

# Interpersonal Relationships 2000

Fall Semester 2015 (August 31<sup>st</sup>-December 18<sup>th</sup>, 2015)

---

<b>Instructor:</b> Jaclyn King Knapp, M.S., ED.S., Email: <a href="mailto:jaclynking@weber.edu">jaclynking@weber.edu</a> Cell Phone: 801-643-5225	<b>Class Location:</b> Davis High School RM: 325 S <b>Time:</b> Tuesdays 5:30-8:10 p.m. <b>Credits:</b> 3 (PSY 2000) <b>CRN:</b> 23145
---	---

## Course Description:

The purpose of this course is to examine the theoretical and empirically supported data relevant to interpersonal relationships, and to gain an understanding of relationship development, maintenance, and repair. Our emphasis will be on understanding maladaptive and effective relationship skills cross-culturally, focusing specifically on their effects regarding individuals, families, and our society as a whole.

## Required Texts:

- Intimate Relationships, (2<sup>nd</sup> Ed). Bradbury, T.N. & Karney, B.R. (2010). *Norton & Company*. ISBN-10: **0393920232** | ISBN-13: **978-0393920239**
- And Baby Makes Three, Paperback, January 22, 2009. John Gottman, Ph.D  
**ISBN-10:** 140009738X OR **ISBN-13:** 978-1400097388

You will need a copy of the text. The text can be obtained through the Weber State bookstore as well directly from the publisher or from Internet or other vendors. You may use the traditional hardbound edition or ebook versions or rent the text from a rental company. These latter options may be less expensive than the regular hardbound version.

**Consultations:** I will be available for brief consultations before and after class each day in our scheduled classroom. If you need to meet with me at another time, please call or speak with me in class and I will be happy to arrange another time for you. My cell phone is listed under the instructor information. I am available by phone, text and email. For fastest responses please text or call me.

## Course Objectives:

- To appreciate the importance of intimate relationships for individuals, children, and society
- To articulate the basic tenants of the influential theories used to understand intimate relationships
- To evaluate knowledge/advice concerning intimate relationships based on methodological rigor
- To understand the magnitude of the differences between men and women and the key areas where sex differences arise within an intimate relationship
- To identify the key intrapersonal and interpersonal processes within intimate relationships and the impact of these processes on intimate relationships
- To understand the ways that contextual and cultural factors influence intimate relationships
- To articulate the basic concepts related to various couple therapy modalities
- To understand the ways that intimate relationships develop within a particular couple and across the lifespan
- To develop research-based communication and problem solving skills for intimate relationships

**Expectations:** Come prepared for class each day. Complete scheduled reading and/or other assignments before class and be prepared to participate in a discussion of the concepts and ideas. A lecture format will predominate, however, I prefer an interactive classroom and your appropriate questions, comments and observations are encouraged and will be most welcome. Guest speakers will present from time to time. This requires you to be prepared before class. Please be courteous to your classmates and instructor. Please be prompt in entering the classroom so as to not interrupt lectures or cause inconvenience to other students in the class. **Please have cell phones, beepers and other electronic devices turned off before and during class.** Participation [questions, comments or observations] in class discussions is welcomed; eating, private conversations, or other interruptions during lectures are not. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second

warning, disruptive students will be asked to leave the classroom after each additional incident. If the problem continues, students will be counseled to drop the course.

Class attendance is essential and it's part of the final grade. Emergency Closure: If for any reason the university is forced to close for an extended period of time, we will conduct our class . . . [via e-mail, Canvas, etc.]. Look for announcements on [Weber e-mail, etc.]. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Anything which is included in lectures, discussed or presented during class or otherwise assigned may be included in an exam— including information and material not in the text. It is a good idea to find a friend in class to study with and with whom you can share notes if one of you is unavoidably absent, the instructor will not provide make up notes for missed classes. If you are unable to attend classes you may wish to enroll in another course with a hybrid or online format. Missing classes is not advised given the participation points that occur in nearly every class session. If difficulties arise in attending class, please, speak with the instructor. If you need to miss class for any reason, please contact the instructor or obtain notes from a classmate.

