

**Interpersonal Relationships (PSYC 2000) (CRN: 23844)**  
**Fall 2011**  
**Weber State University- Davis Campus**

**Instructor Information**

Dr. Melinda Russell-Stamp

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Office Hours/ Davis Campus: Thursday (11:45 -1:45), or by appointment

**Class Meeting Times and Locations:**

Tuesday & Thursday

9:00-10:15 a.m.

Location: Davis Campus Room # 301

**Required Readings**

Bradbury, T.N. & Karney, B.R. (2010). Intimate Relationships. New York: W.W. Norton & Company.

**Course Description**

This course will provide you with an analysis of the skills necessary for interpersonal relationship development, maintenance, and repair. Particular emphasis will be placed on the learning of effective relationship skills and the communication styles that support them. The following are some of the questions that will be explored:

- What are intimate relationships?
- How is research on relationships conducted?
- What predicts attraction between people?
- Which of the two adages is true: “Absence makes the heart grow fonder” or “Out of sight, out of mind?”
- What role does social support play in close relationships?
- What is love?
- What are some productive ways of communicating in relationships?
- What factors are involved in the break-up of relationships?
- What effect does divorce have on adults and children?

**Course Goals**

This course emphasizes interpersonal relationships as a behavioral science. It is designed for students interested in psychology as their field of concentration as well as for those who wish to include knowledge of interpersonal relationships as part of their general education requirements. The objectives are to help you acquire knowledge of the:

- Vocabulary and concepts involved in describing and explaining phenomena in relationship science;
- Basic methods used by relationship psychologists in their investigations of phenomena;
- Principles, theories, and other empirical generalizations which have emerged from relationship studies

- Acquire skills in interpreting psychological information about relationships and applying it to daily life, everyday problems, and social issues
- Integrate theories and research with real-life applications so as to make the study of relationships both interesting and meaningful to you.

### **Methods of Instruction**

Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. 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. It is important to 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. Since each of you comes to this class with unique experiences and perspectives, please share your thoughts, comments, reactions, observations and personal experiences. These efforts can enrich the learning experience for the entire class. Respect for the different ideas and opinions expressed in this class is expected and is part of Weber State University's mission.

### **Vista Enhancement**

This course is Vista-enhanced. You can access this site by going to your student portal and clicking on the Student Services tab. You should see a list of your courses. Click on "PSYCH 2000". On the Vista site you will be able to access the course syllabus, Power Point presentations, handouts, exam reviews, course announcements, and your course grades. The material on the site is not a substitute for attending class. You will be provided with information in class that is not adequately elaborated in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

<b><u>Method of Evaluation</u></b>	<b><u>Points Possible</u></b>
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Exam 5	50 points
Case Study Assignments (3)	75 points
Film Application	50 points
In-Class Assignments	25 points
<b>Total Points:</b>	<b>400</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

- There will be five examinations in this class. Each exam is non-comprehensive and will cover approximately 1/5 of the course material. Study guides for each exam will be available via the course site.
- Exams will be based on in-class lectures and discussions, assigned readings, and videos.
- The format for exams will include 50 multiple choice questions worth 1 point each. Each exam is worth 50 points. Exams are “**closed-book**” and “**closed-note**”
- You will take each exam via Chi Tester in one of the designated campus Testing Centers. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID. You will not be allowed to take an exam without a photo ID or if you show up after hours. If you would like to make a reservation for the exam you may do so at [www.chitester.weber.edu](http://www.chitester.weber.edu). For information on locations, hours, busy times, policies and more, go to [www.weber.edu/TestingCenter](http://www.weber.edu/TestingCenter).
- Most testing centers on Ogden Campus & Davis Campus:  
Monday-Thursday 7:30 a.m. – 8:00 p.m.  
Friday 7:30 a.m. – 4:30 p.m. (Davis Campus open until 7:30)  
Saturday 9:00 a.m. – 4:30 p.m.  
If you want to take the exam at another testing center location, it is your responsibility to find out what hours they are open.
- It is your responsibility to take the exam during the period it is administered at the Testing Center. Since you will have at least four days to take each exam, scheduling problems should be rare. If you have a conflict with the exam schedule, you may take an exam early. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If you do not make arrangements to take an exam early and/or you do not take the exam during the exam period there will be two days during the semester in which makeup exams may be taken. These dates are as follows: **Friday, October 14th, & Friday, November 18th**. Makeup exams may not be taken on other days.

## Case Study Homework Assignments

- You will be provided with some relationship scenarios, followed by some questions. You are required to complete **three** case study write-ups this semester. Case studies will be discussed in class on due dates. Everyone will be required to read the case before class and be prepared to discuss the questions. Your answers to the questions should be typed. A packet will be provided to further explain the case study assignments.

