

Interpersonal Relationships
Psychology 375 (A01), Fall 2022 (CRB: 13065)
Tues, Wed, Fri, 9:30am to 10:30am
Location: COR B143

We acknowledge and respect the lək'wəjən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Dr. Danu Anthony Stinson, Department of Psychology

Zoom Drop-In Hours: 11:00 am to 12:00pm on Thursdays *or by appointment*

E-mail: dstinson@uvic.ca – include “PSYC 375” in the subject for a prompt reply!

Permanent Zoom Link for Drop-In hours:

<https://uvic.zoom.us/j/84905903381?pwd=K081MG9ZMkZcGxWd2YwclRDhm9NUT09>

Meeting ID: 849 0590 3381

Password: Unad

Teaching Assistant: Sean Morgan

Student Consulting Hours: by appointment with some special sessions around exam time

E-mail: seanmorgan@uvic.ca

Part 1: Course Overview

Course Description

The purpose of this course is to introduce you to research on close relationships, specifically, adult romantic relationships. Our primary analysis will be social psychological, meaning we will examine how people think and feel about themselves in relation to their romantic partners, how people think and feel about their romantic partners, and how people behave within romantic relationships. We will also adopt an empirical approach to the study of relationships. This means we will talk about research a lot. The textbook is broad while the lectures will tend to cover more specific issues, especially applications to popular media and culture.

Course Learning Outcomes

- When presented with research about close relationships, students will be able to effectively evaluate and interpret its methodology and results.
- When presented with the names of theories and concepts concerning the psychology of close relationships, students will be able to accurately identify, define, and provide examples of the concepts.
- When presented with descriptions or video portrayals of close relationship behaviors, thoughts, or feelings, students will be able to recognize and identify the psychological processes at work.
- Students will be able to apply concepts and theories from class to explain and predict close relationship behaviors, thoughts, or feelings that they observe in real life or in media.
- Students will learn to identify common cultural biases and ideologies that inform people's thinking, feeling, and behavior within close relationships, and to recognize how those implicit belief systems can affect personal or relationship well-being.

Course Structure

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

- During class time, I will lead a live lecture on a particular topic (see the schedule on page 8).
- On three occasions throughout the term, we will have longer Video Discussion Sessions. To prepare for those sessions, I will ask students to watch a documentary or lecture and answer a set of Guided Listening Questions before class. Then we will have fun talking about the documentaries in small breakout groups and in the larger class community during our time together.
- Attending and actively engaging in class is strongly encouraged. In addition to benefitting your grade in the class (research shows students who attend class get higher grades. Who knew??), your active participation will make the experience better for all of us. I mean, I really need some people in class to laugh at my jokes or I will wither and die. You can actively engage by showing up, by participating in group activities, by raising your hand to ask questions, and by being respectful and courteous during lectures.
- In addition to these regular meetings, you will complete readings, quizzes, and a term paper on your own time, which are detailed below. We will also have three non-cumulative Exams throughout the term during our regular meeting times.

Respect for Diversity

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

Contacting Dr. Stinson

Please do not contact me using the messaging system on Brightspace – I barely know how that website works and certainly can't be trusted to find your message in time – and please do not seek my attention before lecture when I am trying to get things set up. Please do contact me in one of three ways:

- Stick around to talk to me super briefly after lecture (best for very simple questions!)
- Attend my weekly drop-in hours
- Email me at dstinson@uvic.ca; include “**PSYC 375**” in the subject line to ensure a timely response and make sure you put your name and student number at the end of all email communications.

Please note that I only respond to work emails between 9am and 5pm, Monday to Friday. I do not respond to work emails on holidays or on weekends. If you email outside of regular work hours, please be patient, I will reply as soon as I can and we will resolve your issue or concerns.

Important Website

<https://bright.uvic.ca/>

Please regularly visit the class website on Brightspace (<https://bright.uvic.ca/>). I will post announcements, grades, etc. I will post my lecture slides by 9pm the day before each lecture to help you with your note-taking. Lectures will be paced based on the assumption that you have printed the slides and brought them to lecture with you. The slides will not completely replace attending my lectures as I am very cool and entertaining and that cannot possibly be communicated with some slides. As you will see, my slides provide an outline and you will need to take notes to supplement their content.

Prerequisites

The pre-requisites for this course are a passing grade in PSYC 201 and 231. This class always has a very very long wait list of qualified students, so these pre-requisites cannot be waived.

