

**Psychology 375 (A01)**  
**Interpersonal Relations**  
**CRN: 22576**  
**Session: Spring 2021**

**Class Time and Location**

Monday, Wednesday, and Thursday 2:30 to 3:20 pm online (I may have to give a video lecture on Thursdays. It depends on whether I can get help taking my BC & Alberta Service Dog puppy, Bennet, to class from 2:00 to 2:40, I will keep you posted)

Zoom Address:

This requires that you log-in via UVic.ca. If you arrive in the waiting room, then you have not logged-in properly. I do not move people in or out of the waiting room.

**Professor**

Dr. Jim Gibson, PhD **Email:** [jemgibso@UVic.ca](mailto:jemgibso@UVic.ca) **Phone:** 250-882-9224

**Office Hour**

**Teaching Assistant**

**Contacting the Professor**

Given that we have moved online, I will not be responding to emails. You are welcome to ask me questions via email ([jemgibso@uvic.ca](mailto:jemgibso@uvic.ca)). If your questions are not addressed in the documentation provided online, then I will answer such questions with a general announcement to the class when I lecture or in an announcement sent out via Brightspace. If I do not address your particular question, then I recommend you study the online documentation for your answer (9 times out of 10 that is where you will find your answer). Another option is for you to speak with me during class, office hours, or if you cannot make the office hours, at the beginning or end of class we can book a time that works for both of us.

**Text:** Miller, R. S. (2018). *Intimate relationships 8<sup>th</sup> Ed.*. McGraw-Hill: New York. You can also purchase this text from VitalSource in digital format (you can rent online digital access, which gives you the ability to read it on a tablet, iPhone or computer for 180 days).

**Extra Readings:** May be assigned a week in advance.

**Helpful Websites:**

Social Psychology Network [www.socialpsychology.org](http://www.socialpsychology.org)

Zoom address: TBA

Ensure you log in via UVic. If you enter the waiting room when you first log in then you have not properly logged in via UVic. When you properly log in you will be admitted straight into the class. I will not grant students entrance into the class via the waiting room. Students who do not properly log in will only appear in my records as a guest, which means I will have no record of your attendance or participation.

**Course Description:** This course is an introduction to interpersonal relationships. The sorts of questions we will be pondering include: What attracts us to others? What makes a good friendship? What makes a lasting marriage? Are first impressions important? Why do we feel jealous? Why do some people hurt the ones they love?

**Pre-requisites:** The pre-requisites for this course are PSYC 201 and PSYC 231. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without pre-requisites are not exempt from having to complete the pre-requisite course(s) at some later date.





Tentative dates for test replacement papers:

Test-replacement Paper 1 Jan 22 11:00 am

Test-replacement Paper 2 Feb 19 11:00 am

Test-replacement Paper 3 March 12 11:00 am

Test-replacement Paper 4 TBA, check on Brightspace

**Option 4. Oral Defense of two assigned research articles.** If you elect this option you will have to speak with me during office hours on Zoom to arrange a day and time. I will assign you two articles to read no more than 7 days before the meeting. I will ask you various questions about the assigned reading. The oral defense will take no more than 20 minutes. **We will not conduct oral defenses in the last week of classes.** More information regarding this assignment can be found on Brightspace in the document “Guidelines for Oral Defense.” Total marks = 13.5.

**Option 5. Experiential Project.** If you elect this option you must engage in an activity or experience related to the course, log at least 8 diaries of your experience and then write and post on Brightspace a report with at least one peer-reviewed primary research report that relates to your activity or experience. More information regarding this assignment can be found on Brightspace in the document “Guidelines for Experiential Project.” Total marks = 13.5.

**Option 6. Optional Article Summaries.** You may elect to submit an article summary on your own or with up to four other students (a maximum of five in the group). One summary will be due before each exam in each section (check Brightspace for the deadlines). You must submit and pass all four summaries to qualify for this option. The summary must be on a peer-reviewed primary research report about a topic covered in that section of material. You cannot use any article that was used in any other assignment for this course or any other course (to do so is academic plagiarism). More information regarding this assignment can be found on Brightspace in the document “Guidelines for Optional Article Summaries.” Total Marks = 13.5.

**Option 7. Digital Presentation:** You may put together a 5-minute digital presentation (video) that must be saved in a movie format (e.g, “mov” or “mpeg,” “avi,” etc), and uploaded to the assignment drop-box “Digital Presentation” via Kaltura on Brightspace before the due date. Your video can be in the form of a documentary, series of slides with a presenter, photos, and audio, or any combination of these. The point is to educate the general public on any area covered in the course. More information regarding this assignment can be found on Brightspace in the document “Guidelines for Digital Presentation.” Total Marks = 13.5.

**Option 8. Pop Quizzes:** Throughout the term I will ask multiple-choice questions in class. I will award two marks for answering a question, and one mark for getting it correct. If your grade on this component is higher than the average of your tests or test-replacement papers, I will apply that grade to your final mark, which will reduce the weight of your tests. Total marks = 13.5.

