

PSYC 2000, Spring 2010
Interpersonal Relationships
TR 5:30–8:10 p.m.



Instructor: Mark S. Adams, PhD
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This course provides an introduction to the study of close relationships from a social-developmental perspective. The primary goals of this course are to foster 1) your self-awareness (i.e., your awareness of your interpersonal “triggers”, the impact you have on others, and the impact others have on you), 2) your awareness of others’ perspectives, 3) your ability to carefully attend to, understand, and appreciate others’ perspectives, and 4) your ability to communicate your feelings, thoughts, and needs in a way that maximizes the chance that others will be receptive to your communication. Finally, 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.

Required Text:

Adler, R.B., Proctor, II, R., & Towne, N. (1999). *Looking Out/Looking In*. (11th Edition). Fort Worth, TX: Holt, Rinehart, and Winston. ISBN: 0534636284

Course Objectives:

As a result of this course, students should be able to:

1. Recognize the role they play in effective or ineffective communication
2. Identify and describe strategies and skills they can employ to improve their personal communication.
3. Evaluation and discuss their personal communication styles and patterns
4. Demonstrate interpersonal communication skills
5. Integrate research based text material with popular self-help books
6. Identify and describe the central principles and knowledge regarding interpersonal communication

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**IMPORTANT NOTE:** 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.

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Class Policies

- Academic Honesty:** Cheating is defined as taking credit or presenting work as your own that is not your own original work. You are encouraged to meet together and discuss course material, but all examinations must be completed individually and without any notes. The group project must be an original project prepared by the group. Plagiarism is not acceptable and proper citation of sources is required on all assignments using APA style (5th Ed.). Additional information regarding students' rights and responsibilities can be found in the Student's Code: <http://documents.weber.edu/ppm/6-22.htm>
- ADA:** 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). 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.
- Exam Policy:** Exams will be open in the testing centers on the scheduled dates only. Exams will not be offered at any other times (No Exceptions). Be sure to plan all vacations and illness accordingly. Failure to take the exam during the scheduled time will result in a zero score for that exam and no make-up's will be allowed.
- Late Work Policy:** All course requirements will be collected and considered due at the beginning of class as planned in the course schedule. Work will be accepted after the deadline for ½ credit for up to one week later.
- Extra Credit & Redo Policy:** There will be NO extra-credit and NO doing work over again. Do it, and do it right the first time.
- Class Meetings:** Students are expected to attend each class meeting, and to have completed readings before coming to class. Class meetings will consist of lecture, video, discussion, and in-class activities. I hope that the class size will encourage you to share your questions and comments, as well as engaging in discussion about the topics we cover.
- Misc.:** You are responsible for all announcements made in class, regardless of your attendance status. I would suggest you make friends with someone, if for no other reason than insurance. If you should elect to drop the course, please go through formal channels. Otherwise, you may find an unexpected "F" on your transcript.

If you find you are having difficulty with any aspect of the course, please discuss the problem with me immediately. Most difficulties can be resolved easily once the door for discussion has been opened. This approach will assist me in responding to your needs and in improving the course now, rather than following your final course evaluations. Feel free also to point out those things about the course that you like. If there are topics related to aging that you have particular interest in and you find material or discussion lacking, please let me know so we can cover what is important to you.

I am glad you have enrolled in this course and look forward to becoming acquainted with you during the next few weeks.



Required Course Activities

1. Attendance & Participation (200 pts)

Attendance (100 points)

For you to succeed in this class, you will need to attend and participate. Therefore, attendance and participation in the course will be considered an “assignment.” I will take attendance at random throughout the semester. The 100 pts will be divided by the number of times that attendance is taken (i.e. 10 times = 10 pts each time).

THERE WILL BE NO EXCUSED ABSENCES FOR MISSED ATTENDANCE; PLEASE BE CAUTIOUS ABOUT WHEN YOU CHOOSE TO MISS CLASS. THIS ALSO MEANS THAT I DON'T NEED ANY DOCUMENTATION WHEN YOU MISS CLASS.

Participation (100 points)

Showing up is only part of the requirement. If the instructor determines that you are not participating in class (people who refuse to talk in or contribute to class) he will deduct points at his discretion. Those of you who typically don't speak in class . . . take this opportunity to challenge yourself; to move out of your comfort zone.

2. Exams (600 pts)

This portion of your grade is worth 600 points total. There will be three exams; each exam will be worth 200 points each. These exams will consist of a combination of multiple choice, matching, true/false, fill-in-the-blank, and short answer questions. All tests will be administered in Weber State Testing Centers. No notes, texts, or study aides will be used during the exams. The final exam, given during the scheduled final time, will NOT be cumulative.

Each exam will be made available during a window of a couple of days. Please review the course schedule early to arrange your work/school/personal schedule to accommodate the test dates.

NO LATE OR MAKE-UP EXAMS WILL BE GIVEN

3. Group Presentations (300 pts)

Each student will be required to participate in a presentation focusing on the application of a concept/topic from the text book chapters. Presentations will be made by groups of no more than five students. Each group will clear with the instructor the topic they want to cover during the first two weeks of class. Each member of the group must be present for the presentation and have an active role. The length of each presentation should be between 25 – 30 mins.. Each group must follow the format below.