Course Add/Drop Deadlines

The last day for dropping a course with a 100% fee reduction is **September 20** and the last day to register for classes is **September 23**. It is your responsibility to check your **registration status** by the add/drop deadlines to ensure that you are registered only in courses that you have been attending. Students are responsible for checking their registration status by the add/drop deadlines.

Part 2: Evaluations

Overview

Participation	6
Quizzes	12
Tests	55
Application Paper	25
Research Participation <u>or</u> Research Summaries	2
Total Possible Marks	100

Students who have completed the following elements will be considered to have completed the course:

- Tests (all three)
- Application paper

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”.

Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Part 3: Specific Requirements

Readings

Textbook:

Miller (2022), *Intimate Relationships*, Ninth Edition.

This is a pretty good text and lots of students end up keeping it for future reference. It's also problematic in some ways (e.g., can be heteronormative, outdated treatment of gender, can be sexist) but I try to balance that with a good deal of feminist and queer content in my lectures (yes, I said it!). Students are responsible for reading the textbook chapters listed in the schedule (see page 9 of the syllabus). Some students may choose to use the 8th edition of this text. This is probably OK as not much has changed between editions. But students who choose to use the 8th edition do so at their own risk and should know that the quizzes, in particular, are based on the 9th edition.

Articles:

Students are also responsible for reading the four articles listed here. They are posted on Brightspace.

1. Relationship psychologist R. Chris Fraley has created a very accessible overview of attachment theory and research on his website, which is one of the assigned readings for Jan 24th: <http://labs.psychology.illinois.edu/~rcfraley/attachment.htm>
2. Stinson, D.A., Holmes, J.G., & He, T.H. (2016). Rejection in close relationships. In K.D. Williams & S.A. Nida (Eds.) *Ostracism, Social Exclusion, and Rejection*. New York, NY: Psychology Press.
3. Machia, L.V., Proulx, M.L., & Ioerger, M., & Lehmler, J.J. (2020). A longitudinal study of friends with benefits relationships. *Personal Relationships*, 21, 47-60.
4. Finkel, E. J., Cheung, E. O., Emery, L. F., Carswell, K. L., & Larson, G. M. (2015). The suffocation model: Why marriage in America is becoming an all-or-nothing institution. *Current Directions in Psychological Science*, 24, 238-244.

Videos

1. *The Dark Matter of Love* – (Documentary)
 - Available on Brightspace
2. *Making Marriage Work* – (Lecture by John Gottman, PhD)
 - https://www.youtube.com/watch?v=AKTyPgwfPgg&list=LL_La2yziDuq2J6Jlv8RJOGQ&index=94
3. *For Better or For Worse* – (Documentary)
 - Available on Brightspace

Participation (6%):

During three of our regular meeting times throughout the term (Sep 27, Oct 25, & Nov 29), we will use our class time for group discussion and activities relating to the videos that are assigned

watching for our class. Prior to each class, students will be expected to watch the assigned video and complete a Guided Listening worksheet, which they will bring to class. Then in class, students will meet in small groups of 4-5 students to discuss their worksheets as well as other questions I will pose. Each group will assign one member to the role of “record keeper” for each day. The record keeper will complete a worksheet on behalf of their group. And at the end of these classes, the record keeper will also submit the worksheet on Brightspace on behalf of the group, and each member of the group will receive 2% towards their participation grade for completing one of these worksheets. If you must miss one of these classes due to illness or other unavoidable circumstances, please contact me to discuss your alternatives.

Quizzes (Best 6 of 8 = 12%):

Students will complete 8 quizzes during the term that assess knowledge of the textbook readings (NOT the assigned journal articles or online article). Each quiz will consist of 15 multiple choice questions and will be available on Brightspace for four days prior to the due date. On the due date, at the specified time, the quiz will close and you will no longer have an opportunity to complete the quiz. Once you begin the quiz, you will have 20 minutes to complete it. Your best 6 marks will count towards your final grade. If you experience technical issues when completing the quiz please contact the Computer Help Desk (helpdesk@uvic.ca; 250-721-7687).

Application Paper (25%):

More information about this assignment is included on page 10 of the syllabus. One of the learning goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to watch one of two movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective. This paper is to be no longer or much shorter than three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch margins). The assignment is due Thursday, Nov 24: Please submit the assignment by noon in the drop box on Brightspace. Papers will not be accepted by email. Any papers submitted by email will be ignored. More detail about the assignment is appended to the end of this syllabus. The movies will be posted on Brightspace and discussed in class about one month before the paper is due.

