chapter 13</td>
</tr>
<tr>
<td>7</td>
<td>July 13</td>
<td>July 14</td>
<td>Dissolution and Loss of Relationships Chapter 13</td>
</tr>
<tr>
<td>7</td>
<td>July 15</td>
<td>July 16</td>
<td>Maintaining and Repairing Relationships Chapter 14</td>
</tr>
<tr>
<td>8</td>
<td>July 20</td>
<td>July 21</td>
<td>Maintaining and Repairing Relationships How to Conduct Relationship Education Chapter 14</td>
</tr>
<tr>
<td>8</td>
<td>July 22</td>
<td></td>
<td>Final</td>
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</tbody>
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**Note:** All times are EST. Dates may change at the instructor’s discretion; all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

*Proctored Exam:

Please notify me at least three (3) weeks before the final exam date if you are going to take the exam at a site other than UWG. Then, please follow the required process for proctored exams here at least TWO (2) weeks before the final exam. If you have any questions about this process, acceptable exams sites, or anything else, please contact me at the email address on page 1. If online exams are taken at UWG, there are no fees. See link in this paragraph above for fees and locations for non-UWG proctored exams.

Late work policy:

There are no extensions for online discussions – online discussions close Sunday nights at midnight and no late submissions will be allowed. Assignments are accepted late with a 10% penalty per day late. Exams must be completed by the due date.

Expectations of Students

Course Structure:

This is an online course. The online discussions are a central part of this course where we will explore the concepts introduced in the weekly reading assignments. You can expect to spend about two hours per week participating in the online discussions each week and you are required to participate in the online discussions on three different days of the week. The online discussions will occasionally require outside research, group work, introspection into process, cooperative learning, or additional reading. The online discussions will involve active learning in which you will apply what you have been learning to situations or case studies. You are required to make three posts in each online discussion (on three different days) and to read the posts of your peers and your instructor. Sample posts and the grading rubric for the online discussions are found in the Start Here module. The term paper is not due until week 12, but parts of it are due starting week 4. See the Start Here module for a complete description of this paper.
It is helpful if students know what you expect from them. This can range from time spent on various tasks, expectations regarding online discussion, and so on. 

Unique class procedure/structures, such as cooperative learning, peer review, panel presentations, portfolios, case studies, journals or learning logs, and others

**Special components:**

- science and computer labs, tutorials, computer classroom, Instructional Support Services Lab, and other

**Course and UWG Policies**

**Attendance Policy:**

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion. A clear explanation of what will be considered “nonattendance” and thus possible grounds for removal from class or reduction of grade.

**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.

**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/](https://westga.view.usg.edu/)
- **CourseDen Help** (8 AM – 5 PM)
  [https://uwgonline.westga.edu/ugw-online-student-help.php](https://uwgonline.westga.edu/ugw-online-student-help.php)
  **Email:** online@westga.edu
- **24/7/365 D2L Help Center**
  [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)
- **University Bookstore**
  [http://www.bookstore.westga.edu/](http://www.bookstore.westga.edu/)
- **Common Language for Course Syllabi**
  [https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php)
- **UWG Cares**
  [http://www.westga.edu/UWGCare/](http://www.westga.edu/UWGCare/)
- **Accessibility Services**
  [https://www.westga.edu/student-services/counseling/accessibility-services.php](https://www.westga.edu/student-services/counseling/accessibility-services.php)
- **Student Services**
- **Center for Academic Success**
  [http://www.westga.edu/cas/](http://www.westga.edu/cas/)
- **Distance Learning Library Services**
- **Ingram Library Services**
  [http://www.westga.edu/library/](http://www.westga.edu/library/)
- **Proctored Exams**
  [http://uwgonline.westga.edu/exams.php#student](http://uwgonline.westga.edu/exams.php#student)
- **UWG Accessibility Statements for Technology**
  [https://docs.google.com/document/d/16Ri1XgaXiQx28ooO-zRvYPraV3Ag3F5ZJNYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f](https://docs.google.com/document/d/16Ri1XgaXiQx28ooO-zRvYPraV3Ag3F5ZJNYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f)