



<b>PSYC 443</b>	<b>Interpersonal Relationships</b>	<b>Fall 2023</b>
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<b>Instructor:</b>	Sara Salavati	<b>Lecture Location:</b>	HNSC 124A
<b>Phone:</b>	403-220-8229	<b>Lecture Days/Time:</b>	MWF 12:00 - 12:50
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**Course Description**

Application of social psychological theory and methodology to a variety of topics in the area of interpersonal relationships such as attraction, close relationships, interpersonal conflict, communication, and power. Course projects will be an integral part of the course.

**Course Learning Outcomes**

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Critically analyze, contrast, and compare different theories of interpersonal relationships	Class quizzes, application paper, group presentation	1,2	A, C
Apply theories of interpersonal relationships to real-life scenarios	Application paper	1,2, 7, 4, 5,	A, C, C, A, C
Evaluate the impact of social media, technology, and culture on interpersonal relationships	Literature review, research proposal	1, 2, 4, 5, 6, 8	A, C, A, C, C, C
Provide critical evaluation and summary of previous empirical studies on a topic in the area of interpersonal relationships, design a research study, identify the ethical issues associated with the proposed study, and outline the main empirical, theoretical, and/or applied contributions of this study	Research proposal	1, 2, 4, 5, 6	A, C, A, C, C
Critically evaluate primary research papers, comparing and contrasting findings, and identifying gaps in the literature	Literature review	1,2,4,5,8	A, C, A, C, C
Convey key concepts and theories of interpersonal relationships in a manner accessible to a lay audience	Knowledge mobilization assignment	1,2,4	A, C, A
Deliver an oral presentation on a selected area of interpersonal relationships	Group presentation	1,2,4	A, C, A
Synthesize material from several sources (empirical articles, book chapters, review articles, lectures) to formulate appropriate debates and conclusions	Literature review, Application paper, Research proposal, knowledge	1,2,4,5	A, C, A, C

	mobilization assignment, group presentation		
Propose methods to investigate a topic in interpersonal relationships	Knowledge mobilization assignment, research proposal	1,2, 6	A, C, C
Demonstrate an enhanced ability to engage in self-reflexivity	Class activity	2, 4, 8	C, A, C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,\* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### Course Format

This is an in-person class held on campus.

### Prerequisites

PSYC 300, 301, 345 and admission to the Psychology major or Honours program

### Required Text

No text. References for assigned readings and lead articles for group presentations will be posted on D2L.

### Assessment Methods

Course Component	Format	Weighting	Due Date	Materials
Class Quizzes	Multiple choice questions	10%	Throughout term on TopHat	Assigned Readings, lectures
Literature review	Essay	15%	Due on D2L by 11:59 PM September 22	Empirical articles selected by students, assigned Readings, lectures
Knowledge Mobilization Assignment	Student's medium of choice (podcast, video,	10%	Due on D2L by October 13	Empirical articles selected by students, assigned readings, lectures

	poster, infographic, etc.)			
Group presentation	Oral presentations with the use of slides	20%	Fridays, in class throughout term	Assigned readings, lectures, empirical articles selected by students
Application paper	Essay	20%	Due on D2L by November 10	Assigned readings, lectures
Research proposal	Essay	25%	Due on D2L by December 6	Assigned readings, lectures, empirical articles selected by students

### **Class Quizzes (10%)**

The quizzes will consist of multiple-choice questions based on the assigned readings. The instructor will occasionally pause during the lecture to ask questions about upcoming content. Students will answer these questions through TopHat website or application. Each correct answer is worth one mark. The grading for the quizzes will be as follows:

- At least 85% of Top Hat questions answered correctly = 20% (100% on this assessment point)
- At least 65% of Top Hat questions answered correctly = 15% (75% for this assessment point)
- At least 45% of Top Hat questions answered correctly = 10% (50% for this assessment point)
- At least 25% of Top Hat questions answered correctly = 5% (25% for this assessment point)
- Less than 25% of Top Hat questions answered correctly = 0%

That is, here is another way to understand the cut off points for the quizzes:

- 85-100 = 100%
- 65-84.9 = 75%
- 45-64.9 = 50%
- 25-44.9 = 25%
- 0-24.9 = 0%

Without approval from the course instructor, makeup quizzes will not be accommodated.

### ***TopHat Application***

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class, which is free for use by students at the University of Calgary. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started->

[Guide](#)) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

Here is another resource page for using TopHat: <https://elearn.ucalgary.ca/getting-started-with-top-hat/>

You can register by simply visiting our course website: <https://app-ca.tophat.com/e/577207>

Note: our Course Join Code is 577207.

In-class quizzes in this course are open book. For this course, an open book exam means that the use of class notes and the textbook is permitted. The use of online resources is permitted. Students may not communicate with others about course material or the quiz either in person or electronically during quizzes.

