PSYC 443: Intimate Relationships

Territorial Acknowledgement: Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

Instructor: [redacted]
Email: [redacted]
Phone: [redacted]
Office**:** See onQ

Office hours: Please schedule a meeting here: [redacted]
Meeting times are automatically set to 15 minutes. If you require more than 15 minutes, you may book another meeting immediately following the first. You can choose either an in-person meeting or a remote meeting via MS Teams.

Contacting me: Email is my preferred method of contact. Please enter "PSYC 443" in subject line. Please note that I respond to emails within approximately 48 hours (although usually the same day), Monday to Friday, between 9 and 5pm.

Course times: Fall 2023, Sept5-Dec5
Time & Location: See onQ
Modality: in-person
Number of credits: 3.0
Pre-requisites: PSYC 203/3.0 and PSYC 241/3.0.

Required Course materials: Miller, R. (2022). Intimate Relationships (9th ed). McGraw Hill. Available at the Campus Bookstore OR from the publisher ***Please note that Connect is not required for this course, either a hardcopy or electronic copy of the textbook is suitable***

Connery, B. A, & Vohs, J. L. (2006). Group work and collaborative writing. (Davis, CA: University of California, Davis). *Available onQ under "Course Reserves."*

Calendar description: Classic and contemporary research pertaining to adult romantic relationships. Topics include attachment styles, relationship development, communication, and conflict in relationships.

Learning outcomes:

1. Explain the scientific theories underlying phenomena such as attraction, commitment, conflict within relationships, and relationship maintenance
2. Critically evaluate opposing theoretical perspectives and defend their own position in these theoretical debates
3. Formulate a novel research hypothesis in the field of relationships science and design a study to test this hypothesis
4. Apply knowledge to a case study and communicate their ideas to the class
5. Work cooperatively in small groups to discuss and explore topics within the field of relationship science

Suggested Time Commitment: In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class, studying course material, and completing homework or preparing for your assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit SASS) that distributes the 8-10 hours per week and avoid 'cramming'. This way you will be more likely to complete the course successfully and remember what you learned longer.

Course timeline: The following schedule reflects the order of topics. Lecture topics may be covered before/after the scheduled date depending upon factors such as topic progression. The instructor reserves the right to modify the contents of this syllabus as necessary. Any changes made to the course calendar will be communicated to students in a timely manner. All dates and times in this syllabus are EDT/EST.

Week	Day	Date	Topic	Chapter
1	Wed	Sept 6	Intro	1
2	Mon	Sept 11	Methods	2
	Wed	Sept 13	Attraction	3
3	Mon	Sept 18		
	Wed	Sept 20	Social cognition	4
4	Mon	Sept 25		
	Wed	Sept 27	Communication	5
5	Mon	Oct 2	**National Day of Truth and Reconciliation: No Class**	
	Wed	Oct 4	Interdependency	6
6	Mon	Oct 9	**Fall break: No class**	
	Wed	Oct 11		
7	Mon	Oct 16		
	Wed	Oct 18	Friendships	7
8	Mon	Oct 23		
	Wed	Oct 25	Love	8
9	Mon	Oct 30		
	Wed	Nov 1	Sexuality	9

10	Mon	Nov 6		
	Wed	Nov 8	Stresses & strains	10
11	Mon	Nov 13		
	Wed	Nov 15	Conflict	11
12	Mon	Nov 20		
	Wed	Nov 22	Power and violence	12
13	Mon	Nov 27		
	Wed	Nov 29	Maintenance, loss, & reparation	13
14	Mon	Dec 4		

Important University Dates

Date	Event
Sept 5	Classes start
Sept 18	Last day to add courses
Sept 18	Last day to drop courses without financial penalty
Oct 30	Last day to drop without academic penalty
Dec 5	Classes end
Dec 7- 21	Final Exam period

Grading Scheme & Method:

Evaluation	% of Course Grade	Dates	CLOs
Participation	15%	Each class	1, 2, 4, 5
Seminar presentation	15%	Schedule TBA	1, 2, 4
Relationship column activities Questions (Q) (x2) Responses (R)(x2)	 14% (7% each) 28% (14% each)	 Q1: Oct 2 R1: Oct 16 Q2: Nov 13 R2: Nov 27	1, 4
Group Research Proposal Group contract Group timeline Peer evaluation Written submission	 3% 2% 3% 20%	 Sept 25 Sept 25 Dec 4 Dec 4	1, 3, 5

Participation (15%): Students are expected to actively contribute to the class environment by being prepared for and engaging in discussions, asking and answering questions, and offering their insight, critique, and/or application of course concepts. Participation grades are determined holistically, based on participation throughout the entire semester. Participation grades are not based on attendance; however, students must be present in class in order to demonstrate their engagement. Participation is an essential requirement of the course; no alternatives are available.

