

## Syllabus

**PY 360.01: Intimate Relationships; Fall 2004 - Monmouth University**

Meeting times:	Mon & Wed 11:30 – 12:45	Location:	Bey Hall Auditorium
Instructor:	Dr. Gary W. Lewandowski Jr.	Phone:	263-5476
Office:	Edison Hall Room 139A	Office hours:	M/W/Th 1:00 – 2:00, <i>or by appointment</i>
Email:	<a href="mailto:glewando@monmouth.edu">glewando@monmouth.edu</a>		
Website:	<a href="http://bluehawk.monmouth.edu/~glewando/Rel_PY360_Fall2004.htm">http://bluehawk.monmouth.edu/~glewando/Rel_PY360_Fall2004.htm</a>		
Prerequisites:	Intro Psych (PY103); Research Methods (PY220)		

**REQUIRED TEXT:**

- Erber, R., & Erber, M. W. (2001). *Intimate relationships: Issues, theories, and research*. Boston, MA: Allyn and Bacon.
- Assigned Readings (provided by me)

**COURSE GOALS & OBJECTIVES**

The major goals and objectives of this course are to help you:

- 1) Understand current theory and research in the field of close relationships. The lectures, readings, assignments, quizzes, and activities are all designed to introduce you to the material in an engaging fashion. Specifically, this course will help further your understanding of topics such as: our need for relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and infidelity. Quizzes and assignments will help you fulfill this goal.
- 2) Develop an understanding of the research process through research participation, reading & critiquing journal articles, and attending a research conference. This goal will be met through the relationship research experience.
- 3) Recognize how findings from relationship science can be applied to everyday experiences. This goal will be met through completion of a course project.
- 4) 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.

**CRITICAL THINKING**

Critical thinking is the process of thinking on your own, not just memorizing or stating what someone else has written or said about a topic. It is the process of going deeper than just “reporting.” Critical thinking means evaluating and critiquing information and figuring out how different ideas fit together. Please exercise your critical thinking skills while taking this course!

**ACADEMIC DISHONESTY**

In order to provide a learning process and academic environment that permits you to pursue your educational goals, it is essential for all faculty, students, and staff to maintain academic integrity. You are expected to exhibit academic honesty in this and every class taken at Monmouth University. Academic dishonesty includes cheating, plagiarism, and aiding or abetting others to cheat or plagiarize. The penalties for such violations include suspension or dismissal and are elaborated in the Student Handbook.

**LATENESS POLICY**

Part of this class (and life in general) is time management. Therefore, if you know that you will be gone on a day that an assignment is due, you should turn the assignment in BEFORE you leave. All material must be submitted by the date given in class, at the *beginning* of the specified class. Generally speaking late assignments WILL NOT be accepted. This course is structured so that YOU choose a large portion of what you will be doing and when those things will be due. Since you are choosing the due date or know when things are due well ahead of time, I expect you to complete assignments on time. {NOTE: *In extreme cases I may accept late assignments. However, you will lose 10% of the points each day of the week it is late and it will not be accepted for any reason if it is more than 2 days late.*}

***Please avoid missing deadlines. This is one of the most common ways that good students have their grade negatively influenced.***

## STATEMENT ON SPECIAL ACCOMMODATIONS

Special accommodations are provided by the University for students with Learning and or Physical Disabilities. If you have such a need, it is important that you see me IMMEDIATELY to discuss your needs.

## EVALUATION OPPORTUNITIES (450 points Total)

Because few students excel at (and feel comfortable with) all forms of evaluation, you will have the opportunity to demonstrate your grasp of the course material in a number of ways. Your final grade will be calculated based on your performance of several activities. Each component is described below.

### 1. Quizzes (160 Points)

- The purpose of the quizzes is to enhance your learning through the application of information to everyday experiences. Further, quizzes are designed to help motivate you to keep up on the reading, to attend lectures, and to reduce the stress often associated with preparing for larger, more comprehensive exams. They are intended to be educational as well as a tool for assessment.
- Each quiz will cover material from class lecture, class activities, assigned readings, and the text.
- Quizzes are multi-format (multiple choice, true/false, fill in the blank, short answer) and require students to generate examples and definitions in their own words, rather than memorize definitions and examples provided in class or the text.
- There will be 2 in-class quizzes (80 points each) on the dates specified in the schedule.
- Quizzes will be given at the beginning of class. If you are not in class, or arrive after the quiz has been started, you may not make up the quiz.
- Early or make-up quizzes will be NOT be given. (*Only in **extreme, uncontrollable situations**, will other arrangements be made. Typically this will take the form of an **essay** make-up exam.*)

### 2. Final Quiz (90 Points)

- The final will cover material from the last third of the course, plus material from Quiz 1 & 2. That is, the final is comprehensive in nature and covers information from entire course including past quizzes, lectures, class activities, assigned readings, etc. The final quiz follows the same format as Quiz 1 & 2.
- The final will be worth 90 points and must be taken to pass the course.
- The comprehensive nature of the final, by encouraging you to study everything at once, will help you to synthesize everything you have learned and develop more sophisticated connections among the topics.
- This is intended to help you see how all of the material in the course is related.

