

MONMOUTH UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

Syllabus

PY 360.01: Intimate Relationships; Spring 2017 - Monmouth University

Meeting times:	MW 11:40am-1:00pm	Location:	Bey Hall 133
Instructor:	Dr. Gary W. Lewandowski Jr.	Phone:	263-5476
Office:	Howard Hall Room 104	Office hours:	MW 1:30-2:30 <i>or by appointment</i>
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REQUIRED TEXT:

- [Miller, R. \(2015\). *Intimate relationships* \(7th edition\). New York, NY: McGraw Hill. \(ISBN 978-0077861803\)](#)
- [Lewandowski, G. W., Jr., Loving, T., Le, B., & Gleason, M. \(Eds.\) \(2013\). *The science of relationships: Answers to your questions about dating, marriage, and family*. Dubuque, IA: Kendall Hunt.](#)
- Assigned Readings

COURSE PURPOSE

The purpose of this course is to provide an overview of current theory and research in the field of intimate 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. The lectures, readings, assignments, quizzes, and activities are all designed to introduce you to the material in an engaging fashion. Intimate 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.

COURSE GOALS

Consistent with the recently updated APA Guidelines for the Undergraduate Psychology Major (Version 2.0, August 2013), this course will build skills by helping you work toward the following goals:

Goal 1: Knowledge Base in Psychology

- 1.2 Develop a working knowledge of psychology's content domains (specifically the subspecialty of relationship science within social psychology)

Goal 2: Scientific Inquiry and Critical Thinking

- 2.2 Demonstrate psychology information literacy when evaluation media sources of information
- 2.3 Engage in innovative and integrative thinking and problem-solving through class discussion of relationship topics.

Goal 3: Ethical and Social Responsibility

- 3.2 Build and enhance interpersonal relationships by learning about features of quality intimate relationships

Goal 4: Communication

- 4.1 Demonstrate effective writing for different purposes by communicating scientific findings to a general audience

Goal 5: Professional Development

- 5.4 Enhance teamwork capacity (for those who choose a group project)

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 more deeply 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.

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.

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. You must submit all material by the date given in class, at the *beginning* of the specified class (being late to class means that your assignment is also considered late). Generally speaking I WILL NOT accept late assignments in this course. Please don't procrastinate. This way you can plan ahead for technology issues (broken printer, failed internet service, email difficulties, viruses, etc. etc.) They will not serve as a sufficient excuse for lateness because they are only an issue if things are being done last minute. However, you may turn things in early. Please avoid turning things in late; it is the most common way that students lower their grade and compromise their ability to benefit from assignments.

TAKING THIS COURSE FOR “HONORS” DESIGNATION

Students enrolled in the University's Honors Program may take this course in partial fulfillment of their Honors requirements. To earn Honors credit in this course must complete the course with a 90% or higher overall with no one grade below an 85%. In addition, students seeking Honors designation will need to complete a different project. Please see the professor for details.

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 across several activities. Each component is described below.

1. Quizzes/Exams & Final

(350 Points)

- The quizzes and final will enhance your learning through the application of information to everyday experiences. Further, quizzes will help motivate you to keep up on the reading, and to attend lectures. They are intended to be educational as well as a tool for assessment.
- Each quiz will cover material from class discussions, class activities, assigned readings, and the texts.
- Our mutual goal is to have you learn as much as possible. As a result, what we discuss in class will only partially overlap with the required reading for outside of class. Reading outside of class on your own is a major component of your educational experience and development as a scholar. As such, on each quiz/exam, points (approximately) will come proportionally from the following areas: Miller text (5-10%) Science of Relationships text (5-10%), Assigned Journal Articles (5-10%), additional readings (5-10%), class discussion & activities (60-80%) As you can see, course readings will help you learn more and help you earn higher grades.
- Quizzes are multi-format and require students to generate examples and definitions in their own words, rather than memorize definitions and examples provided in class or the text.
- Early or make-up quizzes/exams will be NOT be given. (Only in extreme, uncontrollable situations, will other arrangements be made. In these cases you must fully document why you were unavailable, and notify me either before the test or within 12 hours of the test via email, phone, or in-person. If, and ONLY if, these conditions have been met, an essay make-up quiz will be given) Quizzes start at the beginning of class and are over at the end of class. If you arrive late, you will not get additional time to make up the quiz.
- The final exam is cumulative 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 relates.

