

Syllabus for  
**PSY 423 – Advanced Psychology Seminar: Interpersonal Relationships**  
3 Credit hours  
Spring 2017

**I. COURSE DESCRIPTION**

An overview of the important research on close relationships, with a particular emphasis on romantic relationships. This course will review work regarding a variety of relationship phenomena, including initial attraction, love, interdependence, commitment, and deteriorating relationships.

Prerequisite: PSY 201

**II. COURSE GOALS**

The purpose of this course is to provide an overview of current theory and research in the field of close relationships. Specifically, this course will focus on topics such as: our need for relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and extra-dyadic relationships. Special attention will be given to understanding these topics through the use of journal articles. The lectures, readings, assignments, quizzes, and activities are all designed to introduce you to the material in an engaging fashion. Close relationships are one of the most significant experiences in our lives. For this reason, a major goal of the class is to help you gain a better understanding of yourself, and your relationships.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings within the study of interpersonal relationships;
- B. Apply critical and creative thinking to their own romantic relationships;
- C. Explain their own and others' behavior and mental processes as they relate to romantic relationships;
- D. Demonstrate greater proficiency in reading and understanding journal articles;
- E. Evaluate relationship research with healthy skepticism and a critical eye;
- F. Integrate insights from science and secular theorists with one's own developing Christian faith in such a way to enhance one's spiritual walk.

**IV. TEXTBOOKS AND OTHER LEARNING RESOURCES**

Required Materials:

This course will utilize journal articles as the required weekly readings. The journal articles will be available on *Desire2Learn* (D2L).

**V. POLICIES AND PROCEDURES**

A. University Policies and Procedures:

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will

not inappropriately collaborate with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words or sentence structure and submitting them as one’s own.

4. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
  5. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  6. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students’ majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures:  
Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student’s major.
- C. Course Policies and/or Procedures:
1. Evaluation Procedures
    - a. **Examinations** – Three unit exams (80 points each, for a total of 240 points).
    - b. **Discussion Questions** – This class requires that you read ahead of time for us to have thoughtful discussions of the material. You will be expected to submit **TWO discussion questions for each article** assigned to this course. (1 point per question, for a maximum point total of 30). Questions should reflect a thoughtful analysis of the assigned reading and are capable of generating discussion. You must submit the article questions in a Word Document to the corresponding folder in D2L. Be sure to include your name on the actual document. **Discussion questions are due each Wednesday by 8pm.** Late discussion questions will not be accepted.
    - c. **Quizzes** – (80 points) During the course of the semester, short quizzes (10 total) on assigned readings will be administered to reward you for keeping up with your readings. Only eight scores on these quizzes will be counted toward your grade in the class. They will not be difficult and you are encouraged to use any notes over the assigned articles during the quizzes. They will be administered at the very beginning of class on the day the reading is due. If you are late or sick, you cannot make them up (even with a documented excuse).
    - d. **Article Presentation** – Specific requirements, as well as due date, will be provided by the instructor (50 points).
    - e. **Portfolio** – An important goal of this course is to help students apply the knowledge they gain in the course to their everyday life. As such, each student will be asked to write 8 one-page summaries relating real life examples (newspaper articles, TV shows, movies, books, songs, YouTube clips, etc.) to concepts in close relationships. Specific requirements will be provided by the instructor (80 points). The Portfolio must be posted to D2L on Tuesday, April 25<sup>th</sup> by 11:59 pm. **Unexcused late portfolios will NOT be accepted.**
    - f. **In-Class Participation** – To enhance the learning experience, all students are expected to participate in class discussions. Active engagement in class sessions is considered an important part of a student’s grade. This includes attendance, several class activities, and group work throughout the semester (20 points). These may be unannounced, so regular

attendance is paramount; if a student misses a class activity due to any unexcused absence, the work may not be made up.

