

1.0 BASIC COURSE INFORMATION

Psych 3726F Section 550
Personal Relationships
Fall 2021

Instructor:	Dr. Irene Cheung
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Email address:	icheung5@uwo.ca
Scheduled class times:	Tuesdays and Thursdays, 12:30-2:30 pm EST
Office Hours:	Mondays 10:30-11:30 am EST or by appointment
Course Website:	Access via https://owl.uwo.ca/portal using Western ID and password

It is recommended that you check OWL and your Western email at least once a day to ensure that you do not miss any important class announcements, messages, or emails from the instructor.

2.0 CALENDAR DESCRIPTION

This course provides an overview of theory and research on personal relationships from a social psychological perspective. The course will examine topics on the formation, function, maintenance, and dissolution of relationships, with an emphasis on romantic relationships and friendships. The interplay between relationship dynamics and self-processes will also be considered.

Antirequisite(s): [Psychology 3724F/G](#), 3790G if taken in 2012/2013.

Prerequisite(s): At least 60% in [Psychology 2780E](#) or permission of the Department at Huron.

Extra Information: 4 lecture hours, 0.5 course. (Huron)

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

3.0 COURSE OBJECTIVES

By the end of this course, students should be able to:

- Develop an understanding of key theories, methods, and current findings in close relationships research.
- Evaluate literature in the area of close relationships.
- Participate in discussions to explore and understand complex topics in close relationships research.
- Learn how to articulate views and present thoughtful arguments.
- Develop skills to moderate a group discussion.

- Reflect on the application of close relationships research in our everyday experiences.
- Communicate research findings to a general audience.

4.0 DESCRIPTION OF CLASS METHODS

This is a seminar course with multiple components. Students should be prepared to do the following:

1. Complete assigned readings prior to discussions.
2. Write a critical reflection on the assigned readings.
3. Participate in weekly discussions based on the assigned readings.
4. Facilitate one discussion during the course and reflect on the facilitation.
5. Present research findings on a topic related to relationships to a general audience at the CURL Fall Exhibition (virtual).

5.0 READINGS AND OTHER SOURCES

The reading list for the course will be posted on OWL and will be accessible through the library.

6.1 SCHEDULE OF DUE DATES FOR COURSE WORK

Course Component	Due Date	% of Final Mark
Participation	Weekly	20
Discussion facilitation	Once during the term	20
Facilitation reflection	One week after facilitation	15
Weekly reflection	Weekly, due Mondays at 12 pm, noon	25
Research Project	Nov 12, 2021	20

6.2 METHOD OF EVALUATION

Each method of evaluation will have a more detailed description and grading rubric posted on OWL.

1. **Participation (20%).** Each week, students will meet as a group to discuss the set of assigned readings to think more deeply about the readings. These discussions will encourage students to actively listen to others' viewpoints, articulate what they have learned in their own words, and share their own perspectives. Students can also learn to challenge each other's assumptions in a respectful manner.

2. **Discussion facilitation (20%).** Once during the term, students will be working in small groups to facilitate a class discussion. The discussions will take place during our Tuesday class meetings. Facilitators will be responsible for generating high quality questions to stimulate discourse among students. These questions should help reinforce key points from the readings, question the assumptions made by the researchers (i.e., playing devil's advocate), and help students make connections between the readings. Students may also bring in other content, such as pop culture examples, to engage the students.
3. **Facilitation reflection (15%).** Students will be asked to write a reflection following their facilitation (due one week after the facilitation). The reflection will ask students to write about their insights into the topic (based on the discussion), what they feel students learned from the discussion, and describe what they learned from facilitating the discussion.
4. **Weekly reflection (25%).** Each week, students will be required to write a short reflection paper (about 250 words) on the set of assigned readings. These reflections will be on Mondays at 12 pm, noon, before the discussion on Tuesday. These reflections are not summaries of the readings, but rather an opportunity for students to write about their thoughts and reactions to the readings. For example, students can discuss connections with the readings and their own personal experiences or question their prior assumptions about the topic. Students should discuss an idea in depth rather than discussing many ideas in brief. Students who are facilitating a discussion will not need to write their weekly reflection as they will be writing a reflection following their facilitation. The lowest reflection grade will be dropped from students' final grade.
5. **Research project (20%).** Students will be working in small groups on a research project to answer a question that they would like to know about relationships (e.g., Do opposites attract?). Students will then conduct a literature review and answer their relationship question using psychological research findings. Each group will write an executive summary of the research used to answer their question and create an Instagram post of the findings to present at the CURL Fall Exhibition. The goals of the post are to articulate research findings to a lay audience, generate social engagement, and respond to questions or comments from the audience. Students' grade on the project will be partially based on peer evaluations. More details will be posted on OWL.