- **Late Assignments:** At 12:00pm (high noon) on Nov 24 the drop box on Brightspace will close. Any assignments not yet submitted will receive a mark of zero. The only exceptions to this policy will be for students who contact me in advance of the due date to arrange an extension. Unexpected and emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

Tests (55%):

There will be three in-class tests that are worth a total of 55% of your final grade. Tests are not cumulative. Test 1 is worth 20%, Test 2 is worth 20%, and Test 3 is worth 15% of your final grade. Each test will cover all material from the textbook, additional articles, videos, and lectures from the period leading up to the test. Each test will have multiple choice and short answer questions.

- **Missing Tests:** I expect all students to be present for tests. If you see a test date that poses a conflict to your schedule, contact me during my drop-in hours or via e-mail (dstinson@uvic.ca) well in advance of the test date to discuss your circumstances. If

illness or personal emergency prevents you from attending an exam, contact me within 2 days of the missed exam (either in person or via e-mail) to discuss your options. If you do not make contact within 2 days of the missed exam, you will receive a score of zero for the missed test. Unexpected and emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

- **Optional Final Exam:** If you would like to increase your grade or have a mark of zero on a missed test, you have the option to write the final exam. The final exam will *replace your lowest test grade*. If your final exam grade is lower than your test grades, it will not replace any of your marks. The optional final exam is cumulative, covering all the text, lecture, and readings from the course. It will only include multiple-choice questions.

Research Participation or Summary Credits (2%):

You have the option of either participating in psychology studies through the Research Participation Pool, or completing short journal article reviews, for a total of 2% of your grade. **This is not a bonus or optional part of your grade like in some other classes.** See Brightspace or the syllabus (pages 12-13) for more information. NOTE: If you choose to use research credits for this course requirement, pay special attention to the fact that 1 SONA credit = 1% towards your grade. So you need 2 SONA credits to receive full course marks on this component based on research participation.

Part 4: Sources of Assistance

Students can seek help for many of the common concerns and problems that arise during the term by using the following resources:

- **Viewing your exams:** Exams will not be returned to students. Students who wish to see their exams should visit their TA during their student consultation hours (or by appointment) and they can walk you through your exam.
- **Grade Appeals:** If you feel strongly that your grade on an exam or written assignment was unfair or mistaken, you must express that concern to Professor Stinson via email or in person during her student consultation hours (NOT before or after class) within one week of the date that the grade was first posted on Brightspace.
- **Academic Accommodation:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, please feel free to contact me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations: <https://www.uvic.ca/services/cal/>
- **Online learning tools:** For issues using Zoom, Kaltura, or other tools associated with the transition to online classes, visit UVic's Learn Anywhere site: <https://onlineacademiccommunity.uvic.ca/learnanywhere/>
- **Computer and technical help:** For technical matters, please contact the Computer Help Desk: helpdesk@uvic.ca, (250) 721-7687, or visit the University Systems Help Centre: <https://www.uvic.ca/systems/support/>
- **Research Participation:** See the instructions on p 11 of the syllabus. Or email the coordinator: p100res@uvic.ca, or refer to the documentation at: <https://www.uvic.ca/socialsciences/psychology/research/participants/>

- **Learning Assistance Program:** Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the Learning Assistance Program (fees may apply):
<https://onlineacademiccommunity.uvic.ca/lap/>
- **English as an additional language:** If English is not your first language and you are having trouble because of that, please contact the English Language Centre:
<https://continuingstudies.uvic.ca/elc/>
- **Counselling services:** Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>
- **Elders Voices:** The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being:
<https://www.uvic.ca/services/indigenous/students/programming/elders/>
- **Mental Health and Well-Being:** Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a wealth of resources to help students through those tough times:
<https://www.uvic.ca/mentalhealth/> Students are also expected to familiarize themselves with the Department of Psychology Important Course Policy Information (see pp. 14-16 of the syllabus).
- **Sexualized Violence Prevention and Response at Uvic.** UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out: Where: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021 Email: svpcoordinator@uvic.ca Web: www.uvic.ca/svp

PSYC 375 (A01) Proposed Schedule of Classes (To be adjusted as needed)