2. Whole Person Assessment Requirements: None
3. Other Policies and/or Procedures:
  - a. Course Structure – The course utilizes two class sessions per week and will incorporate a variety of teaching formats.
  - b. Under no circumstances is any material, score sheets, or test interpretations to be used by the student for any purpose other than for educational experiences involved in this course. There are severe penalties for misuse of materials.
  - c. Attendance
    - (1) Attendance is mandatory and students are expected to actively engage in classroom discussions and activities. Students who attend class regularly have a better understanding of the course material and earn higher grades than those who do not. Consequently, students are allowed two unexcused absences over the semester. **More than two unexcused absences will result in penalties assessed to the student's final grade.** Medically documented absences that are deemed acceptable by the instructor will be considered excused absences. In certain other emergency or unforeseeable circumstances the absence will also be considered excused. **It is the student's responsibility to provide documentation of absences that may be considered excused.** Additionally, the student is responsible for all assignments and/or information given and collected during an absence.
    - (2) If a student leaves a class after roll is taken, falls asleep, arrives excessively late, works on other assignments during class, or is otherwise disengaged from the learning activities, that student is marked absent for that class.
    - (3) Habitually arriving late to a class is a sign of disrespect to the instructor and class members alike and should be avoided. **Three unexcused tardies will count as one unexcused absence.** If scheduling makes it impossible for the student to arrive on time on a regular basis, that student should inform the instructor at the beginning of the semester.
  - d. Assignments
    - (1) All paper assignments are due by the deadline given by instructor. Writing assignment deadlines are given well in advance of the due date and are submitted online (D2L dropbox). Thus, it is expected that they will be not be late. **Unexcused late portfolios will NOT be accepted.**
    - (2) Spelling, grammar, and neatness count towards the final grade.
    - (3) Plagiarism will result in grade of zero and possible dismissal from the course. Document all sources of information as specified in the APA manual.
  - e. Exams
    - (1) All exams are expected to be taken on the scheduled date. Tests are exceptional events, and students are expected to make every effort to be in attendance for the exam. It is the student's responsibility to notify the instructor immediately if circumstances arise that preclude the individual from taking the exam at the scheduled time or if the student will be late. **Any student who shows up late to an exam will automatically incur a 10-point deduction.**
    - (2) Unexcused Exam Day Absences
      - (a) If a student does not show up for an exam, he or she may receive zero points for the exam.

- (b) In some cases, a makeup exam may be given within a week, and no later, of the originally scheduled exam. Students will receive a point deduction of **15 points per day**.
- (3) Excused Exam Day Absences
  - (a) No points or fees are deducted for Administrative Excuses. These must be typed, signed by the appropriate staff in the provost's office, and presented to the instructor no later than one day before which the exam is to be given.
  - (b) As physician appointments can be scheduled around exams, only bona fide emergency visits, properly documented (signed excuse), are acceptable. No points or fees are deducted for an excused emergency. The form used by the school nurse is not acceptable.
  - (c) Arrangements must be made to take the excused makeup exam **within one week** of the originally scheduled exam.
- h. Cheating
  - (1) Blatant – the student receives no points for the exam and no makeup.
  - (2) Suspected (i.e., reported by classmate or proctor) – the student takes a makeup exam. The procedure for the makeup exam follows that of a late exam (as above). If refused, the student receives no points for the exam.
  - (3) All appeals to the contrary must be typed and copies given to both Dr. Feller and the instructor within the week.
- i. Office Hours
  - (1) Office hours are posted on instructor's door, D2L, and given in class.
  - (2) If students cannot make the posted hours, they should email the instructor to make an appointment.
- j. Changes – Class attendance is considered an essential component of the requirements of this course. Therefore, any changes in syllabi, assignments, exams, or class requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is each student's responsibility to be aware of any such changes and to contact the instructor if unsure of what is expected.

