

Psychology 375 (A02)
Interpersonal Relations
CRN: 22577
Session: Spring 2021

Class Time and Location

Monday and Thursday 11:00 to 12:50 pm online

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 **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). 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 8th 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

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--

such courses are required for the degree program. Furthermore, please check your registration status before the end of the add-period to ensure your enrolment.

Notes on Well-Being

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Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives are well-served by this course,

- c. Add an experiential component that can only be acquired through participation in an activity.
- d. Give you an opportunity to share with others what you know.
- e. Not everything in the text may be covered in the course and not everything in the course may be covered in the text. However, I will test you on class discussions, everything that is in the text, and in the PowerPoint slides posted on Brightspace. Class participation is expected. I reserve the right to modify the course outline at my discretion. I will announce any changes to the outline on Brightspace and in class. I will post PowerPoint slides, additional readings, supplemental readings, and grades, along with other information on Brightspace.

Grades

I will give you both a percentile grade and a corresponding letter grade (See the UVic Calendar for details). I will base your final letter grade in the course on your total score (rounded to a whole number). I cannot arbitrarily increase your grade at the end of the term just because it is close to a cut-off, nor will I help you mine for marks in previously graded material. Because of the size of the class, the number of assignments, all deadlines and the grades submitted for exams, papers and assignments are final. Please strive to do your best for each scheduled “event”. If you are disappointed with a grade, please arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded and you discover you missed a cut-off. I expect you to familiarize yourself with the Important Course Policy Information (see attached). Please note that I reserve the right to remark any material and assign a new grade if I deem that the previous grade is not an accurate evaluation of your performance.

A+ 90 & up	B+ 77 & up	C+ 65 & up	F < 50.0
A 85 & up	B 73 & up	C 60 & up	N = incomplete
A- 80 & up	B- 70 & up	D 50 & up	

Course Work & Evaluations

Part A. Minimum Requirements

Examinations

Four examinations will account for 94% of your final grade. All exams will be conducted online via Brightspace with a 35-minute time limit. Each exam will have two sections. One section will have approximately 25 multiple-choice questions, and one section will have nd1c 0T*TcTJ

2. Optional Assignments: Class Presentations, Digital Posters, Paper, Oral Defense, Experiential Project, Article Summaries, Digital Presentation, and Pop Quizzes.

Everyone has different strengths and weaknesses. I would like to give you an opportunity to work on your strengths and weakness by having the option to complete any number of optional assignments. The mark you receive for any optional assignment cannot lower your final grade. That is, if the mark on a submitted optional assignment is lower than the average of all four of your exams, then the optional assignment mark will not be applied to your final grade. If your optional assignment mark is higher than the average of all four of your exams, then your optional assignment mark will be applied to your final grade and your test marks will be weighted less. You may choose to present on a particular topic that is covered in any section (either on your own or with up to four other people), submit a digital poster online (either on your own or with up to four other people), submit a paper (either on your own or with up to four other people), take an oral test on two assigned research articles (only on your own), undertake an experiential project (only on your own), write four peer-reviewed research article summaries (either on your own or with up to four other people), create a five-minute digital presentation, and/or use your Pop Quiz marks. I will need to be contacted if you wish to give a presentation or take an oral test on two assigned articles; otherwise, there is no need to contact me. What you submit will dictate your final total. How you choose to work in a group is up to your group (e.g., how you divide up tasks and responsibilities). You may submit two or more different assignments from option one to eight, but only one of each, that is, you **cannot** submit two similar assignments. For example, you cannot submit two posters or two papers, but you may do the Pop Quizzes, submit a poster, and a paper, or a poster, a presentation, and a paper, and so on. Names of all the group members must be on any group submission for members to receive a grade. Names will not be added to an assignment after it has been submitted. For every optional assignment you pass I will apply a SONA or Bystander Intervention Training credit you earned toward your final grade (see below).

Option 1. Digital Posters. You may elect to submit a digital poster, either on your own or with up to four other students (a maximum of five in the group). You may pick any topic covered in class. You do not need to run the topic by me. The digital poster must be saved in PDF file format on one page, and posted on Brightspace' Assignment before the last class. I will not accept posters that are improperly saved or late, on more than one page, and from groups larger than five. **More information regarding specific requirements for the poster is on Brightspace in the document "Guidelines for Digital Posters"**. Total marks = 13.5.

Option 2. Class Presentations. You may give a 10-minute lecture on any topic covered within the section of the course in which the presentation is to be given. You may present on your own, or with up to four other students (a maximum of five in the group). You must meet with me in Zoom during office hours if you wish to present because we will need to coordinate with -2 (nut)do not nee stnd posintass. d to

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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

Photograph Bonus (total = 0.5 marks)

This is the same as above

Re-weighting of Highest and Lowest Mark

If you choose to complete and pass any of the assignment options 1 to 8, then I will reweight your final grades such that whatever component of the course (with the exception of class

- 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 and Thursday 11:00 to 12:50. 6sahedule

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

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

x What to do if you miss the final exam scheduled during the formal exam period

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's record.

