UNIVERSITY OF MARYLAND
DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS

Psychology 334 (0101) Fall, 2017

This syllabus is subject to change at the discretion of the instructor.

INSTRUCTOR: Ryan Curtis
BPS 3147E
E-mail: curtis@umd.edu
Office hours: Mon. and Wed. 11:00 AM; Mon., Tues., and Thurs. 4:00
Feel free to stop by my office at other times, or email me and I will set
an appointment with you.

TEACHING ASSISTANTS: Grad. TA: Noah Wolf

COURSE WEBSITES: https://elms.umd.edu

CLASS MEETINGS: Class meets on Tuesdays and Thursdays from 9:30-10:45 AM in room
ESJ 2204. The last day of class is Dec. 7, 2017.

The final exam will be on Tuesday, Dec. 14, 2017 at 8:00 AM.
See the course schedule at the end of this syllabus for other dates.

REQUIRED TEXT:

REQUIRED TECHNOLOGY: A clicker is required for this course

For more information go to:
http://www.clickers.umd.edu

PREREQUISITE FOR THIS COURSE:
• Successful completion of PSYC 100
COURSE DESCRIPTION:

Throughout this course you will learn about some of the most important theories and research in the field of Interpersonal Relationships and, perhaps more importantly, how to apply this knowledge to your own life. As you will quickly see, understanding the fundamental nature of human relationships gives you a tremendous advantage when it comes to understanding others, understanding yourself, and strategizing to achieve your own personal relationship goals.

Learning outcomes: The learning outcomes for this course are based on the Department of Psychology’s Learning Outcomes which include developing students’ abilities in the following:
- Research Methods
- Critical Thinking
- Communication
- Content

Specific learning objectives include:
- Understanding important theories behind relationships research
- Be able to distinguish between good and bad research/writings about relationships
- Be able to apply research to examples (personal or other) of relationships
- Learn tools for bettering/dealing with relationships
- Be able to communicate knowledge and understanding of course content and application

COURSE FORMAT

CLASSROOM DISCUSSION

Classes will be lectures with contributions from you. You will regularly be asked to participate in classroom discussions by way of clickers. Periodically you will be asked to do small group examples/discussions in class. The lectures will be conducted mainly by your instructor. Some topics may be taught by invited lecturers. The lectures will be designed to provide you with an understanding of the major theoretical ideas in relationship psychology and the research that supports them.

Besides providing you with information about the major ideas in relationship psychology, this course aims to engage you in critical thinking about all these ideas and in specific activities that will put your knowledge into practice. Classroom discussion is encouraged throughout the class. There will be some activities throughout the term encouraging discussion and understanding of concepts.

ATTENDANCE AND PARTICIPATION

Attendance, per se, will not be taken. However, there will be participation points taken. These will be recorded via clickers. Whether in attendance or not, however, you are responsible for all material covered in class, including notes and announcements (including changes in deadlines and to the list of topics).

DO NOT EXPECT YOUR INSTRUCTOR OR TA TO BRING YOU UP TO DATE IF YOU MISSED CLASS, UNLESS THE ABSENCE WAS DUE TO AN EMERGENCY!!!!

GRADING

The final grade in this class will be based on a percentage of 600 points.

1. Midterm Exams: (2 Midterms, each worth 100 points)

Each exam will consist of multiple choice items and short answer items. Chapters that will be included on each exam are listed in this syllabus. All the material in the text and in lecture is fair game for the exam. All exams will focus on the chapters noted on the schedule, but concepts that are important to the class that can be integrated with current material may
appear on the 2nd midterm and will definitely appear on the final. The midterm exams are not intended to be cumulative, but they are intended to be integrative.

We will make announcements in class about any changes in the examination schedule. All exams must be taken during the regularly scheduled time period. Taking an exam at a time/date other than that posted in the syllabus is permitted only under extreme circumstances and with appropriate documentation (See DSS, Religious holidays, etc. below). No exams will be handed out after another student has completed the exam and left the room. Identification will be required when you turn in your exam (a TA with a class roster including pictures will ask you for your name and verify your identity).

2. Exam Follow-ups (5 pts. each)
   
   During the class following midterm exams, you will do an exam follow-up. You will complete the multiple choice part of the exams again in groups with notes. If you get all the questions correct, you will get 5 points. One point off per question incorrect.