## VI. COURSE CALENDAR

| <u>Week</u> | <u>Subject</u>  | <u>Reading Assignment</u>                           |
|-------------|---|---|
| 1           | Introduction & Review Syllabus                              | None  |
| 2           | Building Blocks of Relationships                            | DeWall & Bushman (2011);<br>DePaulo & Morris (2006) |
| 3           | Attraction  | Singh (2004)  |
| 4           | Social Cognition  | Sprecher & Metts (1999);<br>Back et al. (2011)      |
| 5           | Interdependency   | Ogolsky et al. (2016)                               |
| 6           | <b>Exam I</b>   |   |
| 7           | Communication   | Mason et al. (2005)<br>Eldridge et al. (2007)       |
| 8           | Love  | Hazan & Shaver (1987);<br>Sprecher (1999)           |
| 9           | Sexuality   | Paul & Hayes (2002)                                 |
| 10          | <b>Exam II</b>  |   |
| 11          | Stresses & Strains  | Harris (2002);<br>Scheinkman (2005)                 |
| 12          | Conflict  | Carrère et al. (2000)                               |
| 13          | Dissolution/Loss of Relationships                           | Amato & Hohmann-Marriott (2007)                     |
| 14          | Maintaining/Repairing Relationships                         | Canary & Stafford (2001)                            |
| 15          | Catch-up/Review   |   |
| 16          | <b>Exam III</b> (taken during time allotted for Final Exam) |   |

Due to specific needs of each class, there may be flexibility in what is discussed on a particular day. Thus, the course calendar is intended as a general guideline. Specific dates for lectures, papers, and exams will be announced in class.

***SYLLABUS SUBJECT TO CHANGE WITH NOTICE***

**Course Inventory for ORU's Student Learning Outcomes**  
**Psy 321: Psychology of Personality Development**  
**Spring 2017**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| <b>OUTCOMES &amp; Proficiencies/Capacities</b> |  | <b>Significant Contribution</b> | <b>Moderate Contribution</b> | <b>Minimal Contribution</b> | <b>No Contribution</b> |
|--|--|---------------------------------|------------------------------|-----------------------------|------------------------|
| <b>1</b>                                       | <b>Outcome #1 – Spiritually Alive</b><br>Proficiencies/Capacities      |                                 |                              |                             |                        |
| 1A   | Biblical knowledge   |                                 |                              | X                           |                        |
| 1B   | Sensitivity to the Holy Spirit   |                                 |                              | X                           |                        |
| 1C   | Evangelistic capability  |                                 |                              |                             | X                      |
| 1D   | Ethical behavior   |                                 | X                            |                             |                        |
| <b>2</b>                                       | <b>Outcome #2 – Intellectually Alert</b><br>Proficiencies/Capacities   |                                 |                              |                             |                        |
| 2A   | Critical thinking  | X                               |                              |                             |                        |
| 2B   | Information literacy   |                                 | X                            |                             |                        |
| 2C   | Global & historical perspectives                                       |                                 | X                            |                             |                        |
| 2D   | Aesthetic appreciation   |                                 |                              | X                           |                        |
| 2E   | Intellectual creativity  |                                 | X                            |                             |                        |
| <b>3</b>                                       | <b>Outcome #3 – Physically Disciplined</b><br>Proficiencies/Capacities |                                 |                              |                             |                        |
| 3A   | Healthy lifestyle  |                                 |                              | X                           |                        |
| 3B   | Physically disciplined lifestyle                                       |                                 |                              |                             | X                      |
| <b>4</b>                                       | <b>Outcome #4 – Socially Adept</b><br>Proficiencies/Capacities         |                                 |                              |                             |                        |
| 4A   | Communication skills   |                                 | X                            |                             |                        |
| 4B   | Interpersonal skills   |                                 | X                            |                             |                        |
| 4C   | Appreciation of cultural & linguistic differences                      |                                 |                              | X                           |                        |
| 4D   | Responsible citizenship  |                                 | X                            |                             |                        |
| 4E   | Leadership capacity  |                                 | X                            |                             |                        |

(Revised 1/15/04)