

**INTERPERSONAL RELATIONSHIPS (PSYC 2000-21602)**  
**WEBER STATE UNIVERSITY**  
**FALL 2008**  
**MWF 9:00 – 9:50 A.M.**  
**SS 317**

**PROFESSOR** Dr. Leigh Shaw  
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**OFFICE HOURS** MWF 10:00 – 10:50 a.m., or by appt.  
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### COURSE DESCRIPTION AND GOALS

Through lectures, small-group activities, and discussions, this course will provide you with an analysis of the skills necessary for personal development and interpersonal relationship development, maintenance, and repair. Emphasis will be placed on the learning of effective relationship skills and the communication styles that support them. Topics will include the importance of relationships and research methods, attraction, friendship, romantic love, relational sexuality, communication, conflict and abuse, relationship dissolution, diverse relationships, and gender.

This course provides an introduction to the study of interpersonal relationships from a social-developmental perspective and as a behavioral science. The primary goals of this course are to foster (1) your knowledge of the concepts involved in describing and explaining phenomena in relationship science and the research methods used to investigate such phenomena, (2) your self-awareness (i.e., your awareness of your interpersonal “triggers”, the impact you have on others and others have on you), (3) your ability to carefully attend to, understand, and appreciate others’ perspectives, and 5) your ability to communicate your feelings, thoughts, and needs in a way that maximizes the chance that others will be receptive to your communication. I hope that the knowledge you gain in this course will apply to your daily life. If you are open to the possibility, it is likely that the concepts you will learn in this course will positively impact and enhance your daily functioning.

### TEXT AND REQUIRED MATERIALS

- 1) Hendrick, S.S. (2004). *Understanding close relationships*. Boston: Allyn & Bacon. **\*\*[Bring to Class]\*\***
- 2) #2 Pencils for taking exams
- 3) 30¢ for taking exams (10¢ for each scantron to be purchased at Testing Center)

### GRADING

	<u>Points</u>	<u>% of Total</u>
Exam #1	100	22
Exam #2	100	22
Exam #3	100	22
Teaching Presentation	100	22
Homework	36 (12 assignments @ 3 pts. each)	8
Participation	20 (10 activities @ 2 pts. each)	4
<b>Total</b>	<b>456</b>	<b>100</b>

Final grades will be assigned based on the percent of total points earned, as follows:

<b>A</b> (100-93%)	<b>B-</b> (82-80%)	<b>D+</b> (69-67%)
<b>A-</b> (92-90%)	<b>C+</b> (79-77%)	<b>D</b> (66-63%)
<b>B+</b> (89-87%)	<b>C</b> (76-73%)	<b>D-</b> (62-60%)
<b>B</b> (86-83%)	<b>C-</b> (72-70%)	<b>E</b> (59-0%)

**EXAMS**

- You will take 3 non-comprehensive exams, each covering about 1/3 of course material - including lectures, small-group activities, discussions, and assigned readings. Exams consist of 50 true-false and multiple-choice questions. Exams are "closed-book" and "closed-notes".
- Exams are administered in the Social Sciences Testing Center (SS 036). To take an exam, you must show up with a photo ID on the correct date (see Course Schedule) at the appropriate times. You will *not* be allowed to take an exam without a photo ID or if you show up after hours (tests will be issued until the closing time listed; you may remain for one hour after that time to complete your exam).
 

Monday – Thursday	7:30 AM – 8:00 PM
Friday	7:30 AM – 4:30 PM
Saturday	9:00 AM – 4:30 PM
- It is your responsibility to take the exam during the period it is administered at the Social Sciences Testing Center. If you have a conflict with the exam schedule, you may take an exam *early* at no penalty. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If for whatever reason, you fail to take an exam during the exam period, you may take the exam within 2 days of the close-date at a 20% penalty. You must consult with me before taking a late exam with penalty, and late exams will be administered at my discretion.
- EXAM REVIEW SHEETS will be available online.
- **IMPORTANT:** You are responsible for *all* assigned readings even if they are not discussed in class, and you are responsible for anything discussed in class even if it is not covered in the readings. If you miss a class, you must get the notes from another student. Use the space below to write another student's contact information should you miss a class period.