### **Literature Review (15%)**

Students will select 4 empirical articles from the literature on either 'Culture and Relationships' or 'Technology and Relationships.' They are required to synthesize the main points of these articles in a systematic manner to form an argument. Moreover, students should identify gaps in the existing literature and propose insightful directions for future research. Literature reviews will be graded based on the quality of the chosen articles, the ability to synthesize and analyze their main points, the effectiveness in identifying gaps and suggesting research directions, the clarity of writing, the overall organization of the review, and the depth of critical thinking demonstrated.

A detailed rubric for this assignment will be posted on D2L. Literature reviews **should not exceed 3 pages** (Times New Roman 12, Double Spaced, excluding references). Literature reviews must be submitted no later than **Friday September 22 by 11:59 p.m. via D2L Dropbox. Late submissions, without instructor approval, will be penalized 10% per day, including weekends and holidays.**

### **Knowledge Mobilization Assignment (10%)**

In this assignment, students will select a future direction proposed in their literature review and explain why studying this topic is important. They will also propose a method to investigate this topic, but all information should be conveyed in a way that is easily understandable for laypeople without specialized knowledge.

For this task, students can choose a medium of their choice, such as a podcast, video, poster, infographic, or any other suitable format, to discuss their selected topic. The goal is to create an informative and engaging discussion accessible to the general public, using language that avoids technical jargon and academic terms. The primary aim is to demonstrate the ability to communicate complex ideas effectively, making the subject matter accessible and interesting to a wider audience without specialized knowledge on the topic.

This assignment will be graded based on how effectively the student explains the significance of studying the chosen topic, how well the student communicates complex ideas using lay language, avoiding technical jargon and academic terms, How well the student integrates available empirical research and existing theories to support their ideas, How effectively the student discusses the practical implications of their proposed study, How well the student outlines the method they intend to use to investigate the research idea. A detailed rubric for this assignment will be posted on D2L. The knowledge mobilization assignment must be submitted no later than **Friday October 13 by 11:59 p.m. via D2L**

**Dropbox. Late submissions, without instructor approval, will be penalized 10% per day, including weekends and holidays.**

### **Group Presentation (20%)**

Students will present in groups no larger than 5. Each group will select/be assigned a topic from the list of group presentations in the tentative topic outline and prepare a 50-minute presentation based on this topic. Presentations should allow time for class discussion but other than that you should feel free to use any format you desire (i.e., dramatic presentations/role plays, debates, infomercials, group-produced videos, rock operas, etc.) and approach the topic from any angle that interests you. You should use the assigned reading or lead article as a starting point for your presentation but may add any other sources you wish (e.g., journal articles, books, films, plays, music, the internet, etc.). Your goal should be to prepare an interesting and lively presentation that approaches your topic in an intelligent, scholarly, and creative manner. If you like, you may assign the class short 'projects' or homework to complete prior to your presentation (e.g., a field study of flirtation, a brief questionnaire etc.).

Assessment criteria will include creativity/innovation in approach, appropriate use of sources, the quality/sophistication of your treatment of the topic, presentation structure and clarity of expression, and your ability to generate class discussion.

The first group presentation (group #1) will be October 6. Note that groups who present early may be graded more leniently than those presenting later to compensate for having less time to prepare (and fewer "models" of what can be done and what "works" for this assignment).

Should one or more of the group members be ill on the date of the presentation, thus compromising the group's ability to present, arrangements (e.g., rescheduling or other possibilities) will be determined on a case by case basis via consultation between group members and the instructor. See D2L for more details about the group presentation assignment. **Without instructor approval, missed presentations will receive a 0%.**

### **Application Paper (20%)**

Students will select a topic of their choice from among topics relevant to the course material (i.e., it is okay to select a topic we are not covering in class; students are strongly encouraged to consult the instructor if they want to try that route) and write a brief paper that examines that topic as applied to analysis of current or historical events or popular culture/media (e.g., book, movie, etc.). Students should ground their analysis in theoretical or empirical (i.e., research) work on their selected topic and must cite at least 3 (three) relevant scholarly articles in their paper. Papers must be no longer than 1000 words and should be double-spaced, prepared in APA style, and submitted no later **than November 10 by 11:59 p.m. via D2L**. Assessment criteria will include appropriate application of theory/research to analysis of the topic, sophistication of treatment in the analysis, and clarity of expression. The emphasis should be on demonstrating a sophisticated understanding of how (or the extent to which) the theory/research applies to the particular event/media. More detailed instructions and criteria will be posted on D2L. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