Be sure to check with me if you experience any problems understanding concepts, completing assignments or encounter difficulties with the exams. The sooner a difficulty is brought to my attention, the sooner we can work together to find a good solution. It is difficult to catch up if material is not mastered as the course proceeds.

**Disability Accommodations:** In accordance with the Americans with Disabilities Act (ADA), any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room Suite 181 in the Student Services Building (626-6413). ([http://departments.weber.edu/ssd/handbook/hb\\_07.htm](http://departments.weber.edu/ssd/handbook/hb_07.htm)). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known. Please refer to SSD's website for more information: <http://weber.edu/ssd>

**Academic Integrity:** Cheating and deceit are not acceptable. (Academic Dishonesty: As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is "the unacknowledged (uncited) use of any other person's or group's ideas or work." Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.) Academic dishonesty will result in an E for the class. You may consult with each other on assignments - in fact, you are encouraged to do so - but you must turn in your own work. If you quote from a book, article, or web site, you must properly quote and cite your work. Avoid even the appearance of cheating or plagiarism. All work submitted under your name is assumed to have been done by you and you alone. The consequences of being caught cheating are serious, including receiving an E for the class and being reported to the dean of students. If cheating occurs, it will be handled on a case by case basis. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and agreement with this policy. WSU subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course may require that some or all of your assignments be submitted to Turnitin this semester. Documents submitted to Turnitin are retained, anonymously, in the company's databases.

**Exams and Quizzes:** The class schedule lists the when the quizzes and exams will occur.

**Students can take quizzes from any computer lab, home computer, library etc., but not from a testing center. This exam is open note and open book. Each quiz has ten multiple choice questions and it worth 10 points.**

**Students must take each exam via Chi Tester in one of the designated campus Testing Centers.** To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule for dates – it is your responsibility to allow yourself enough time on that date and to make sure the testing center is available during that period) with a photo ID and your W#. If you would like to make a reservation for the exam you may do so at [www.chitester.weber.edu](http://www.chitester.weber.edu). **For information on locations, hours, busy times, policies and more, check online at [www.weber.edu/TestingCenter](http://www.weber.edu/TestingCenter).** Each exam and quiz will have multiple-choice, T-F, essay or other objective type questions that you will have an unlimited amount of time to complete. Exams will be administered via Chi-Tester or in paper format at the testing center. Any material which is covered during the course [lecture, case histories, class discussion & activities, speakers, video clips, media information– newspaper or magazine articles, etc.] may be included in the exams, but the majority of questions will focus on information from the textbook (approximately 80%). Exams will not be cumulative, but will cover only the material included in each unit.

**In-Class Participation Assignments and Short Essay Assignment:** This course is designed to be highly interactive, including class discussions and a variety of activities. There are class participation assignments randomly assigned throughout the course. These assignments will be completed **within the class period and must be handed in to the instructor with the students' name on it at the end of class.** Marking for these activities will be based on evidence that the assignment was fully completed, with serious thought given to the subject.

There will also be one short essay assignments that will directly relate and expand on concepts covered in class surrounding the work of Dr. John Gottman, an expert in the field of interpersonal relationships. This assignment will be explained in greater detail and instructions for its completion will be given during the third week of class.

**Please note that there are no make-ups on exams, quizzes, in-class activities or other assignments that are missed. No late work will be accepted. Should there be an emergency situation which makes it impossible for you to take exams or complete assignments as scheduled, please personally notify me immediately if these circumstances develop. Other scheduling conflicts must be resolved with prior approval from the instructor.**

**Course Calendar:** The following is an approximate time frame for the lectures and activities for the class. It is subject to change and modification as the semester proceeds. Guest speakers will be added to the schedule as it pertains to the chapter and as they are available.