3. Final Exam (150 pts.)
   
   The final exam will be cumulative. There will be four chapters that were not covered in the other exams that will be asked about more specifically, but the remainder will be cumulative. The Final will consist of multiple-choice, short answer, and fill in the blank questions.

4. Group paper: (100 pts)
   
   Instead of a traditional term paper, you will be participating in completing a collaborative report (see handout). You will choose to complete this assignment individually or as a group. You or your group will come up with a question about relationships. You should write your report as a response to this question. Your audience should be a 20 year-old college student. All the information provided must come from scholarly research and must be accurately cited according to APA style. Each member of the group must find scholarly sources outside the textbook to write about in the group report. The number of sources and length of the group report depends on the size of the group you choose. You must make at least one contribution to the group report citing a new source once per month according to the schedule (see schedule). If you are in a group, every member will receive the same grade on the group report.

5. Preparation worksheets and Genogram (50 pts)
   
   The purpose of the Preparation Worksheets is to help you in your preparation for class. These worksheets will ask you questions about the readings in the book that will be discussing in class. There will be one worksheet per chapter assigned in the book. Each worksheet will consist of 10 questions (generally multiple choice). These questions will be randomly picked from a pool of questions from that chapter. All the worksheets will be posted on Canvas and must be submitted on Canvas before class begins on the day we begin talking about that chapter (see schedule). All of the answers to the questions can be found in the readings due that week. The worksheets are worth 3 points apiece.

   A genogram is a graphical representation of your relationships. You will be required to create and submit your genogram in preparation for one of the class periods (see schedule).

6. Goal Measurement Paper(s) (70 pts total: 20 pts for the pretest paper, 50 points for the complete paper)
   
   One of the main purposes of this class is to apply research to improve your own relationships. You are required to make one goal applying principles from the class to your own life. You will measure your progress on the goals that you report about. You will use a research method to measure a pretest of your goal as well as a posttest of your goal. You will be
required to submit a paper reporting the pretest of your goal. Later in the semester, you will submit a paper reporting the results of both the pretest and the posttest measure of the goal.

7. Participation (20 pts)

Participating in class, and specifically the clicker questions, makes the class much more enjoyable and informative. Starting on the second day of class, you will receive one point (maximum 20) for each class in which you participate, excluding exam days, and group report days. There are 23 of these classes. Participation will be determined by answering one specific clicker question. Anyone who answers will be counted as participating that day. Because of the personal nature of the other clicker questions, only the participation question will not be anonymous.

Using someone’s clicker that is not registered to your name (such as bringing a friend’s clicker and clicking for him/her when she is not present) is considered academic dishonesty. As the instructor, I reserve the right to take attendance by hand after the participation questions have been asked to verify that the list of students attending matches those who participated. Anyone who was not in attendance and participated, as well as the person clicking for them, will be reported to the Honor Council.

8. Class Extra Credit

You can earn 3 points extra credit on your next exam for participating in either Tina Turner Karaoke day (Singing in front of the class) or the Poetry slam (writing a poem about breakups and reading it in front of the class). See schedule for days.

9. Late Work

Because all assignments are turned in on Canvas, no late assignments can be accepted unless the lateness was due to an excused absence recognized by the instructor, in which case an alternative assignment may be given. Late group report postings will be penalized 5 points (for that individual only) per late posting.

10. Rounding up your grade

Because I offer you extra credit opportunities, I will not round up your final percentage grade. I will round your grade to the nearest point, but not to the nearest whole percent.

Grading scale: 97-100% = A+  
94-96% = A  
90-93% = A- (90% = 540 Points)  
87-89% = B+  
84-86% = B  
80-83% = B- (80% = 480 Points)  
77-79% = C+  
74-76% = C  
70-73% = C- (70% = 420 Points)  
67-69% = D+  
64-66% = D  
60-63% = D- (60% = 360 Points)  
below 59% = F

IMPORTANT POLICIES FOR STUDENTS

Several of the important policies for the class are listed here. For a complete list of university policies for class see: http://ugst.umd.edu/courserelatedpolicies.html