2. Group Project

(100 Points)

- Working in groups is an important skill to cultivate. A majority (if not all) of your future careers will require group collaboration. Being a good team member is crucial, not to mention that it is often fun and rewarding!
- Groups can range in size from 4-6 members. Please have your groups in place by Week 3 of class. Project and time management are important skills so it will be up to your group to organize times to meet outside of class, in person, online, or over the phone. Please use technology to make collaborating easier (e.g., GroupMe, GoogleDocs, Slack, etc.)
- Because a group project includes contributions from multiple individuals, the final product should be of higher quality (i.e., it will need to be much better than what any one individual would be able to produce).
- Conveying science in an understandable and usable way can be challenging, so in this course I'd like to give you the opportunity to develop your writing skills as they relate to a general audience. Your job is to take (sometimes) complex scientific findings (you should use at least 15 articles and avoid using your class notes/textbook) and put them into a writing style/format that someone who does not know anything about research can use to benefit their own relationships. As a psychology student, you know the science and you know people. Your job here is to bring the two together.
- Your project must have a strong and obvious foundation in science (be sure APA style citations are apparent), convey/use methods from the articles, but also be highly engaging and accessible to a broad audience (which you accomplish with humor, pop culture references, and good writing). Originality, creativity, and quality count.
- **Proposal (10 Points)** At Quiz 1 your group will submit a detailed proposal (including the citations for the articles you will use, a timeline for completion, each group member's contribution to the final project, and your group's plans for meeting/collaborating---will you meet weekly? Use technology? Etc.). Each group member should individually submit an assessment of other group member's contributions (including yourself).

- **Progress Report (10 Points)** At Quiz 2 you will submit the graded copy of your original proposal, and a progress report which will detail what your group has accomplished (e.g., provide copies of all articles, an updated timeline showing what has been accomplished and what remains, rough drafts of the final product).
- **Final Project (80 Points)** You will earn a grade on the final group project based on 2 considerations:
 - Part 1: Your group will receive a grade for the overall quality of its product. Your group will earn points based on the project's ability to meet the goals/objectives described above.
 - Part 2: Each group member will provide an assessment to me (fellow group members won't see it) of each group member's contributions (i.e., what percent of the work did each person do, including yourself, along with justification for your rating). I will average the responses and will use this to make any necessary adjustments to individual grades. For example, if your fellow group members consistently rate you as doing less work or lower quality work than others, it will result in your grade being adjusted accordingly.

3. 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 complementary 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 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 very important. That is, while in class you should be focused and paying attention to the current discussion and not be distracted by text-messaging, 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.

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	100 Points	_____	A	419-450	C	329-346
Quiz 2	100 Points	_____	A-	405-418	C-	315-328
Group Project – Proposal	10 Points	_____	B+	392-404	D+	302-314
Group Project – Progress	10 Points	_____	B	374-391	D	284-301
Group Project – Final	80 Points	_____	B-	360-373	D-	270-283
Cumulative Final	150 Points	_____	C+	347-359	F	0-269
TOTAL	450 Points	_____				

Intimate Relationships Tentative Class Schedule (Spring 2017)

<u>Date</u>		<u>Lecture Topic</u>	<u>Readings</u>
18-Jan	1	Syllabus	Syllabus
23-Jan	2	Class Introduction; Relationship Science	
25-Jan	3	Relationship Science	Text: Chap 2
30-Jan	4	Building Relationships	Text: Chap 1; "Evidence to Support a Valid Online Dating Matching Algorithm: My Wish List" Online Article (link)
1-Feb	5	Interpersonal Attraction	Text: Chap 3; Science of Relationships (SofR): Chap 1
6-Feb	6	Interpersonal Attraction	Lemay, Clark, & Greenberg (2010); Taylor et al. (2001)
8-Feb	7	Getting To Know Each Other	SofR: Chap 3; Hall & Canterberry (2011)
13-Feb	8	Relationship Processes: Love	Text: Chap 8; SofR: Chap 2; Welker et al. (2014)
15-Feb	9	Relationship Processes: Love & Attachment	Text: Chap 1; SofR: Chap 3
20-Feb	10	Relationship Processes: Attachment	Brumbaugh, Baren, & Agishtein (2014); Emery, Muise, Dix, & Le (2014)
22-Feb	11	QUIZ 1	
27-Feb	12	Sexuality	Text: Chap 9; SofR: Chap 8
1-Mar	13	Sexuality	Barriger & Velez-Blasini (2013); Lennon & Kenny (2013); Owen et al. (2010)
6-Mar	14	Relationship Maintenance	Text: Chap 6; SofR: Chap 4
8-Mar	15	Relationship Maintenance	Joel et al. (2013); Le & Agnew (2003)
13-Mar 15-Mar		No Class - Spring Break	
20-Mar	16	Relationship Maintenance	
22-Mar	17	Relationships and the Self	Aron et al., 2013; Carpenter & Spottswood (2013)
27-Mar	18	Social Cognition	Text: Chap 4; SofR: Chap 5
29-Mar	19	Social Cognition	"Top Three Predictors of Successful Relationships: P.I.C.L." Online Article (link);
3-Apr	20	Relationship Development	Text: Chap 14; SofR: Chap 7
5-Apr	21	QUIZ 2	
10-Apr	22	Communication	Text: Chap 5
12-Apr	23	Communication	Rains et al. (in press); Drouin & Landgraff (2012)
17-Apr	24	Relationship Infidelity & Jealousy	Text: Chap 10; SofR: Chap 6
19-Apr	25	Relationship Infidelity & Jealousy	Sagarin et al. (2012); VanderDrift, Lewandowski, & Agnew (2011)
24-Apr	26	Relationship Dissolution	Text: Chap 13, 14; SofR: Chap 6 Lewandowski & Bizzoco, (2007)
TBD		Cumulative FINAL EXAM	