Date	Chapter	Assignments / Examination Schedule
9/1/15	Chapter 1 – What do we want to know about intimate relationships?	<b>Quiz 1 due by 9/7/15</b>
9/8/15	Chapter 2 – Tools for studying intimate relationships	<b>Quiz 2 due by 9/14/15</b>
9/15/15	Chapter 3: Theoretical Frameworks for understanding intimate relationships <i>Baby Makes Three</i> Pages 1-48	<b>Quiz 3 due by 9/21/15</b>

9/22/15	Chapter 3: Theoretical Frameworks for understanding intimate relationships (continued)  <i>Baby Makes Three</i> Pages 1-48 (continued)	<b>Test 1, covering chapters 1,2, and 3 plus <i>Baby Makes Three</i> (pgs. 1-48)</b> <b>Open from 9/23/15 – 9/26/15</b>  <b>Quiz “Gottman 1” due by 9/28/15</b>
9/29/15	Chapter 4: Men and Women: Gay and Straight	<b>Quiz 4 due by 10/5/15</b>
10/6/15	Chapter 5: Attraction and Mate Selection	<b>Quiz 5 due by 10/12/15</b>
10/13/15	Chapter 6: Individuals in relationships: personality and personal history  <i>Baby Makes Three</i> Pages 49-144	<b>Quiz 6 due by 10/19/15</b>
10/20/15	Chapter 6: (continued)  <i>Baby Makes Three</i> Pages 49-144 (continued)	<b>Test 2, covering chapters 4,5, and 6 plus <i>Baby Makes Three</i> (pgs. 49-114)</b> <b>Open from 10/21/15 – 10/24/15</b> <b>Quiz “Gottman 2” due by 10/26/15</b>
10/27/15	Chapter 7: Communicating closeness: How intimate relationships are maintained	<b>Quiz 7 due by 11/2/15</b> <b><u>Gottman Short Essay Due</u></b>
11/3/15	Chapter 8: Managing Differences: Conflict and Aggression	<b>Quiz 8 due by 11/9/18</b>
11/10/15	Chapter 8: (continued)  Chapter 9: Beliefs and Values: Thinking about intimate relationships	<b>Quiz 9 due by 11/16/15</b>
11/17/15	Chapter 10: Understanding Each Other	<b>Test 3, covering chapters 7,8,9, and 10</b> <b>Open from 11/18/15-11/21/15</b>  <b>Quiz 10 due by 11/23/15</b>
11/24/15	Chapter 11: Relationships in Context	<b>Quiz 11 due by 11/30/15</b>
12/1/15	Chapter 12: Improving Relationships	<b>Quiz 12 due by 12/7/15</b>

12/8/15	Chapter 13: Relationships Across the Lifespan	<b>Quiz 13 due by 12/14/15</b>
12/15/15	<b>Final Examination Week, No Classes</b>	<b>Test 4, covering chapters 11, 12, 13 Open from 12/15 -12/17/15</b>

**Grading:** Approximate grading structure: Grades will be based on the completion of all required assignments and your percentage of total points possible. Grading will follow the WSU grading standards outlined below, but may be modified by the distribution of scores for the entire class. In essence, a modified curve approach will be used, incorporating natural breaks in the distribution of class scores at the end of the semester. However, your grade will not be lower than that based on the percentage of total points you have earned. If you earn an "A", you will receive an "A". The grading structure is subject to change based on class performance, progress and/or on changes in assignments or their weighting. Extra credit points will be given as discussed in class.

<b>Method of Evaluation</b>	<b>Point Value</b>
Participation / In-class Assignments	100 points
Exams 1-4	50 points each
Chapter Quizzes 1-13	10 points each
Gottman Quizzes	10 points each
Gottman Short Essay	50 points
In class assignments and quizzes	extra credit, points will be designated by instructor
<b>TOTAL POINT VALUE</b>	500 points

Final grades will be assigned based on the percent of total points earned as follows:

<b>A</b> (100-93%)	<b>B-</b> (82-80%)	<b>D+</b> (69-67%)
<b>A-</b> (92-90%)	<b>C+</b> (79-77%)	<b>D</b> (66-63%)
<b>B+</b> (89-87%)	<b>C</b> (76-73%)	<b>D-</b> (62-60%)
<b>B</b> (86-83%)	<b>C-</b> (72-70%)	<b>E</b> (59%-0%)

**PLEASE NOTE: Although no changes are anticipated, this syllabus is subject to change at the discretion of the instructor in order to accommodate instructional and/or student needs. It is the responsibility of the student to maintain and updated syllabus as changes are announced.**