EXPECTATIONS OF STUDENTS IN THIS CLASS

Investment of time and energy: While I believe that learning can be fun, and I certainly hope that you have fun, this class does require a substantial investment of time and energy for the typical student to be successful. University guidelines suggest that, for a 3-credit class during a Fall or Spring semester, you should be working/studying about 6 hours a week outside of class time.
**Taking responsibility for your own learning:** I expect all students to take responsibility for their own learning. Your responsibilities include (but are not limited to):

- **being aware of all course policies in this syllabus.**
- **coming prepared for all class meetings.**
- **asking questions about material and/or assignments that you do not understand.** (Note that I will not discuss all topics of importance that I deem sufficiently covered in the text; it is your job to read the text before coming to class and to ask questions about topics that are not clear to you.)

**Class etiquette:** This is a large class, and I need your help in limiting the number of distractions. I ask that you abide by the following guidelines:

- No talking or whispering during lectures or when others are talking.
- Turn off all cell phones and other distracting electronic devices. If you need to be contacted in case of an emergency, set the phone to vibrate, and leave immediately if you need to take a call.
- Please arrive to class on time and wait until the end of the class to leave. If you need to arrive late or leave early, please inform me ahead of time.
- No sleeping during class.

**MY RESPONSIBILITIES AS AN INSTRUCTOR**

I recognize that there are many things that a teacher can do to enhance student learning. My role in this course is to facilitate your learning by:

- **communicating clear expectations, so that you do not have to guess what I want.**
- **designing and managing the learning experience in order to help you meet course objectives.**
- **staying up to date on the material for this course.**
- **providing frequent and timely feedback.**
- **answering your questions to the best of my ability, and acknowledging if I don’t know the answer.**

**GRADE DISPUTE POLICY**

Grade disputes for all assignments and exams must be in writing and initiated **no later than one week** after the grades are returned. Please note that the instructor and TAs are always willing to discuss grades in order to help students improve in the future; however, grades are rarely changed unless there was a mistake in the scoring of the exam or paper.

**ACADEMIC INTEGRITY EXPECTATIONS**

My interactions with you are based on the expectation of mutual trust and honor. You are expected to do your own work on exams and assignments (unless I explicitly say otherwise) and to adhere to the University of Maryland Honor Pledge (http://www.studenthonor council.umd.edu/code.html). The Honor Pledge is a statement undergraduate and graduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. The Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Although it is often helpful to discuss assignments and course materials with other students, your written work must represent your own ideas in your own words. Acts of academic dishonesty will not be tolerated in this course. **Any behavior that appears to be academic dishonesty will be referred immediately to the Honor Council and may result in a grade of XF for the course.**

Academic dishonesty includes, but is not limited to, the following acts:

- Purchasing or copying an article or paper from any source(s) and turning it in as your own.
- Failing to cite or improperly citing the ideas of others.
- Working with other students on assignments, unless the instructor has explicitly said that you may work together. For example: **you should not work with others on completing the worksheets. All responses to short answer/essay questions should be in your own words and should not be directly copied from any source.**
- Lying about reasons for turning an assignment in late or missing class.
- Clicking in for someone else on a clicker.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students requesting accommodations in classroom seating, test taking, and the like should give the instructor a Disability Support Services (DSS) accommodation form early in the semester. The accommodation form is proof of the student’s eligibility for services, such as extended time on exams. The form indicates the specific accommodations as determined by
DSS. The University offers professor's the choice of providing equivalent accommodations OR sending exams to DSS. Either way DSS recommends that professor and student discuss these choices.

**RELIigious Holidays**
University policy “provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances...It is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.” If you plan to miss class for a religious holiday, notify the instructor at the beginning of the semester.