**EXAM ITEM REVIEWS**

- My goal is to help you learn the course material so that you will be able to think critically about the psychological dimensions of interpersonal relationships. To this end, it is important for you to reflect on and learn from your mistakes. If you choose to truly learn the material on each exam and you seek to improve your exam score, you may do the following:
  - 1) Take blank paper, a pen, and your Exam Score Output to the SS Testing Center. On the top of the page, write your name and course reference number.
  - 2) Check out a copy of the exam, sit in the Testing Center, and review the items you missed.
  - 3) For each missed item, you must write down the **item #**, the **correct response** (*figure it out – you may use your notes and text!*), and a **2-3 sentence explanation of why you chose one of the incorrect responses**. BE HONEST! Perhaps you read the question too quickly, you misread the question, you didn't study that concept, you didn't read the textbook, you misunderstood the concept, you second-guessed yourself, and/or you just spaced out! This is an opportunity for you and for me to learn from your mistakes!
- Item reviews are due **by NOON** on the due date (see Course Schedule). Early reviews are encouraged; late reviews will not be accepted. Reviews that do not include the required elements will not be considered. You may earn **0.33%** for each missed item that you review. Thus, if you received a 40 (80%, B-), you can review the 10 missed items, for a maximum possible + 3.33% (or a final score of 83.33%, B).
- I strongly advise you to take this opportunity to make the most of what may have been a personally disappointing performance on any given exam. I believe in your ability to succeed in this course and I am willing to help you in this endeavor.

**“UP CLOSE” HOMEWORK ASSIGNMENTS**

- In each chapter, “Up Close” boxes present a variety of brief surveys and activities to engage you in thinking about your own personal relationships. You must complete 12 of the following 13 “Up Close” activities. If you complete all 13 homework, I will take the 12 highest scores (i.e., drop the lowest score).
  - 1) Ch. 1: Considering your Relationships (p. 8)
  - 2) Ch. 2: The Nature of Attraction (p. 33)
  - 3) Ch. 2: The Nature of Commitment (p. 41)
  - 4) Ch. 3: Influences on Close Relationships (p. 57)
  - 5) Ch. 4: Abbreviated Form of the Love Attitudes Scale (p. 83)
  - 6) Ch. 4: The Nature of Intimacy (p. 88)
  - 7) Ch. 5: Abbreviated Form of the Sexual Attitudes Scale (p. 102)
  - 8) Ch. 6: Relationship Assessment Scale (p. 134)
  - 9) Ch. 7: Handling Conflict (p. 150)
  - 10) Ch. 8: Exploring a Loss Experience (p. 182)
  - 11) Ch. 9: Examining your Relational Culture (p. 191)
  - 12) Ch. 10: Doing Gender (p. 216)
  - 13) Ch. 10: Examining Gender Roles (p. 228)
  
- Homework is worth 3 points each, for a total of 36 points (8% of final grade). To earn full credit, you must write an appropriately elaborated response to each aspect of the activity. Partial or substandard completion of the homework will earn you partial points.
  
- Responses must be typed and double-spaced with your name, date, and section number in the upper-left corner. Homework that does not conform to these guidelines (e.g., handwritten response) will be docked 1 of the 3 points. Homework is due **by NOON** on the due date (see Course Schedule). You may turn any homework in early. *Late assignments will not be accepted.*

### **PARTICIPATION IN SMALL-GROUP ACTIVITIES**

- During the first week of class, you will become a member of a small group of students which you will maintain for the semester. Your group will engage in one activity per chapter. Most activities entail discussing the Relationship Stories that open chapters 2–10 that pique your interest in relevant relationship issues. To participate, you must bring your book to class each class period and have read the relevant Relationship Story.
  
- Your participation in each of the 10 activities is worth 2 points, for a total of 20 points (4% of your final grade). To earn full credit for an activity, you must be present for the entire activity and an active participant in your group’s discussion. Because many activities will start the class period, you must not be late for class. To ensure the efficient use of class time and to prevent distracting interruptions, I will shut the door when activities start the class period and not reopen the door until the activity is complete. Prompt attendance is strongly encouraged because if you are late for class on a day when we begin with an activity, you will receive no credit for that activity.
  
- At the end of each activity session, each group must submit one copy of its handwritten notes and the participating group members’ names as a record of participation for grading.