Seminar Presentation (15%): Students will be assigned a topic and will select and present (in-class) an everyday example of a theory from that assigned topic. Examples may be drawn from real-world or fictional events (e.g., a song, scene from a book, film, or television). This presentation should include a critical analysis of the event in relation to theories from the assigned chapter. Presentations should be approximately 10 minutes in length, with 5-10 minutes for discussion. Presenters are required prepare two questions for class discussion based on their presentation. Further detail will be discussed in-class and available onQ.

Relationship Column Activities (42%):

1. Relationship column questions (2 at 7% each): Students will write two questions directed towards a relationship column. The submission should demonstrate an understanding of how at least 3 specific course concepts can be observed and/or applied in everyday life. Submissions should be 250-500 words, including a brief description of how three course concepts are related to the question.
2. Relationship column responses (2 at 14% each): Students will be assigned 2 questions during the term and will write a response to an anonymous relationship column question (see above) based on the theories and concepts covered in the course. The submission should demonstrate an understanding of how three specific course concepts can be applied in everyday life. Submissions should be no longer than 750 words, excluding the reference list. Assigned questions TBA.

Group Research Proposal (28%): You will work in groups to write an APA style research proposal. This includes formulating a research question, a testable hypothesis, designing a study, hypothesized results, and potential implications. The proposal may be in any area related to the course, but may not focus on special populations (e.g., individuals diagnosed with Autism Spectrum Disorder). Each member of the group must be prepared to fully contribute to each component of the research proposal. The value of the written proposal is 20%, 3% of the group research project will be based on completion of a group contract, 2% will be based on completion of a project timeline, 3% of the group research proposal grade will be determined by peer evaluation. Students are responsible for keeping a record of their own contributions to the proposal, which may be requested by the instructor in the case of questions of a group member's contribution. Inability to demonstrate sufficient contributions will result in a grade penalty of up to 100%. Further information will be posted onQ and discussed in class.

onQ: Throughout the term, I will routinely post course news in the Announcements section of the course homepage. I encourage you to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities. If you have general questions about anything in the course and that your question may benefit other students, you are invited to post your question in the Course Questions discussion forum. Feel free to help answer your peers' questions on this forum.

Queen's Email: The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Assessment of Learning Outcomes: Your grade in this course will be calculated based on your performance on the assessments as documented in this syllabus. There are no other opportunities for credit other than those documented in this syllabus. Grades on assessments are allocated based upon demonstrated mastery of the materials and skills as evaluated by the instructor. Students must participate in the course, complete the seminar presentation, group research proposal, and 1 of 2 relationship column questions and responses in order to pass the course. These are essential requirements.

Please note, the grading rubrics in this course have been created to help guide you toward success on this assignment, highlighting key criteria essential to your success; however, the marking rubric is not an exhaustive list of success criteria. While the teaching team will be providing marks on this assignment using the criteria outlined in the marking rubric, the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. Please review the marking rubric in detail and connect with the teaching team if you have any questions.

It is essential that written submissions are composed with university-level writing, including spelling and grammar. Quality of writing, including spelling and grammar, is graded according to the assignment rubrics. Written assignments are designed so that there is sufficient time for students to review and correct their writing prior to the published deadlines. Please take advantage of the following resources to ensure your submission satisfies this essential requirement:
Academic English Skills: https://sass.queensu.ca/resources/academic-english-skills
Asynchronous Feedback Service: eal.sass@queensu.ca
Peer Writing Assistants: https://sass.queensu.ca/appointments
Professional Writing Consultants: https://sass.queensu.ca/appointments

Grading Method: All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56

D-	50-52
F	49 and below

Assignment submission & Late assignments: All assignments are submitted through the course onQ. Emailed assignments are not accepted and will not be graded. Students may access MS word via Microsoft 365: https://www.queensu.ca/its/software/available-software/microsoft-365-apps-enterprise/tutorials/office-windows

Unreadable/corrupt/empty/incomplete or "incorrect" files or files that are not in the required format will be considered late and penalized accordingly until the assignment is properly submitted. Students are not permitted to revise their submissions in any manner once the deadline is passed. It is the student's responsibility to ensure that their document is (1) readable and (2) in the correct format.

With the exception of seminar presentations and participation, each assignment has a three-day grace period. That is, your assignments are due on the due date posted, but will be accepted, without penalty, up to 72 hours afterwards. Assignment submission folders will close 72 hours after the assignment deadline and assignments not submitted by that time will not be eligible for credit. Short term academic consideration is therefore built into these assignment due dates and will not be extended past this 3-day grace period for students without long-term academic consideration or accommodations for disabilities.