6.3 SUBMISSION OF WORK AND LATE PENALTIES

Submission of work. Please note that ALL written work must be submitted electronically through the course website, which allows TurnItIn to conduct a plagiarism check (you do not need to go to the TurnItIn website). Please allow ample time for your submission—this means that you should avoid submitting your work last minute. The TurnItIn report can sometimes take a while to generate so submit your paper as early as possible. If you are having issues with your electronic submission, you must contact the instructor BEFORE the deadline. Do NOT submit your paper as an email attachment to the instructor and expect to use that as a record of when you submitted your paper as this submission will not contain a TurnItIn report. *Again, you must submit your written work via the course website, and a TurnItIn report must be included with your submission.*

Late penalties: An electronic copy of written work is due at 11:55 pm EST. Work submitted after the due date and time will be penalized 2% per day (including weekends). After 21 days, the written work will receive a grade of zero. Late penalties will be calculated based on the date and time the work was submitted on OWL. Any extension for legitimate reasons (see Appendix) must

be requested BEFORE the due date. **Please note that late reflections will NOT be accepted after the due date.** Students who miss more than one set of discussion posts and comments over the course will have the remaining discussion posts reweighted only with recommendations for accommodation.

7.0 TENTATIVE SCHEDULE OF TOPICS

The reading list for each topic will be posted on OWL. Any changes to the readings or topic dates will be announced in class.

Week	Topics
Sep 9	Introduction to the Course
Sep 14	Influential Theories
Sep 21	Attraction
Sep 28	Communication
Oct 5	Intimacy
Oct 12	<i>No discussion</i>
Oct 19	Conflict
Oct 26	Infidelity and Aggression
Nov 2	Fall Reading Week
Nov 9	Relationship Dissolution
Nov 16	Stress and Context
Nov 23	Gender and Sexual Orientation
Nov 30	<i>Course Wrap-up</i>
Dec 4	Contribute and participate in CURL Fall Exhibition (Virtual)

8.0 POLICY ON GRADING STANDARDS

Students at Huron University College should consider a grade in the range from 76-80 to be evidence of good performance in a 3000-level Honors Psychology course. Grades in the A (80-90%) range will only be awarded for performance that is demonstrably superior to the third and fourth-year major or minor standard. A grade of A+ (90-100%) will only be awarded rarely and only for work that is exceptional.

Course Grade Expectations

Please note the Psychology Department policy on Grading Standards:

1000-level course: C grade (60%-69%) as evidence of satisfactory performance in Introductory Psychology.

2100-level course: B- grade (70%-74%) to be evidence of satisfactory performance in a 2100-level Psychology course.

3000-level course: B grade (75%-79%) to be evidence of satisfactory performance in 3000-level Psychology course.

4000-level course: A- grade (80-85%) to be evidence of satisfactory performance in 4000-level Psychology course.

9.0 UNIVERSITY POLICIES

The Senate policies in force for this course (i.e., academic accommodation, accessibility, academic misconduct, course drop dates, and other related university policies) may be found posted on the OWL course site.



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no

adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is

subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in

which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <https://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.