### 3. Relationship Research Experience (100 Points)

- A major component of this course is exposure to the scientific study of intimate relationships.
- You will be required to gain experience in various aspects of the research process. There are three main components to this experience. **A) Research Participation. B) Research Critique of a Journal Article. C) Reviewing Research at a Conference.**
- For each type of experience there is a required amount of experience. However, doing the minimum requirements only totals 50 points. In order to earn the remaining Relationship Research Experience points you will be able to “choose your own” experiences.
- **“Choose Your Own Research Experience”** - Because each student enjoys, and benefits educationally, from different types of learning opportunities you will have the chance to choose your experience for this component.
  - You may choose any combination of “choose your own” experiences that total 50 points.
  - For example, you could do 3 Research Participations (10pts each X 3 = 30 points) and 1 Research Critique of a Journal Article (20 points) for a total of 50 points. Another option would be to do 2 Research Critique of a Journal Article (20 points each X 2 = 40 points), and attend the Research Conference (10 points). Any combination that equals 50 points is allowed.

## A. Research Participation.

### General Information

- For this, you will sign up to participate in a research study (in our department) dealing with a relationship-relevant topic (i.e. something covered in our book). If you are not sure if a study deals with a relationship-relevant topic, *please* check with me.
- After participating in each study, you will complete a very brief write-up of the experience. Additional details on the write-up will be provided in a separate handout.
- Each write-up is worth 10 points. All participation must be completed by November 15<sup>th</sup>.

### Required (10 points)

- Participate in at least one study (10 points). NOTE: If you would rather not participate in research, an alternate writing assignment will be made available.

### “Choose Your Own” Option

- You can do up to 5. Each additional study + write up is worth 10 points.

## B. Research Critique of Journal Article

### General Information

- For this, you will read and critique relationship research that appears in scientific journals.
- You will write a brief research critique for each article.
- All papers **MUST** be typed and submitted as a paper copy.
- Each research critique is worth 20 points. Papers will be graded on completeness, thoughtfulness, and quality of writing (proper grammar, sentence structure, organization). Papers of exceptional quality and thoughtfulness will receive 18-20 points. Papers that do an average job of answering the questions on the form will receive 14-17 points. Papers of other quality levels will receive 0-13 points depending on their completeness.

### Required (40 points)

- You must complete 2 research critiques. (I will provide articles for the required critiques).
- Material from the required articles will be incorporated into class discussion and quizzes.
- “Choose your own” articles should be from either the *Journal of Social and Personal Relationships* or *Personal Relationships*. You must give me an unmarked copy of the article you choose.
- Required research critiques are due on November 15<sup>th</sup> and November 24<sup>th</sup>.
- Please see the policy regarding lateness.

### “Choose Your Own” Option

- You can do up to 2. Each additional critique is worth 20 points.
- “Choose your own” research critiques are due no later than November 24<sup>th</sup>.

## C. Reviewing Research at a Conference.

### General Information

- This option involves attending at least one oral presentation and one poster session at the end of semester Undergraduate Research Conference at Monmouth University. (You should be sure to attend sessions that feature relationship research).
- You will write a brief review of your experience. Additional details for this will be provided.
- The review, worth 20 points, will be graded using the same criteria described above for the journal critique.
- You can choose to attend and not write the paper, in which case you will earn 10 points. To earn attendance points you **MUST** make sure I see you at the conference.
- Date, time, place, etc. for the conference will be announced. Please note: If you choose this option and do not attend there will be no chance to make it up.

**Required (none)**

- There is no required component to this experience. However, I highly recommend you incorporate this option into your “choose your own” point total.

**“Choose Your Own” Option**

- 10 points for Conference Attendance; 20 points for writing a review/critique.