Policy for Review of Graded Work: Requests for assignment regrading may be made between 48 hours and 7 days after you have received the marked copy of your assignment. Be sure to read your feedback carefully before you submit a request for review of graded work. To request that your assignment be reviewed, please include the following in your email:

- Your name and student number.
- The original copy of your marked assignment, attached.
- Your reason for the request:
    - The **specific** aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
    - Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

If a review of graded work results in a different final grade, the new grade will stand regardless of whether it is higher or lower than the original grade.

Course Feedback: At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys, questionnaires, and exit tickets. This feedback enables my

teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback will be sought throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Web Browsers: onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

Students are encouraged to work with the most recent versions of software, including web browsers, Java, Flash, and Adobe Reader.
For technology support ranging from setting up your device, issues with onQ or to installing software, contact ITS Support Centre https://www.queensu.ca/its/itsc

Discussion Guidelines: University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Accommodations for Disabilities: Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking Access Ventus button at Ventus | Accessibility Services | Queen's (queensu.ca)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and

implement academic accommodations. To learn more go to: https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students

Please contact psyc.accom@queensu.ca if you have any questions.

Academic Consideration for Students in Extenuating Circumstances:
Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. Please contact psyc.accom@queensu.ca if you have any questions.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Coordinator Name: [redacted]
Coordinator email address: psyc.accom@queensu.ca

Your professor requests email/phone communication within 2 days of receiving verification of your Consideration request. Students are encouraged to submit requests as soon as the need becomes apparent and to contact their professor as soon as possible once consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see our website.

Academic Integrity: Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the

values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Issues of academic integrity that are particularly relevant to this course are as follows (adapted from https://www.queensu.ca/artsci/students-at-queens/academic-integrity):

1. **Plagiarism:** Presenting another's ideas or phrasings as one's own without proper acknowledgement. For example: Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement, copying from another student, using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement, or submitting the same piece of work in more than one course without the permission of the instructor(s).

   Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:
   - *https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating*
   - *https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing*
   - *http://writing.wisc.edu/Handbook/QPA_paraphrase.html*

2. **Use of unauthorized materials**, such as possessing or using unauthorized study materials or aids during a test copying from another's test paper, using unauthorized calculator or other aids during a test, unauthorized removal of materials from the library, or deliberate concealment of library materials.
3. **Facilitation:** Enabling another's breach of academic integrity, such as by making information available to another student, knowingly allowing one's essay or assignment to be copied by someone else, buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.

We all share in maintaining a culture of integrity, if you become aware of anyone trying to share, or solicit, answers to tests or exams, please remind them that this is against the rules and inform your TA or instructor immediately.

4. **Falsification:** Misrepresentation of oneself, one's work, or one's relation to the University, such as by altering transcripts or other official documents relating to student records, impersonating someone in an examination or test, submitting a take-home examination written, in whole or in part, by someone else, or fabricating or falsifying laboratory or research data.

Generative Artificial Intelligence (AI) Tools: Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Copyright of Course Materials: Unless otherwise stated, all course materials are copyrighted and are for the sole use of students registered in PSYC 443. The materials may be downloaded for a registered student's personal use but shall not be distributed or disseminated to anyone other than students registered in this course. Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell, or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express written consent.* A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Turnitin Statement: This course uses Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely to detect plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to select the authenticity of work as a part of a larger process. Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's, Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy

Policy**.** Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Equity, Diversity and Inclusivity Statement: Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

Expectations: Students in this course are expected to attend both remote and in-person sessions, be prepared to learn, participate, and contribute productively to the course environment. Students can help prepare themselves by reading the assigned material before class (recommended) and keeping up to date on materials e.g., via onQ. Students must take personal responsibility for their learning and actions, such as by taking the initiative to try to find the answers to their questions, clarify concepts, and complete required assignments to the best of their ability. In turn, students can expect that I will provide a welcome and stimulating class environment. I value equity, fairness, and transparency in all aspects of the course. I encourage student questions, discussions, and engagement, whether in-person or online. I will act as a guide to the course content and provide supplementary information, highlight important concepts, and teach new skills. I have high expectations for students and will do my utmost to help each student excel. Throughout this course, there will be opportunities for you to interact with your instructor and your peers. The professor and students in this course are expected to "act in good faith," which means fair and honest dealings, interactions, and communications. You are expected to behave with integrity at all times, both in face-to-face interactions and when engaging with each other online. See the discussion guidelines which I expect each of us to adhere to when interacting with one another, whether in person or online.