

## **INTERPERSONAL RELATIONSHIPS — PSYCH. 2000** Spring 2011 (31257)

Instructor: Craig Oreshnick, Ph.D.  
Office: Student Service Center, Room 280  
Office Hrs.: (by appointment)

Course Schedule: Sat., 9:00 a.m. – 12:00 p.m.

Location: WSU Main Campus (SS 317)

Class Website + E-mail: <http://online.weber.edu> (WSUOnLine)

### **Course Description**

The systematic analysis of interpersonal relationships is used to teach the skills and attitudes necessary for relationship development, maintenance, and repair. Our emphasis will be on the acquisition of effective relationship skills and the communication styles that support them across different contexts.

### **Required Readings**

Person to Person: Positive Relationships Don't Just Happen, (5th Ed.).  
Hanna, S.L., Suggett, R., & Radtke, D. (2008). Pearson / Prentice Hall.



### **Suggested Readings**

Tuesdays with Morrie: An Old Man, A Young Man, and Life's Greatest Lesson.  
Albom, M. (1997). Doubleday.

Difficult Conversations: How to Discuss What Matters Most.  
Stone, D.F., Patton, B., Heen, S. & Fisher, R. (2000). Penguin.

### **Course Objectives**

- 1) To explore and learn about interpersonal relationships.
- 2) To further develop one's practical understanding of interpersonal relationships.
- 3) To bolster our interpersonal skills.
- 4) To relate course concepts to life applications.

### **Modalities**

Class lectures, discussions, exercises, presentations, a film (movie) analysis and exams are used to achieve the course objectives.

## Course Evaluation

Student performance will be evaluated through exams, a film (movie) analysis paper, a small group presentation, assignments and class attendance/participation.

## Course Requirements

1. Midterm and Final Exams — Multiple choice, true/false format (short essay possible).
2. Small Group Presentation — Typically a 55- to 60-minute presentation, but the length may vary according to class size. Topics should be of interest to the presenters and class.
3. Textbook Readings — Complete assigned readings on time and review as needed.
4. Class Attendance and Participation — Regular attendance; participation in class discussions and activities; and on-time completion of assigned homework.
5. Film Analysis and Concept Application Paper — 1½ page film (movie) analysis focusing on application and description of applicable course concepts.

## Grading

REQUIREMENTS	POINTS POSSIBLE
Exams (2 @ 100 points each)	200
Attendance	40
Participation ( <i>In-class activities + homework</i> )	40
Participation ( <i>In-class collaborative learning</i> )	20
Small Group Presentation	50
Film Analysis and Concept Application Paper	50
<b>TOTAL POINTS</b>	<b>400</b>

Grading Scale (percent of total points)

A 94 – 100 %	C 73 – 76 %
A- 90 – 93 %	C- 70 – 72 %
B+ 87 – 89 %	D+ 67– 69 %
B 83 – 86 %	D 63 – 66 %
B- 80 – 82 %	D- 60 – 62 %
C+ 77 – 79 %	F 59%

Percentage Grade: [ (Your total points) / 400 ] x 100

### Small Group Presentation

Group size will vary depending on class size, generally ranging from approximately 4-6 students per group. The topic you select for your group presentation must deal with an aspect of interpersonal relationships that supplements the course material. All topics must be approved. (Additional instructions and details will be forthcoming.)

### Interpersonal Relationships Film Analysis and Concept Application Paper

You are required to view an assigned (one) movie and analyze its contents using concepts covered in your textbook and our course. You may also read and draw from Chapters 11 (Succeeding in Your Career) and 13 (Strengthening Family Relations) as you see fit. Select one movie among the following four films for your analysis: [Akeelah and the Bee](#) (2006) starring Keke Palmer (Akeelah), Laurence Fishburne (Dr. Larabee) and Angela Bassett (Tanya); [Bella](#) (2007) starring Eduardo Verástegui (Jose) and Tammy Blanchard (Nina); [Shadowlands](#) (1993) starring Anthony Hopkins (Jack) and Debra Winger (Joy); and [The Emperor's Club](#) (2003) starring Kevin Kline (Mr. Hundert) and Emile Hirsch (Sedgewick).

You will write (type) a 1½ page (**single-spaced**) analysis using standard-sized type (12 font) and 1" margins (with your name and paper heading within the upper 1" margin). The paper should discuss **four (4)** key concepts as they relate to the film's content and characters, and must clearly demonstrate your understanding of the respective concepts and their application. Use the names of the characters in the film when discussing the respective concepts. The concepts must be identified in **CAPITALIZED BOLDFACE** font when first introduced. **All concepts should be thoroughly defined and described.** Include the **page #s in the textbook** that contain the definitions and explanations of the concepts. In your final section, you will need to make **three (3) specific recommendations** about what could have enhanced the interpersonal relationships and/or the characters' interpersonal functioning in the film. In this final section, identify/define/discuss any additional terms/concepts and their related applications as applicable.