Day	Date	Lecture Topic	Associated Readings	Quiz Due Date
Wednesday	Sep 7	Introduction	Ch 1	
Friday	Sep 9			
Tuesday	Sep 13	Attraction & First Impressions	Ch 3	
Wednesday	Sep 14			
Friday	Sep 16			Quiz 1(Ch 1+3)
Tuesday	Sep 20	Relational Cognition & Attachment	Ch 4 Text pp. 14-19 Article 1	
Wednesday	Sep 21			
Friday	Sep 23			Quiz 2(Ch 4)
Tuesday	Sep 27	Video 1 Discussion Session		
Wednesday	Sep 28	Love & Intimacy	Ch 8	Quiz 3(Ch 8)
Friday	Sep 30	National Day for Truth and Reconciliation – Class Cancelled		
Tuesday	Oct 4	Coping with Insecurity	Article 2	
Wednesday	Oct 5			
Friday	Oct 7			
Tuesday	Oct 11	Test 1		
Wednesday	Oct 12	Social Exchange, Interdependence,	Ch 6	
Friday	Oct 14			Quiz 4(Ch 6)
Tuesday	Oct 18	Commitment		
Wednesday	Oct 19	Communication & Conflict	Ch 5 & Ch 11	
Friday	Oct 21			Quiz 5(Ch 5+11)
Tuesday	Oct 25	Video 2 Discussion Session		
Wednesday	Oct 26	Sexuality	Ch 9 Article 3	
Friday	Oct 28			
Tuesday	Nov 1	The Darker Side of Relationships	Ch 10 & 12	
Wednesday	Nov 2			
Friday	Nov 4			Quiz 6(Ch 9+10)
Tuesday	Nov 8	Test 2		
Wednesday	Nov 9	Reading “Week” – Class Cancelled		
Friday	Nov 11			
Tuesday	Nov 15	Relationship Dissolution & Loss	Ch 13 Article 4	
Wednesday	Nov 16			
Friday	Nov 18			Quiz 7(Ch12+13)
Tuesday	Nov 22	Relationship Maintenance	Ch 14	
Wednesday	Nov 23			
Friday	Nov 25			Quiz 8 (Ch 14)
Tuesday	Nov 29	Video 3 Discussion Session		
Wednesday	Nov 30	(Lecture overflow: TBD)		
Tuesday*	Dec 6	Test 3		
Final Exam Period		Optional Final Exam	Cumulative	

Psych 375(A01) Application Paper

One of the goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to watch one of two movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective.

- *How do I analyze the social situation?* To succeed, try to think like a social psychologist, marshalling evidence to support your claims and deducing hypotheses about what might be happening from theories in the course. The focus should be on untangling the complexities of the relationship(s) in the movie using concepts from the lecture or text, not your own ideas (great as they may be). Ask yourself about the details of the social situation being depicted in the movie, and how those details relate to what you've learned in this course. You may wish to consider the following questions in your analysis: Based on social psychological theory, what events might have caused the relationship events depicted in the movie? What events might follow the events depicted in the movie? What could have been done to avert/change the outcomes depicted in the movie? What might be the psychological repercussions of the events depicted in the movie for the event participants? Do not limit yourself to these questions, I offer them as food for thought.
- *How much detail should I use to describe the theories?* It isn't necessary to explain class material in detail. However, you should be persuasive about why a theory applies in this instance and what its implications are in these circumstances. Show us that you understand the theories and findings by the way you use them in the assignment, not by describing them extensively.
- *Can I start working on it now? What material is relevant?* You can start working on your assignment as soon as I post the movies on Brightspace and we discuss them in class. All assigned readings and lecture content are relevant.

If you need any help with your paper, do not hesitate to come see Dr. Stinson or your TA.

Additional Requirements

- Your paper should be three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch margins). This page limit does not include title page or references. Papers that go past the page limit will be penalized. Papers that are noticeably short of this page limit (i.e., 2 ¾ pages or shorter) will be penalized.
- Your paper must cite material from the text and lectures, but must also reference two journal articles relevant to your analysis. The journal articles you cite must come from the following approved journals only:
 - *Social Psychological and Personality Science*
 - *Personal Relationships*
 - *Journal of Social and Personal Relationships*
- To save space, you do NOT need to use formal APA style when citing the text and lecture in your paper. Instead, please use the following simplified style for this class and this assignment only!
 - Citing Lectures: "This behavior suggests that Kermit the Frog has avoidant attachment (Lecture, Nov 17)."

- Citing the Text: “This behavior suggests that Kermit the Frog has avoidant attachment (p.14).”
- You DO need to use proper APA style when citing your two additional journal articles. You can find an excellent online tutorial concerning APA style here: <https://owl.english.purdue.edu/owl/resource/560/01/> . I will also post an APA style guide on Brightspace.
 - Additional journal articles: “This behavior suggests that Kermit the Frog has avoidant attachment (Ink, Pink, & Stink, 2019).”
- Be sure to include a complete, APA style reference for the text and the additional journal articles you cite at the end of your paper (i.e., a reference list). Follow APA style when preparing your reference list.