### **Bonus Marks**

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and my approval for the article you have chosen before writing a review. To receive credit, you must follow these guidelines:

- If you wish to select this option, you must notify me no later than the second term test.
- You cannot use an article for this review that was used for any other component of the course (e.g., test-replacement paper, presentation, poster, optional paper, etc.).
- Completed reviews must be emailed to me as an attachment in PDF or Word format no later than the last day of class in this course. Late submissions will NOT be accepted under ANY circumstances.
- Fully identify the title, author(s), source, and year of the article.
- Clearly summarize the psychological concepts in the article, the methods, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

### **Evaluation Criteria**

I use the I.C.E. as a method of grading all material. Specifically, “I” stands for information, “C” stands for connections, and “E” stands for expansions. I evaluate the quality of the information, that is, whether the facts are relevant, accurately defined, clear, and comprehensive. This will require you to consider, explain, and justify points you raise and why. In doing so, you may document that Point A and Point B are premises to Conclusion C. These connections must be explicitly defined. You should not be making assumptions about my knowledge. The material should stand on its’ own. Finally, and as noted above, the information and connections you make must have some relevance. That is, you must substantiate why you are discussing C or connecting Point A with Point B. Expansions may be theses, ramifications, conclusions, justifications, rationalizations, explanations, etc. They are all about the “why?” or “so what?” In relation to ICE, I typically dock marks rather than give marks. That is, I look forward to an insightful experience when I commence reading your work. Anything that interferes with that experience I see as a flaw. I typically deduct 2.5 marks on a 100-point scale for minor flaws (e.g., typos, disorganized thought, etc.), 5 marks for more severe flaws (e.g., sentence fragments, weak definitions, unnecessary quotation, etc.), and 10 marks or more for egregious flaws (e.g., key points are confused or misunderstood, missing definitions, etc.). Finally, a piece of writing may have all the necessary components, that is, it takes me from point A to point B, but because it was difficult to read or flawed will not be considered first class work. This can often be a matter of style, organization, grammar or a combination of a number of issues. “A” work is engaging, insightful, and flawless. The more creative, engaging and insightful the work is, the more likely it will receive an “A+” (such work would be worthy of publication), while the less creative, insightful and engaging, but still relatively flawless the work is, the more likely it will receive an “A -.” As flaws start to define the work, the letter grade drops (e.g., to a B, C, and hopefully never, to a D or F). For feedback on your tests, I encourage you to call me (250-882-9224) or book an appointment to see me. I will happily review your exam with you pointing out concerns or explaining issues I may have had. I will also do this over the phone. For those of you who submit a test-replacement paper, you will find feedback regarding your work on the same Brightspace page where the assignment was originally posted, typically with the term “marked” appended (e.g., “Jane Doe marked.docx”). Please allow us up to 5-7 days to mark all the papers. Comments will be written in your document via track changes. Please review the comments embedded in your text, and if, after reviewing your work and feedback, you have any concerns or questions, please see the last paragraph in the guidelines and follow my instructions.

### **Course Experience Survey**

I value your feedback on this course. After the second test I will ask you to write one thing you would like me to change about the course and one thing you would like me not to change. I will consider your recommendations to modify the course for the second half. In addition, in the last 10 minutes of the last class, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until

after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). When the course is 5/6 over, an email will be sent inviting you to complete the CES online. I will set aside approximately 10 minutes at the beginning of the last class of the term for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. You will need your UVic NetLink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.



**Tentative schedule** Monday, Wednesday, and Thursday 2:30 to 3:20 pm online (I may have to give a video lecture on Thursdays. It depends on whether I can get help taking my BC & Alberta Service Dog puppy, Bennet, to class from 2:00 to 2:40, I will keep you posted)

Jan 11 to Feb 1	Introductions – review outline, explain options, ask for student helpers Chapter 3 (Attraction), Chapter 4 (Social Cognition) and Chapter 5 (Communication) 9 classes
<b>Jan 18 Friday</b>	<b>Test 1 replacement paper due by 2:30 am on Brightspace</b>
Jan 19	to drop without financial penalty
Jan 22	Last day to add courses
Jan 28	<b>Activity 1</b>
<b>Feb 1 Monday</b>	<b>No class - Test 1 on Chapters 3-5, your outline, and corresponding lectures/activities. You have 35 minutes: You can take it between Feb 1 11:45 am &amp; Feb 2 11:45 am</b>
	<b>Photos due for bonus</b>
Feb 1 to March 1	Chapter 6 (Interdependency & Friendship), Chapter 7 (Friendship), & Chapter 8 (Love) 8 classes
<b>Feb 19 Friday</b>	<b>Test 2 Replacement paper due by 11:00 am on Brightspace</b>
<b>Feb 1</b>	<b>N</b>

**N**

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Spring 2021**

**Prerequisites**

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

**Program Requirements**

For more information see the UVic Calendar January 2021.

**Registration Status**

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

**Commitment to Inclusivity and Diversity**

## Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

[https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies.](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies)

It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that