Please review the scoring template (on the next page) used for grading the paper.

**Criteria for Grading Interpersonal Relationships Film  
Analysis and Concept Application Paper**  
(50 possible points)

40 points — Identification of **4** (major) applicable concepts, detailed definitions/descriptions of the concepts, and an articulation of their application within the context of the story (film). Include the page #s of the definitions from your textbook. Use of examples to illustrate major points.

5 points — Provide **3** recommendations regarding specific ways to enhance the various interpersonal relationships within the context of the film, citing additional key terms and definitions as appropriate.

5 points — Demonstrated level of insight into the film's interpersonal (and intrapersonal) aspects.

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

AREAS OF PAPER	POINTS	POINTS EARNED
Identification of the (applicable) <u>four</u> ( <b>4</b> ) concepts, definitions (with pg. no.s) + descriptions of these concepts, and sound articulation of their application within the context of the story (film) using examples.	40	
<u>Three</u> ( <b>3</b> ) recommendations regarding what might have promoted better interpersonal functioning + relationships, citing specifics.	5	
Demonstrated level of insight into interpersonal (and intrapersonal) aspects of the characters and their relationships.	5	
<b>TOTAL:</b>	50	

**Overall Appraisal:**

- \_\_\_ **Excellent**
- \_\_\_ **Good**
- \_\_\_ **\*Satisfactory**
- \_\_\_ **Marginal**
- \_\_\_ **Unsatisfactory**

\* Appraisals of satisfactory or below most commonly result from one or more factors including: insufficient paper length, less than four concepts discussed, missing definitions for concepts / key terms, and lack of sufficient recommendations. Please consult with the professor if you would like additional specifics regarding your score.

### Academic Ethics

All students are expected to behave in accordance with the rights and responsibilities outlined in the WSU Student Code [ [Student Code](#) ]. In pursuit of academic honesty, you are expected to complete all academic work without resorting to cheating, plagiarism, collusion, falsification, lying and/or bribery. All work and assignments are to be your own work unless otherwise instructed by the professor.

### ADA Statement

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities in Room 181 of the Student Service Center, preferably at the beginning of the semester. Services for Students with Disabilities can arrange to provide course materials (including this syllabus) in an alternative format, if necessary.

### Class Attendance and Participation

You can earn a maximum of 100 points for class attendance (40 points) and participation (60 points). You are required to sign in on the class roster at the beginning of each class and sign out at the end of each class. In order to earn full points for a class period, you need to be present for the entire class period. Those who arrive late and/or leave early are not eligible to earn full points. Class participation scores are determined by your class participation which includes participating in general class discussions (20 points), plus completing assigned *homework & in-class activities* which typically also entails group discussion, hence participation (40 points).

Bring your Person to Person textbook to class. You are expected to complete and turn in exercises from the “Reflections and Applications” section of your textbook as part of your regular class participation. These interactive exercises/activities will be conducted to further students’ understanding of the course material. Assignments and homework require students’ attendance as they often involve peer interaction. To earn credit, **assignments must be completed on the forms provided in the textbook** (or on photocopies of the forms). Missed homework assignments may be turned in within one week of the due date for partial credit, with no late assignments being accepted beyond mid-semester and/or the final day of class, depending on if the assignment falls into the first- or second-half of the term, respectively.

### Exams

Exams will be administered via *Chi Tester* at the Student Service (room 262), Social Science (room 36), Union (room 324), Davis (room 214) and West (room 114) Testing Centers. Please refer to their website for more information [ <http://weber.edu/TestingCenter> ]. Hours vary by day and the last test is administered one hour prior to closing. Bring a photo ID (Wildcard and/or driver’s license).

## Exam Content (Textbook)

<b>Midterm Exam:</b> Preface (pg.s xi - xiii) and Introduction (pg.s 1-3) <b>Section One – <i>Relating: Beginning with the Self</i></b> <b>Chapters 1-6</b>
<b>Final Exam:</b> <b>Section Two – <i>Communication: The Key To Relationships</i></b> Introduction (pg.s 167-171) <b>Chapters 7-9</b>  <b>Section Three – <i>Positive Relationships: The Ultimate Achievement</i></b> Introduction (pg.s 223-225) <b>Chapters 10, 11*, 12, 13*</b>
* Chapter 11 and 13 content (pages) as specified in the Course Calendar

### Miscellaneous

You are strongly encouraged to attend all classes and to keep current with the assigned readings in order to maximize your grade. Class begins at 9:00 a.m. and you are expected to be in class on time and to stay for the entire class. Please maximize your attendance points by arriving on time and remaining for the entire class. (Attendance counts for 10% of your course grade.)

Please silence cell phone ringtones and refrain from talking and/or text messaging in class. In extenuating circumstances, please feel free to leave class for the day.