Some additional information based on common student questions:

- This is not a formal essay. You do not need a formal introductory statement or closing paragraph. In fact, I suggest you don't waste words on such repetitive features. You don't even need a formal thesis statement. You can jump right into your analysis. Remember -- the goal is to demonstrate your mastery of course content! All your writing should be aimed at meeting this goal.
- Try to balance breadth and depth in your analysis. Breadth = apply multiple concepts. Depth = go into detail about the finer nuances of the theories you apply. Declaring that someone has a particular attachment style might meet the breadth requirement (in combination with other theories being applied, of course). Discussing why they have a particular attachment style, how their style might influence cognition, emotion, and behavior, how their attachment might vary across relationships, or how it will influence the relationship over time... this is all depth analysis that makes the difference between a good paper and a great one.
- Don't write your opinions. One way to judge this characteristic is to ask yourself: "Could someone who has never take this course say this?" If yes, then you are not demonstrating your mastery of course content.
- If you want to cite either of the educational videos we discussed in class, just cite the lecture and be clear in your writing that you are talking about the Dark Matter of Love movie or the Gottman lecture. e.g., "According the Gottman, blah blah blah (Lecture, Oct 24).
- Remember your audience, which is your instructor and your TA. Assume that your reader has expert knowledge of course content and also has seen the movies. So don't waste space providing a synopsis of the movie plot and don't waste space providing long definitions of course concepts. You don't need to define attachment style, for example. You need to show me you know what it is by applying it correctly and discussing the implications of the theory (ie. depth of analysis!).

Participation in Psychology Research:
Guidelines for Psychology 375(A01), Fall 2022

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in PSYC 375 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 60 minutes of participation will earn 1 SONA participation credit, and **one** SONA participation credit is required to earn a 1% contribution towards your grade in PSYC 375. Thus, to earn their full 2% for Research Participation in PSYC 375, students need to earn **two (2) SONA participation credits**. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?

For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, December 4.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: p100res@uvic.ca
SONA system website: <http://uvic.sona-systems.com>

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, ¾ inch margins) of journal articles from approved journals (see list below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted on CourseSpaces by noon on Nov 28. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted**
- Be typed using 12 point font, Times New Roman, double spaced, ¾ inch margins, no longer or much shorter than one page.
- Be on articles from the following journals: *Personal Relationships*, *Journal of Social and Personal Relationships*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be submitted in the drop box along with your review. No links to online articles! Students who do not submit a PDF copy of their article along with their summary will receive a mark of zero. A link/url is not sufficient – they often don't work and I won't click on unknown links anyway!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 2% credit.

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Winter Session 2022

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

¹ Syllabi belong to the department through which the course is administered.

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](#). 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 students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2022.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on **Avoiding Plagiarism**

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](#).

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.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **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 academic record.
- **What to do if you miss an exam other than one scheduled during the formal exam period**
Do not apply at Records Services for a “Request for Academic Concession”. Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam. Medical documentation is not required.
- **What to do if you require additional time to complete course requirements**
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Winter session - first term (September – December)

Wednesday, Sept 7 th	First term classes begin for all faculties
Monday, Sept 19 th	Day of Mourning - Queen Elizabeth II (No Classes)
Tuesday, Sept 20 th	Last day for 100% reduction of tuition fees for standard first term and full year courses 50% of tuition fees will be assessed for courses dropped after this date.
Friday, Sept 23 rd	Last day for adding courses that begin in the first term
Friday, Sept 30 th	National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10 th	Thanksgiving Day (No Classes)
Tuesday, Oct 11 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Monday, Oct 31 st	Last day for withdrawing from first term courses without penalty of failure
Nov 9 th - Nov 11 th	Reading Break for all faculties
Tuesday, Dec 6 th	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Tuesday, Dec 6 th	(Friday course schedule) Last day of classes in first term for all faculties
Dec 8 th - Dec 21 st	First-term formal examination period

Winter session - second term (January – April)

Monday, Jan 9 th	Second term classes begin for all faculties
Sunday, Jan 22 nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 th	Last day for adding courses that begin in the second term
Sunday, Feb 12 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 th - Feb 24 th	Reading Break for all faculties
Tuesday, Feb 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 th	Last day of classes in second term for all faculties
Apr 11 th - Apr 26 th	Second-term formal examination period

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/