**SMALL-GROUP TEACHING PRESENTATION**

- Your small-group is required to give an oral teaching presentation with the aid of PowerPoint to the class on a topic of your choice that addresses some aspect of interpersonal relationships (e.g., adult attachment, attraction, sexuality, healthy communication, conflict management, divorce, grief, diverse relationships, relationships in the workplace). These are merely broad suggestions - creativity is strongly encouraged!
- Your group will teach the class what you learned on your topic from reading and studying *3 outside sources*.
  - At least 2 sources must be from EMPIRICAL/SCHOLARLY publications, such as research journals (e.g., *Human Relations*, *Family Relations*, *Journal of Social and Personal Relationships*, *Journal of Marriage and the Family*, *Journal of Social Behavior and Personality*, *Developmental Psychology*, *Journal of Personality and Social Psychology*) or chapters from edited books (not textbooks).
  - One source may be from a POPULAR publication, such as a website or magazine (e.g., *Time*).
  - You may use your textbook as a reference; however, it does *not* count as one of your outside sources.
- To find your outside sources, conduct a literature search on the topic you have selected using the PSYCInfo Database and/or Academic Search Elite at the Stewart Library. Need help in finding articles? Ask the library staff and/or view the links I have provided in "Course Resources" on Vista.
- Read and outline your sources carefully. Construct a comprehensive PowerPoint presentation of the information presented in your sources. This is your opportunity to become a sort of "expert" in an area of interpersonal relationships and to teach the class what you have learned. You may consider clearly defining and illustrating central concepts, presenting some of the important facts used to support the main idea, identifying holes or flaws in the argument, providing a good counterargument to the article's main idea, discussing points that could be added to the argument, and describing any examples of faulty reasoning you found in the article.
- Teaching Presentations will take place at the end of the term and will last about 12 minutes (depending on the number of groups) so there is time for class discussion. The presentation must begin with a title slide that includes your group member's names and the references for your 3 outside sources. Each group member must verbally present some portion of the material. The use of other audio/visual materials, and/or activities is encouraged; however they must be previewed and approved by the instructor. You are strongly encouraged to dress and present the material in a professional manner.
- Important Deadlines:
  - **Monday, 9/29:** A detailed, one-paragraph topic description is due for review and approval **by NOON**. Failure to meet this deadline will result in a 10% deduction from your presentation grade.
  - **Wednesday, 10/29:** Your 3 outside sources (i.e., the full article, not just the abstract) are due for review and approval **by NOON**. Failure to meet this deadline will result in a 10% deduction from your presentation grade.
  - **Wednesday, 11/12:** Groups will be assigned their presentation date.
  - **Friday, 10/24 and Wednesday, 11/26:** No class so that your group will have class time to work on its presentation. You do not have to work in the classroom; you can use this time how you choose.

**GRADING OF TEACHING PRESENTATION**

- On your presentation day, groups must submit their 3 sources and the PowerPoint handout. If not submitted on time, your presentation grade will be docked 5% per 24-hour late period until **Friday, 12/5 at NOON**, at which time a final grade of 0 will be assessed.
- You will evaluate your group mates' contributions and your group mates will evaluate your contribution to the project (available online). The average of your group mates' evaluations of your contribution to the

presentation will comprise 20% of your presentation grade.

- On the days you are not scheduled to present, you are required to complete a detailed presentation evaluation form (available online) assessing the content and organization of 4 other group presentations. Your evaluations of your classmates' presentations comprise 10% of your presentation grade.
- The detailed teaching presentation evaluation form is available online. Points will be allocated as follows:

General Presentation	@ 40 points
Knowledge Base	@ 30 points
Group Members' Evaluations	@ 20 points
Evaluation of Classmates' Presentations	@ 10 points (2.5 points X 4 evaluations)
<b>TOTAL</b>	<b>= 100 points (approx. 22% of your course grade)</b>

### EXTRA CREDIT ACTIVITY: ILLUSTRATIONS JOURNAL

- You may complete the extra-credit activity only if you have completed all required assignments for the course (i.e., the 3 exams, the small-group presentation, and the 12 homework assignments).
- Extra-credit illustration journals are due **by NOON on Friday, November 14<sup>th</sup>**. Early journals will be accepted; late journals will *not* be accepted. Successful completion of this extra-credit option will earn you one increment in your final grade (e.g., your grade will raise from C+ to B-, from B- to B, etc.). Partial, late, or substandard completion of the activity will give you *no extra-credit points*.
- The concepts we will discuss in this course are directly relevant to your personal life because we all participate in a variety of interpersonal relationships. The more you look for these concepts, the more you will recognize them and their effects on your life. Moreover, the more you identify them, the better your understanding of course concepts.
- The primary focus of your illustration journal is to identify and discuss examples of course concepts. Your task is to identify 10 illustrations of course material presented in the popular media and/or your personal experience. Illustrations can take the form of an account drawn from a newspaper, magazine, web site, academic journal, movie, TV program, play, novel, or your personal experience. If you provide illustrations from your personal experience, they must not be redundant with material completed for your "up-close" homework assignments. In this sense, there is no "double-dipping" between the homework and the extra-credit illustrations.
- In your journal, you must provide (1) the "illustration" (e.g., a detailed description of an event you personally experienced, an account drawn from a magazine or website), (2) a typed, detailed description and definition of the relevant course concept, and (3) a typed, detailed description of the connection between the course concept and the illustration.
- Illustrations journals may be organized into a folder or 3-ring notebook or they may simply be stapled together. Be creative and have fun finding illustrations of relationship psychology in "real-life"!