Students are expected to maintain confidentiality regarding other students' personal information/experiences that may be shared as part of class participation/activities. Please use good judgment regarding what you choose to disclose in class. You are not required to disclose things about yourself or your experiences which you are not comfortable disclosing, including those things that should most likely remain private.

Communication with the instructor should preferably be immediately before or following class. If that is not feasible, please use e-mail as your secondary means for communicating with me. I typically respond to e-mail messages within a 1-2 of days. I use WSUOnline (WebCT) to send + receive e-mail messages, and to make announcements regarding important class information. Please familiarize yourself with the WSUOnline (WebCT) Course Tools, including the Mail and Announcements tools/tabs.

Students will NOT receive maximum points for missed (late) exams or late assignments. Please e-mail the professor ASAP in cases of extenuating circumstances to explore the possibility of making up a missed exam. Contact the professor before or prior to the exam closing date.

### Course Calendar / Schedule

The following course calendar is provided as a guide for pacing your readings and organizing your studies. The chapters and readings will be addressed in lecture to varying degrees. You are responsible for reading the textbook and understanding its contents. As you progress through your readings in Person to Person, utilize the “Looking Ahead” chapter objectives and the “Looking Back” chapter summaries as study aids to facilitate your learning of the respective material. Also, use the “Reflect and Apply” sections to further reinforce and broaden your learning. If you do not fully understand the book and/or lecture contents (e.g., PowerPoint slides), please ask questions in class.

While our plan is to adhere to the schedule as outlined in this syllabus, the schedule is at the discretion of the professor and subject to change. Advance notice will be given in the event of any such change.

WEEK OF SEMESTER	PERSON TO PERSON (Chapters)	INFO. RE: DUE DATES, EXAMS, PRESENTATIONS, POSTED ASSIGNMENTS, *NON-LECTURE CHAPTERS and PAPER
Week 1	<b>Preface, Section One</b>	<i>Self-Appraisal</i> (pg. 371) due 1/8
Week 2	<b>1</b>	
Week 3	<b>1, 2</b>	<i>Self-Concept Inventories</i> (pg.s 373-376) due 1/22
Week 4	<b>2</b>	<b>*Read Chpt. 3 on own</b>
Week 5	<b>4</b>	<i>Happiness—It's Up To Me</i> (pg.s 383-384) due 2/5
Week 6	<b>5</b>	<i>Emotional Monitoring &amp; Learning, Rational Emotive Behavior Therapy, Behavior Changes</i> (pg.s 385-386) due 2/12
Week 7	<b>6</b>	
<b>Midterm Exam</b> (Sat., 2/19 – Thurs., 2/24)		

WEEK OF SEMESTER	PERSON TO PERSON (Chapters)	INFO. RE: DUE DATES, EXAMS, PRESENTATIONS, POSTED ASSIGNMENTS, *NON-LECTURE CHAPTERS and PAPER
Week 8	7	<b>Presentations (Begin)</b>  * <u>Read Chpt. 8</u> on own
Week 9	7, 9	
Week 10	9	
Week 11	10	* <u>Read Chpt. 11</u> on own [only pg.s: 269 (Networking); 271-275 (Enjoying Relations at Work)]
Week 12	10, 12	<i>Needs Fulfillment</i> (pg. 407) due 11/13
Week 13  Final Class Session	12	<u>Read Chpt. 13</u> on own [only pg.s: 328 (Exploring Families); 328-329 (Parenting in Positive Way); 332- 337 (Responsibilities of Parenting); 341-345 (Democratic Style Parenting); 345-350 (Positive Parenting Behaviors).]  <b>Presentations (End)</b> <b>Interpersonal Relationships Film Analysis Paper</b> (hardcopy) due Sat., 4/9
Week 14  No Class	<b>Final Exam</b> (Sat., 4/16 – Tues., 4/19)	

DOs and DON'Ts	
DO ...	DON'T ...
sign the attendance roster at the start/end of each class for attendance credit	miss signing the attendance roster at the start/end of each class, as it's your responsibility to sign in
turn in assignments on the forms provided in the textbook (or on photocopies of the forms)	attempt to turn in assignments that weren't completed on the forms provided in the textbook, <b>as they will not be accepted</b>
work diligently with your group in coordinating the small group presentation (and let others know early if you aren't going to participate)	impose on others by not doing your fair share of the work for the small group presentation
rehearse/practice your part of the group presentation	just read your part of the group presentation
write well and maximize your paper's impact by fully defining + discussing your concepts	short shrift your paper by barely meeting the paper requirements
consult with one or more of your classmates if you miss class and want to get current with what was covered (please help one another)	rely on the professor to bring you back up to speed if you miss class, as it is your responsibility to be in class and get current by collaborating with your classmates if you miss class (which happens)
have a good time taking the class and let me know if something isn't working for you	fail to enjoy the class

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