**Please remember that the “Choose Your Own” options that you select must add up to 50 points. If you are having trouble choosing, please let me know.**

**4. Choose Your Own Project ( 100 Points )**

- Because each student enjoys, and benefits educationally, from different types of learning opportunities you will have the chance to choose your project(s) for this course.
- You may choose any combination of activities that total 100 points.
- You should check with me regarding your project choice AND the manner in which you will complete it (topic choice, sources etc.) I also encourage you to write a small part of your project well before the deadline and have me look it over to be sure you are on the right track. However, once a project is submitted for a grade, you will not have the opportunity to redo it, or substitute it with another project.
- When choosing your particular project(s), you should consider which project you believe you will learn the most from, as well as the project that fits into your semester schedule the best. Please plan ahead, especially if you are currently doing your senior thesis.
- **Please Note:** Projects have different due dates, so when you choose a project you are also choosing the due date. Because YOU are choosing the due date, late projects will **not** be accepted. If you miss the date to turn in a particular project you must choose another project. However, you may always turn them in early.
- A brief description of each project is listed below along with point totals and due dates for each.

**Guest Mini Lecture / Presentation (100 points; Due: \*To be arranged)** – This project involves choosing a topic that will not be covered in-depth as part of this course. You will be responsible for preparing a 30-40 minute lecture/presentation, and preparing several questions for class discussion. Potential topics include: friendship, relationship violence and abuse, relationship conflict, loneliness, etc. \*These presentations will be scheduled toward the end of the semester on a date we arrange. However, we need to determine your topic & date of presentation by 9/20.

**Evaluation of Your Own Relationship**– Using a current (or very recent relationship) that has lasted more than 3 months, apply a minimum of 5 concepts/theories that apply to that relationship. You will be expected to explain each concept in your own words (while citing the original source), then apply the concept specifically to your experiences, highlighting what you have learned. You should be sure to discuss several different topics within relationship theory (i.e. don’t just focus on attraction or love). There are two halves. *You may pick either the first or second half of the course to focus on; OR you may do both. If you do both, please submit your first half along with the second.*

**(50 points; First Half of Course Due: 10/27)** – Use course material covered prior to October 27<sup>th</sup>.

**(50 points; Second Half of Course Due: 12/15)** – Use course material covered after October 27<sup>th</sup>.

**Popular Press Vs. Research (50 points; Due: 11/10)** – You will compare relationship advice that appears in a popular source (e.g. popular magazine) with actual research (3 sources minimum) on the same topic. Your job will be to determine the accuracy of the popular source and suggest ways actual research findings could have been conveyed. *You may do this project twice (on two separate topics approved by me).*

**Create Your Own “How-to” Guide (50 points; Due: 11/24)** – This project will require you to synthesize a body of relationship literature (from journal articles and book chapters) and provide a practical guide that would be suitable for public use. Some possibilities include: How to Optimize Attraction, How to Improve Your Relationship Quality, How to Cope Following Break-Up, etc. *You may do this project twice (on two separate topics approved by me).*

**Book Report (100 points; Due: 11/24)** – Review and critical evaluation of a current book on a relationship relevant topic. I will have a list of potential books from which you can choose. You may also choose your own. In either case, your final choice must be approved by me.

**Literature Review and Research Proposal (100 points; Due: 12/15)** – For this project you will choose an area of the relationship literature to review. This will involve reviewing, critiquing, and synthesizing a combination of 8 theoretical and empirical papers (I will help you find a few of the key sources. You will have to find a minimum of 2-4 original sources on your own.) Finally, you will have to propose 3 possible directions research in this area should go, including key hypotheses for each suggestion. *(This is a great option if you plan on doing your Senior Thesis on a relationship topic in the future)*

**Choose Your Own (?? points; Due: ??)** – If you have another idea for a project that involves synthesizing and applying concepts from this course, let me know. We can discuss the nature, scope, point total, due date, and appropriateness of any project you choose.

## **5. Fulfillment of Student Responsibilities**

My responsibility as your professor is to present material in a clear and interesting way that will allow you the opportunity to enhance your knowledge of the subject matter and help you grow as a person. Learning is a complimentary process in which teacher and student work together toward the same goal: maximizing student knowledge and growth. As part of this process, your responsibility as a student is the following:

- a) **Attendance** - Students are expected to attend every class. Lectures and other class activities constitute the heart of this class. Missing the opportunity to learn in class (through absence or lateness) is the most typical reason for students' lack of success/learning. Please make the effort to attend every class. If you are unable to attend for any reason, please let me know BEFORE class that you are unable to attend via email. Also, be sure to find someone in the class that will be a reliable source for what you missed. Don't worry, I will do everything I can to make you want to be in class (and maybe even look forward to it!)
- b) **Classroom Participation/Attentiveness** - Being present for lectures is the first step toward success in this class. The second part is being actively involved and participating in the discussion. This responsibility involves asking questions, and making thoughtful contributions to class discussion. While I encourage everyone to participate in this manner, I realize there are those that are less inclined to speak up in class because they are thinking about the material in a more internal manner. For this reason, your attentiveness in class is also important. That is, while in class you should be focused and paying attention to the current discussion and not be distracted by other work, daydreaming, engaged in side conversations, or sleeping. A prerequisite for quality participation and attentiveness is being prepared for each class by having read the assigned chapter. (NOTE: While I encourage you to share your insights in this course, please only share those things you are comfortable disclosing and be sure not to “over share.” This applies to in-class participation and to written assignments)
- c) **Obtain Extra Help When Needed** – If you are struggling with any aspect of this course, it is your responsibility to let me know. I will do EVERYTHING I can to make sure you have every opportunity to be successful in this class. However, this process starts with you. I am very available by email and encourage you to email me for clarification on ANYTHING (lecture material, class procedures, due dates, requirements etc.). I am also available to help you during office hours (if all of those times do not work for you, I am happy to schedule specific meetings with you).