### VISTA ENHANCEMENT

- This course is Vista-enhanced. To access the course website, go to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the "My WSU Online" tab, click on "PSYC 2000". Once you are on the course homepage, click on "Start Here", to ensure that your computer has the proper "Software Downloads", to view the e-copy of the syllabus, and to review "How to Contact Your Professor".
- What is available on the course website? You will be able to access the course syllabus with course schedule, PowerPoint presentations and handouts to aid in note taking, exam review guides, and website links relevant to course material. Also, you will be able to stay up-to-date with course announcements ("Announcements"), your course grades ("My Grades"), and, if you choose, to contact your professor and peers via email.

- The material available online is provided as a courtesy to facilitate note taking and comprehension of course material – it is *NOT* a substitute for attending class. You will be provided with important information in class that is *not* sufficiently elaborated in the Power Points, is *not* provided in your text, and is critical to your success in this class. I *strongly advise* you to bring to class the relevant handouts so that you may elaborate them with in-class information.
- For assistance with Vista issues, email [wsuonline@weber.edu](mailto:wsuonline@weber.edu) or call 626-6499 (the phone is staffed Mon-Thurs, 8am–9pm & Fridays, 8–4:30pm; leave a message for a return call during non-business hours). For assistance with usernames and/or passwords, call (626-7777) or email ([csupport@weber.edu](mailto:csupport@weber.edu)) the Help Desk.

## ATTENDANCE

You are responsible to decide your level of commitment to this course. I will not take daily attendance. Failure to regularly attend class will negatively impact your participation grade. In my experience, students who do well tend to regularly attend and participate in class, and students who do poorly tend to regularly miss class.

## SELF-DISCLOSURE AND CONFIDENTIALITY

Homework and discussions call for introspection and personal revelation. As you approach the course material, I encourage you to be open to new and different points of view. We must respect each others' preferences for self-disclosure. In homework and discussions, reveal as much as you desire, and be mindful of others' privacy when sharing your experiences. "Pivotal to Weber State University's mission is the need to embrace and value the diversity of its members. Acknowledging the uniqueness of each individual, we seek to cultivate an environment that encourages freedom of expression. Because the University is a community where inquiry is nurtured and theories are tested, every individual has the right to feel safe to express ideas that differ from those held by other members of the community. However, all persons who aspire to be part of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Recognizing that the proper balance between freedom of expression and respect for others is not always apparent or easy to achieve, we must continually challenge ourselves and each other in an atmosphere of mutual concern, good will and respect. Therefore, expressions or actions that disparage an individual's or group's ethnicity, gender, religion, sexual orientation, marital status, age or disability are contrary to the mission of Weber State University" (Diversity Inclusivity Statement, WSU Catalog 2007-2008).

## EXCUSED ABSENCES FOR UNIVERSITY-RECOGNIZED ACTIVITIES

Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, conferences) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.

## DROPPING THE COURSE

The last day to withdraw from any individual class and to completely withdraw for the semester is Friday, October 24<sup>th</sup> (see Catalog for details and instructions).

## CLASS CONDUCT AND COURTESY

- Please be courteous of others when arriving late or leaving early from class. Students have the right to a course that is relatively free of any unnecessary distractions that could impair their participation in the course. If you anticipate being late for or leaving early from class on a regular basis, see me immediately to explain the reasons for your tardiness or early departures. You also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when you arrive or leave.
- Refrain from engaging in disruptive behavior (e.g., lecture-irrelevant conversations with peers) during class. You will be warned to stop your behavior. If such disruptive behavior continues, you will be asked to leave the classroom. A petition will be submitted to the Dean's office to drop you from the class roster after the

second dismissal from class. If you are dropped from the roster, you may receive a grade of “E”.

- You are expected to deactivate all electronic devices during class. No music players or portable headsets may be worn during class. If you disrupt the class with your electronic devices, you may be asked to leave the classroom. Audio recorders are permitted in lecture.
- No adult or child visitors are allowed in class without prior permission.
- Refer to <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities.

## PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases), even in oral presentations, must be properly documented. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

For example, you are engaging in plagiarism if you:

- 1) turn in the work of another person as your own;
- 2) “cut & paste” material into your talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author’s idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author’s exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author’s exact words in quotations but fail to cite the source of that information.

### Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

#### *How can I avoid plagiarism?*

You must give credit to the original source whenever you use another person’s ideas, concepts, or theories, whenever you use another person’s facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person’s actual spoken or written words, and whenever you paraphrase another person’s spoken or written words.

#### *When should I quote material?*

You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s.

#### *How do I quote material?*

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example: Although we often claim that appearance plays a minor role in our attraction to others, “outward appearance is often the first thing we notice when meeting someone new” (Hendrick, 2004, p. 29).

#### *What is paraphrasing, and how do I do it right?*

Paraphrasing is rewriting another writer’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**.

Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

*Ignorance is not an excuse*; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Also, use the resources available on WebCT regarding writing style and avoiding plagiarism. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Plagiarism or cheating is an act of

academic dishonesty and a violation of University Standards and the Student Code of Conduct. It will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code.

**REASONABLE ACCOMMODATION**

In accordance with the Americans with Disabilities Act [ADA], any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room 181 of the Student Service Center ([http://departments.weber.edu/ssd/handbook/hb\\_07.htm](http://departments.weber.edu/ssd/handbook/hb_07.htm)). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.

**COURSE SCHEDULE**

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
1	8/25	Course Introduction		
	8/27	The Importance of Relationships	CH 1	
	8/29	The Importance of Relationships		
2	9/1	<b>No Class: Labor Day Holiday</b>		
	9/3	The Importance of Relationships		
	9/5	The Importance of Relationships		
3	9/8	Attraction & Relationship Development	CH 2	
	9/10	Attraction & Relationship Development		
	9/12	Attraction & Relationship Development		
4	9/15	Attraction & Relationship Development		
	9/17	Friendship & Social Support	CH 3	
	9/19	Friendship & Social Support		
5	9/22	Friendship & Social Support		<i>HW CH 1-3 by Noon</i>
	9/23-26	<b>EXAM 1</b>		
	9/24	Romantic Love	CH 4	
	9/26	<b>No Class for Exam 1</b>		
6	9/29	Romantic Love		<i>Topic Summary by Noon</i>
	10/1	Romantic Love		
	10/3	Romantic Love		<i>EX 1 Item Reviews by Noon</i>
7	10/6	Relational Sexuality	CH 5	
	10/8	Relational Sexuality		
	10/10	Relational Sexuality		
8	10/13	Communication and Relational Maintenance		CH 6
	10/15	Communication and Relational Maintenance		
	10/17	<b>No Class: Fall Break</b>		

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS
9	10/20	Communication and Relational Maintenance		<i>HW CH 4-6 by Noon</i>
	10/21-24	<b>EXAM 2</b>		
	10/22	<b>No Class for Exam 2</b>		
	10/24	<b>No Class for Presentation Work Period</b>		
10	10/27	Conflict and Abuse	CH 7	
	10/29	Conflict and Abuse		<i>3 Outside Sources by Noon</i>
	10/31	Conflict and Abuse		<i>EX 2 Item Reviews by Noon</i>
11	11/3	Breakup, Divorce, and Bereavement	CH 8	
	11/5	Breakup, Divorce, and Bereavement		
	11/7	Breakup, Divorce, and Bereavement		
12	11/10	Diverse Relationships	CH 9	
	11/12	Diverse Relationships		<i>Presentation Dates Assigned</i>
	11/14	Diverse Relationships		<i>Extra Credit Journals by Noon</i>
13	11/17	Gender	CH 10	
	11/19	Gender		
	11/21	Gender		<i>HW CH 7-10 by Noon</i>
14	11/21-26	<b>EXAM 3</b>		
	11/24	<b>No Class for Exam 3</b>		
	11/26	<b>No Class for Presentation Work Period</b>		
	11/28	<b>No Class: Thanksgiving Holiday</b>		
15	12/1	Small-Group Presentations		
	12/3	Small-Group Presentations		<i>EX 3 Item Reviews by Noon</i>
	12/5	Small-Group Presentations		

NOTE: Course schedule may change; it is your duty to attend class to learn about the changes. Exam dates rarely change; however, material to be covered on an exam may change. This syllabus is our contract: it details your obligations to me, and mine to you. Announcements made in class or online "count" as much as policies outlined in the written syllabus.