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

ADVICE FROM FORMER STUDENTS WHO TOOK THIS CLASS

These are direct quotes from students who took this course in the past. Listen to what they had to say...

What advice would you give students taking this class?

1. Congratulations! You have successfully spent the most self-expanding and rewarding money in your life by registering for this course! BEST CLASS EVER!
2. All of Dr. L's lectures are based in scientific evidence. Though it may be tempting to refute with personal anecdotes or experiences, just know that he isn't lying and too much "yeah butting" is distracting.
3. There really is no point in missing this class. It is rewarding in many ways other than just knowing things for the exam.
4. Take good notes and try to attend all class. The tests are difficult, but not if you have good notes and read the book! Laugh at Dr. L because he is pretty funny!
5. Take good notes. Ask questions. EMAIL. Dr. L rocks. Interesting, informative, and enjoyable class. You won't want to miss class.
6. Start the project as early as possible—like yesterday.
7. Read, listen, and take good notes. Make sure you study for the tests.
8. Take good notes! Everything you are going to learn you'll be able to apply in your own life. Make it more personal and write little examples from your life on the side. It will help you remember! Come to class! This is one of those rare classes you'll enjoy going to.
9. Buy the book! You will need it! Study often!
10. Read books, come to class.
11. Apply the content to your own life. It's much easier to remember and much more interesting when it's applicable/useful.
12. Don't just cram the night before the test. Study as you go. Also, pay attention because the information can be applied to your life and help relationships.
13. As long as you come to class and participate you'll be fine. Get ready for some crazy powerpoints!!
14. Come to class, read the early chapters of the book especially.
15. Study the study guide and you'll do great! Don't stress, just study. Go to class. Read the books!
16. Go to class, you'll enjoy it. Read the book, and use it to fill in the blanks you notes may have had. Writing down everything, it may come up in extra credit.
17. Study, study, and when you think you're done, study some more!
18. Hand everything in on time! Do not wait until the last minute to do work!
19. Invest yourself. There is so much information to learn that you need to find what interests you (which will be almost everything) and learn out of curiosity.
20. Go to class! Pay attention. Enjoy what you're learning & apply it to your life.
21. Come to class, it's a freaking blast.
22. The usual-read, take notes, study. ALSO- study with friends. It's really helpful to bounce ideas/examples off of one another.
23. Don't miss class. Study for exams and take extensive notes.
24. Seriously, attend every class...if you must miss get the notes! Don't skip readings or wait till end of semester, they go extremely well with lecture material.
25. Come to class, read the book, study.
26. Study a week or more in advance. Come to class, you'll enjoy it anyways.
27. Read the chapters in the book as you go instead of trying to cram them all in the night before a test. Start studying at least a week in advance for the tests...better yet, just study ALL THE TIME!
28. Don't freak out after your first test. The course, for whatever reason does get easier. Keep an open-mind about this class. Take what you learn and apply it to your life. You'd be surprised how much happier you will be with your relationship as a whole.
29. Go to class! Every time, even if you're sick. Study A LOT. Take good notes.
30. DO NOT EVER miss class (don't worry, it's interesting so you won't want to). Study consistently b/c EVERYTHING is on the test. Apply what you learn to your own life-it can help you & also makes it easier to think of your own examples on tests.
31. Go to class, do the readings, always highlight anything he says, it may be on a quiz, and study in advance.
32. Take good notes, rewriting the examples you talked about to help clarify and help make your own examples later.
33. Don't be afraid to ask questions! Dr. L is always there to help. The tests are hard so come to class (you won't want to miss it-Its fun and Dr. L is funny!) and study!
34. Dr. L doesn't teach psychology, he teaches life lessons.