GRADING SUMMARY			COMPUTING FINAL GRADES			
Evaluation Opportunity	Points Possible	My Points				
Quiz 1	80 Points	_____	<b>A</b>	419-450	<b>C</b>	329-346
Quiz 2	80 Points	_____	<b>A -</b>	405-418	<b>C -</b>	315-328
Final Quiz	90 Points	_____	<b>B +</b>	392-404	<b>D +</b>	302-314
Research Participation (required)	10 Points	_____	<b>B</b>	374-391	<b>D</b>	284-301
Research Critique (required)	40 Points	_____	<b>B -</b>	360-373	<b>D -</b>	270-283
Choose Your Own Research Experience (any combo)	50 Points	_____	<b>C+</b>	347-359	<b>F</b>	0-269
Choose Your Own Activity	100 Points	_____				
<b>TOTAL</b>	450 Points	_____				

*(Be sure to keep track so you always know where you stand!!)*

## Close Relationships Tentative Class Schedule

<u>Date</u>	<u>Lecture Topic</u>	<u>Readings/Article/Project Information</u>
8-Sep 1	Syllabus Class Introduction	
13-Sep 2	Relationship Research	<b>Erber:</b> Chap 2
15-Sep 3	Building Relationships	<b>Erber:</b> Chap 1
20-Sep 4	Interpersonal Attraction	<b>Erber:</b> Chap 3
22-Sep 5	Interpersonal Attraction	<b>Erber:</b> Chap 4
27-Sep 6	Getting To Know Each Other	<b>Erber:</b> Chap 5
29-Sep 7	Relationship Processes: Attachment	<b>Erber:</b> Chap 8
4-Oct 8	Attachment & Relationship Processes: Love	<b>Erber:</b> Chap 8 <b>Erber:</b> Chap 7
6-Oct 9	Relationship Processes: Love	<b>Erber:</b> Chap 7
11-Oct 10	<b>QUIZ 1</b>	
13-Oct	<b>No Class – Founder's Day</b>	

## Close Relationships Tentative Class Schedule Continued

18-Oct	11	Sexuality	Erber: Chap 9
20-Oct	12	Sexuality & Relationship Maintenance	Erber: Chap 6
25-Oct	13	Relationship Maintenance	Erber: Chap 6
27-Oct	14	Relationship Maintenance	<b>Project Due:</b> <u>Evaluation of Your Own Relationship (First Half of Class)</u>
1-Nov	15	Relationships and the Self	<i>Mid-Term Grades Posted on WebAdvisor</i>
3-Nov	16	Relationships and the Self	
8-Nov	17	Social Cognition	Erber: Chap 10 (pg. 173 – 178) <b>Project Due:</b> <u>Popular Press Vs. Research</u>
10-Nov	18	Social Cognition	
15-Nov	19	<b>QUIZ 2</b>	<b>Due: Research Critique on Assigned Article 1</b>
17-Nov	20	Communication	Erber: Chap 10 (pg. 161 – 172)
22-Nov	21	Communication	Erber: Chap 10
24-Nov	22	Relationship Development	<b>Due: Research Critique on Assigned Article 2</b> <b>Project Due:</b> <u>Create Your Own “How-to” Guide</u> AND <u>Book Report</u>
25-Nov		<b>No Class - Thanksgiving Break</b>	
29-Nov	23	Relationship Development	
1-Dec	24	Relationship Infidelity & Jealousy	Erber: Chap 11
6-Dec	25	Relationship Infidelity & Jealousy	Erber: Chap 11
8-Dec	26	Relationship Conflict	Erber: Chap 13
13-Dec	27	Relationship Dissolution	Erber: Chap 14
15-Dec	28	Relationship Dissolution	Erber: Chap 14 <b>Project Due:</b> <u>Evaluation of Your Own Relationship (Second Half of Class)</u> AND <u>Literature Review/Research Proposal</u>
TBA		<b>Cumulative FINAL EXAM</b>	

\* Please note that I reserve the right to modify this schedule as needed.