### **Research Proposal (25%)**

Students will prepare a 1250-word (maximum, excluding references) research proposal for the study that they proposed in the literature review and knowledge mobilization assignments. Proposals must include a brief introduction that provides a compelling rationale (grounded in the current literature on the selected topic) for the value and importance of the study they propose to conduct, a detailed

method (documenting intended participants, recruitment procedures, materials, and study protocol i.e., the study procedure), and a discussion of the proposed study's key contributions to our understanding of the selected topic. Proposals should also include a brief (2 to 3 sentences) consideration of key ethical issues surrounding the study. The rationale should cite relevant theory/research. Assessment criteria will include quality of the rationale that justifies the proposed study, appropriateness and rigour of the proposed design (including the analysis of ethical considerations), sophistication of treatment in highlighting the study's anticipated contributions, and clarity of expression. Research proposals should be in 12 Times New Roman, double-spaced, prepared in APA style, and submitted no later than **Friday December 6 by 11:59 p.m. via D2L Dropbox**. More detailed instructions and criteria will be posted on D2L. **Without instructor approval, late submissions will be penalized 10% per day including weekends and holidays.**

Once approved by the course instructor, and at their discretion, alternative arrangements for missed assessments may be considered <https://www.ucalgary.ca/pubs/calendar/current/g-1-2.html>. Students may be asked for documentation <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential

requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

### Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
W Sep 6	First day of lectures Week 1 <b>Introduction</b>
F Sep 8	Week 1 <b>The building blocks of relationships</b>
M Sep 11	Week 2 <b>Culture and relationships</b>
W Sep 13	Week 2 <b>Research methods in relationship research</b>
R Sep 14	Last day to drop a class without a penalty
F Sep 15	Last day to add or swap a course Week 2 <b>Research methods in relationship research (class activity)</b>
M Sep 18	Week 3 <b>Singlehood</b>
W Sep 20	Week 3 <b>Attraction</b>
F Sep 22	Fee payment deadline for Fall Term full and half courses. Week 3 <b>Attraction (class activity)</b> <b>literature review due on D2L by 11:59 pm</b>
M Sep 25	Week 4 <b>Friendship</b>
W Sep 27	Week 4 <b>Love</b>
F Sep 29	Week 4 <b>Love (class activity)</b>
S Sep 30	UNIVERSITY CLOSED National Day for Truth and Reconciliation

M Oct 2	Week 5 <b>Sex</b>
W Oct 4	Week 5 <b>Sex</b>
F Oct 6	Week 5 <b>Group #1 presents (sexual rejection)</b>
M Oct 9	UNIVERSITY CLOSED Thanksgiving Day
W Oct 11	Week 6 <b>Communication</b>
F Oct 13	Week 6 <b>Group #2 presents (flirtation)</b> <b>knowledge mobilization assignment due on D2L by 11:59pm</b>
M Oct 16	Week 7 <b>Interdependence</b>
W Oct 18	Week 7 <b>Interdependence</b>
F Oct 20	Week 7 <b>Group #3 presents (the Michelangelo Effect)</b>
M Oct 23	Week 8 <b>Social cognition</b>
W Oct 25	Week 8 <b>social cognition</b>
F Oct 27	Week 8 <b>Group #4 presents (empathic accuracy)</b>
M Oct 30	Week 9 <b>Stresses and strains</b>
W Nov 1	Week 9 <b>Stresses and strains</b>
F Nov 3	Week 9 <b>Group #5 presents (infidelity)</b>
M Nov 6	Week 10 <b>conflict</b>
W Nov 8	Week 10 <b>conflict (guest speaker)</b>
F Nov 10	Week 10 <b>Group #6 presents (revenge in romantic relationships)</b> <b>Application paper due on D2L by 11:59pm</b>
S Nov 11	UNIVERSITY CLOSED Remembrance Day (Observed Monday Nov 13).
Nov 12-18	Term Break No Classes
M Nov 20	Week 11 <b>power and violence</b>
W Nov 22	Week 11 <b>dissolution and loss</b>
F Nov 24	Week 11 <b>Group #7 presents (Dark personality traits and relationships)</b>
M Nov 27	Week 12 <b>relationship maintenance and repair</b>
W Nov 29	Week 12 <b>relationship maintenance and repair</b>
F Dec 1	Week 12 <b>Group #8 presents (online surveillance in romantic relationships)</b>
M Dec 4	Week 13 <b>TBD</b>
W Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses. Week 13 <b>TBD</b> <b>Research proposal due on D2L by 11:59pm</b>
Dec 9-20	Fall Final Exam Period

**Extra Research Participation Course Credit is Not Offered for this Course.**

#### **Seating During Exams**

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct



### **Absence From Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor

<https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html> At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam**

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** [Deferred Final Exams | University of Calgary \(ucalgary.ca\)](#) Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology [psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without

permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright

([https://library.ucalgary.ca/services/copyright?\\_gl=1\\*bcjlpn\\*\\_ga\\*OTY1ODc0Njg0LjE2NjkxNTA1NTM.\\*\\_ga\\_X4GN9Y4W7D\\*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA](https://library.ucalgary.ca/services/copyright?_gl=1*bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 14<sup>th</sup>, 2023**. Last day add/swap a course is **Friday, September 15<sup>th</sup>, 2023**. The last day to withdraw from this course is **Wednesday, December 6<sup>th</sup>, 2023**.