The objective of the presentation is to inform class members more about a certain topic related to interpersonal communication that was not covered in the book or in any of the lectures (Examples may include: adult attachment, attraction, sexuality, conflict management, divorce, grief, aspects of healthy communication. At least three outside sources should be cited (one must be research based) in the typewritten report that is turned in at the time of the presentation. Creativity will be given additional weight as will class participation, so use the right side of your brain and dazzle us! Each group will submit one written report for all group members.

The typewritten report should include the following three parts:

1. An introduction and rationale for how the information is applicable and important to student's lives.

2. A summary of your outside sources that were particularly relevant and useful.
(A paragraph summary for each of the required (3) sources = three paragraphs).
You should also include a 'works cited' page and all references must be in APA.
3. A summary of the creative or unique way you are going to present the information and how the activities connect with the content of your report.

Oral presentations will be graded as follows:

- 90 points – Quality of the presentation and overall content covered
- 90 points – Creativity
- 30 points – Individual/group participation (for your individual part of the group work)
- 90 points – Written report (based on the three parts)

4. Book Review (300 pts)

"How-to" and "self-improvement" books abound in the area of relationships. Each student will select a book to read, critique, and report. No book titles will be duplicated, so "first come, first serve." Book titles must be approved within the first two weeks of class. More direction will be provided on the format of the book review paper.

5. HOMEWORK (100 PTS)

Random assignments will be made throughout the course of the semester, approximately every other chapter readings. They will be described in detail as they are assigned. The total number of assignments is not predetermined; therefore the points that each assignment is worth will not be determined until the end of the semester. In other words, if there are only two assignments at the beginning of Dec., then each will be worth 50 pts. But if there are five assignments at that time, they will be worth 20 pts each.

POINTS & GRADES

Attendance / Participation	200 pts	(13.3%)
Exams	600 pts	(40%)
Presentation	300 pts	(20%)
Book Analysis	300 pts	(20%)
Homework	100 pts	(6.7%)
Total:	1500 pts	(100%)

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

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

Requirements for Written Work

Writing is an essential component of a university education. Although this is not an English writing course, I read for content and for spelling and grammatical errors. I will deduct points for spelling errors, incomplete sentences, for sloppy work that suggests careless, last minute preparation. Not all of us are naturally gifted writers; so spelling and grammar checkers along with the help of a friend who is proficient, would be ways to avoid having points taken off.

1. Papers must be printed on a good quality printer. Please use Times New Roman 12-point font, set all margins to one inch, left-justify all paragraphs, and double-space all work. All work must be stapled (don't paper clip, fold the edges, or place in a binder).
2. Correct all errors neatly. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice or out of place, a typographical error, omission of the "s" from a plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters, consult a good reference book or the English writing lab.
4. Written work is expected to be organized so as to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in the text and readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers and in responding to exams. Consult the *APA publication manual (5th ed.)* for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others. Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. **Any form of plagiarism will result in a grade of "0" for the assignment.** Refer to the *APA publication manual (5th ed.)* if you have questions regarding referencing written or published works.
8. Attach a separate reference list including all works cited to the back of the paper. Refer to the *APA publication manual (5th ed.)* if you have any questions regarding citations or preparation of a reference list.
10. All work will be considered **late** after the end of class, on the day it is due. Late work will be handled as defined earlier.

Failure to meet any or all of the above criteria will result in the deduction of points from your grade as stated above. The more errors, and the more serious the errors, the more your grade will be lowered.

If you are in doubt about the meaning of the above requirements, or if you have questions, please discuss these concerns with me.

PSY 2000 - Scheduled Class Activities - Spring 2010

Date	Topic	Reading	Assignments
Jan 7	Welcome and Intros	Syllabus	
Jan 14	First look at interpersonal rel.	CH 1	
Jan 21	Communication and Identity	CH 2	
Jan 28	Perception	CH 3	
Feb. 4	Emotions	CH 4	
Feb. 11	Exam #1 Review (available Fri - Wed)		
Feb 18	Language	CH 5	
Feb. 25	Non-verbal Communication	CH 6	
Mar. 4	Listening	CH 7	
Mar. 11	Book Group		
Mar. 15-19	Spring Break - No Class This Week!		
Mar. 25	Exam #2 Review (available Fri - Wed)		
April 1	Family relationships		
April 8	Romantic relationships		
April 15	Group Presentations		
April 16-21	FINAL EXAM		

NAME: _____ W#: _____

HOME PHONE: _____ WORK PHONE _____

E-MAIL ADDRESS: _____

SEX: _____ AGE: _____ RELATIONSHIP STATUS: _____

MAJOR: _____ CLASS: _____

When is the best time to reach you? _____

What do you expect to get from this class? _____

What grade do you expect to earn? _____

PLEASE READ THOROUGHLY AND SIGN:

*I HAVE THOROUGHLY READ AND UNDERSTAND THE REQUIREMENTS SET FORTH IN
THE SYLLABUS FOR THIS CLASS. I AGREE TO COMPLETE THESE REQUIREMENTS
FOR CREDIT IN PSY 2000, AND I FURTHER AGREE TO BE GRADED ACCORDING TO
THE STANDARD SET FORTH.*

Name

Date