**Problems**
If you are experiencing a problem with the course or if you foresee a problem, PLEASE talk to your instructor before it gets any worse. We will be much more sympathetic if the problem is small and if we have forewarning.
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<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS TO BE COVERED</th>
<th>READINGS/ASSIGNMENTS</th>
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<tr>
<td>1.</td>
<td>Tuesday</td>
<td>Introduction</td>
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<td>Aug. 29</td>
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<td>Thursday</td>
<td>Chapter 1: The Building</td>
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<td>Aug. 31</td>
<td>Blocks of Relationships</td>
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<td>2.</td>
<td>Tuesday</td>
<td>Chapter 2: Research Methods</td>
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<td>Sept. 5</td>
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<td>Thursday</td>
<td>Chapter 3: Attraction</td>
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<td>Sept. 7</td>
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<td>3.</td>
<td>Tuesday</td>
<td>Chapter 3: Attraction</td>
<td>Preparation worksheet 1 due</td>
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<td>Sept. 12</td>
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<td>Preparation worksheet 2 due</td>
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<td>Thursday</td>
<td>Chapter 4: Social Cognition</td>
<td>Preparation worksheet 3 due</td>
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<td>Sept. 14</td>
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<td>4.</td>
<td>Tuesday</td>
<td>Chapter 3: Attraction</td>
<td>Group report group form due at 11:59 PM</td>
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<td>Sept. 19</td>
<td><em>Speed Dating Day</em></td>
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<td>Thursday</td>
<td>Chapter 4: Social Cognition</td>
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<td>Sept. 21</td>
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<td>Tuesday</td>
<td>Chapter 5: Communication</td>
<td>Preparation worksheet 5 due</td>
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<td>Sept. 26</td>
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<td>Goals Measurement Pretest due</td>
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<td>Thursday</td>
<td>Chapter 5: Communication</td>
<td>Group report question form due at 11:59 PM</td>
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<td>Sept. 28</td>
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<td>Group report Outline due at 11:59 PM</td>
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<td>Tuesday</td>
<td>Exam 1</td>
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<td>Oct. 3</td>
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<td>Thursday</td>
<td>Exam Follow-up and Group</td>
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<td>Oct. 5</td>
<td>report Day</td>
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<td>Tuesday</td>
<td>Chapter 6: Interdependency</td>
<td>Preparation worksheet 6 due</td>
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<td>Thursday Oct. 12</td>
<td>Chapter 6: Interdependency</td>
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<td>8. Tuesday Oct. 17</td>
<td>Chapter 7: Friendship</td>
<td>Preparation worksheet 7 due</td>
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<td>Thursday Oct. 19</td>
<td>Chapter 8: Love</td>
<td>Preparation worksheet 8 due</td>
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<td><em>Tina Turner Karaoke Day</em></td>
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<td>9. Tuesday Oct. 24</td>
<td>Chapter 8: Love</td>
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<td>Thursday Oct. 26</td>
<td>Chapter 9: Sexuality</td>
<td>Preparation worksheet 9 due Oct. 31: Group report Entry due at 11:59 PM</td>
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<td>10. Tuesday Oct. 31</td>
<td>Chapter 10: Stresses and Strains</td>
<td>Preparation worksheet 10 due First Day to dump group members</td>
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<td>Thursday Nov. 2</td>
<td>Chapter 10: Stresses and Strains</td>
<td>Completed Goals Measurement Report due</td>
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<td>11. Tuesday Nov. 7</td>
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<td><strong>Exam 2</strong></td>
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<td>Thursday Nov. 9</td>
<td>Exam Follow-up and Group report Day</td>
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<td>12. Tuesday Nov. 14</td>
<td>Chapter 11: Conflict</td>
<td>Preparation worksheet 11 due Last day to dump a group member</td>
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<td>Thursday Nov. 16</td>
<td>Chapter 12: Power and Violence</td>
<td>Preparation worksheet 12 due</td>
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<td>13. Tuesday Nov. 21</td>
<td>Chapter 12: Power and Violence</td>
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<td>Thursday Nov. 23</td>
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<td>Thanksgiving</td>
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<td>14. Tuesday Nov. 28</td>
<td>Chapter 13: The Dissolution and Loss of Relationships</td>
<td>Preparation worksheet 13 due Group report due at 11:59 PM</td>
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| Thursday Nov. 30 | Chapter 13: The Dissolution and Loss of Relationships  
*Poetry Slam* | Genogram Due                                        |
| 15.           | Tuesday Dec. 5 | Chapter 14: Maintaining and Repairing Relationships | Preparation worksheet 14 due                  |
| Thursday Dec. 7 | Chapter 14: Maintaining and Repairing Relationships |                                                 |
| 16.           | Thursday Dec. 14 | Final Exam  
8:00 AM-10:00 AM  
In our classroom |                                                |

Interpersonal Relationships  
Syllabus - Page 9