## Film Application (Due

- We will be watching a documentary in class on November 1<sup>st</sup> and November 3<sup>rd</sup>. The documentary will feature five couples: Nadine & Frank, Brenda & David, Carol & Chuck, Toni & Kelly, and Cheryl & Neal. For this assignment, you will choose one of the couples and address the following questions:

- What were the strengths of this couple? ( 5 points)
- What were the issues/challenges faced by this couple? (5 points)
- Relate what you have learned in class to the couple. You may utilize information from class notes and any chapter in your book. A list of possible topics (to jog your memory) will be passed out in class before we watch the film. This section is worth 35 points so put effort into relating the characteristics and experiences of your chosen couple to what you have learned in class (35 points)
- The paper should be proofread, typewritten, double-spaced and approximately 3-4 pages long. References should be made to text and notes (5 points).

### **Class Activities and Participation**

- Throughout the semester, you will be asked to participate either alone or in a group in different class exercises. These may include more detailed discussions or thinking exercises designed to help you master the material. There will be approximately 8 of these activities and each will be worth 5 points. You must be present for five of these activities to earn the maximum points. Thus, attendance will be of the utmost importance.

### **Course Expectations**

1. You are responsible for deciding the level at which you will be engaged in this course. While I will not take daily attendance, a portion of your grade is made up of participation points. Students cannot make up these assignments but will be allowed to drop 2-3 this semester without penalty. Students who complete all 8 of the activities can use the additional points for extra credit.
2. If you do have to miss a class, it is your responsibility to obtain missed notes and /or assignments during the next class period (do not wait until the end of the semester).
3. Hard copies of papers must be turned in to receive credit. If you are going to miss class on the day a paper is due, you may email me a copy of the paper so that I can verify that the paper is done. However, you will need to provide me with a hard copy of the paper as soon as possible in order to receive credit for the paper. Late papers will be deducted a half letter day for each day that the assignment is late.
4. **Class Disruptions**  
Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:  
**Chronic Tardiness.** Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the

classroom that will lead to the least amount of class disruption when they arrive.

**Early Departures.** Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester.

**Inappropriate Behavior.** Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

**Electronic Gadgetry.** Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.

5. **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 221 on the Davis campus. ([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.
6. Students are expected to comply with University standards regarding honesty. Please refer to <http://documents.weber.edu/ppm/6-22.htm> Plagiarism is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes:
  - Purchasing or borrowing others papers to turn in as your own
  - "Cutting and Pasting" material into your paper/presentation
  - Failing to Quote or paraphrase material
  - Failing to cite the sourcePlease see the class handout about quotations, paraphrasing, and academic dishonesty. If you have questions about citing sources please see me. Academic dishonesty and plagiarism 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.

**Course Schedule**  
**2000 Interpersonal Relationships**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
8/23	Course Overview/Introductions	Chapter 1
	Importance of Relationships	
8/25	Attraction	Chapter 5
8/30	Attraction	Chapter 5
9/1	Relationship Research	Chapter 2; <b>Case 1</b>
9/6	Relationship Research	Article
9/7-9/12	<b>Exam 1- Testing Center</b>	
9/13	Love	Handouts
9/15	Personality & Personal History	Chapter 6
9/20	Personality & Personal History	Chapter 6
9/22	Relationship Maintenance	Chapter 7
9/27	Relationship Maintenance	Chapter 7; <b>Case 2</b>
9/28-10/3	<b>Exam 2 – Testing Center</b>	
10/4	Conflict & Aggression	Chapter 8
10/6	Conflict & Aggression	Chapter 8
10/11	Conflict & Aggression	Chapter 8
10/13	Cognitions surrounding Relationships	Chapters 9 & 10
10/18	Cognitions surrounding Relationships	Chapters 9 & 10; <b>Case 3</b>
10/19-10/24	<b>Exam 3- Testing Center</b>	
10/25	Stress & Social Support	Chapter 11
10/27	Stress & Social Support	Chapter 11
11/1	Film Viewing- Married in America 2	
11/3	Film Viewing- Married in America 2	
11/8	Divorce & Remarriage	Chapter 13 (p. 580-582)
	Gay/Lesbian Relationships	Chapter 4 (p. 195) Chapter 4 (p. 189-194)
11/9-11/14	<b>Exam 4- Testing Center</b>	

11/15	Interventions	Chapter 12
11/17	Interventions	Chapter 12 <b>Film Application</b>
11/22	Gender	Chapter 4
11/24	<b>Thanksgiving Holiday- No Class</b>	
11/29	Changing Relationships	Chapter 13
12/1	Changing Relationships	Chapter 13
12/3-12/8	<b>Exam 5- Testing Center</b>	

**PLEASE NOTE: This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus.**

### Student Survey

Name: \_\_\_\_\_

Year in School: \_\_\_\_\_

Hometown: \_\_\_\_\_

Major: \_\_\_\_\_

Goal: \_\_\_\_\_

\_\_\_\_\_

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What is one thing in the past that teachers have done to help you learn?