PSYC 3325.002: Close Relationships  
Spring 2019

Instructor: Steve Seidel, Ph.D.  
E-mail: steve.seidel@tamucc.edu

Office: Bay Hall 314  
Phone: 825-2619  
Office Hours: MW 10-12pm  
                      TR 11am-12pm  
                      and by appointment

Class Location: CI 102  
Class Time: TR 9:30am – 10:45am

Course Prerequisite: PSYC 2301 (General Psychology) or its equivalent

Course Description
This course examines the processes of social interaction, using the perspective of psychological  
theory and research. Topics include the growth of relationships, love, social exchange,  
impression management, communication, jealousy, and loneliness. Techniques for improving  
interactions are considered. We will focus on the science of relationships by discussing the  
research methodologies and theoretical perspectives in relation to the various course topics.

Student Learning Objectives
After completing this course, students should be able to:
• critically evaluate information and research they are exposed to.  
• identify key terms and theories involved in relationship research.  
• understand and describe classic and current social psychological theories as they relate to  
  relationships.  
• identify realistic perceptions of, and expectations regarding relationship processes.

Course Requirements


Exams: There will be 3 midterm exams and a Final Exam. The format of each exam with the  
exception of the final) will consist of multiple choice questions. The final exam will be  
comprehensive. Questions on the exams will cover both material presented in text as well as in  
daily lectures. Each exam will worth 100 pts (18% of total grade). If you miss an exam, you will  
receive a failing grade (50% or the lowest earned grade, whichever is lower) for that exam. If  
you notify me prior to the exam that you will miss it, you will be allowed to take a make-up  
exam. Make-up exams will be allowed only when the student has notified the  
instructor prior to the regularly scheduled exam.
Close Relationships Projects (4MT): You will work in pairs to produce a 4 minute presentation of an approved article on some topic related to the course topic. Rules for presentations are as follows:
A single static PowerPoint slide is permitted. No slide transitions, animations or 'movement' of any description are allowed. The slide is to be presented from the beginning of the oration. No additional electronic media (e.g. sound and video files) are permitted. No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted. Presentations are limited to 4 minutes maximum and teams exceeding 4 minutes will be penalized. Both speakers must speak for approximately 2 minutes of this time (equal time). Presentations are to be spoken word (e.g. no poems, raps or songs). Presentations are to commence from the stage. Presentations are considered to have commenced when a presenter starts their presentation through either movement or speech.

Judging criteria include the following:

Comprehension and content (50%)

- Did the presentation provide an understanding of the background and significance to the research question being addressed, while explaining terminology and avoiding jargon?
- Did the presentation clearly describe the impact and/or results of the research, including conclusions and outcomes?
- Did the presentation follow a clear and logical sequence?
- Was the research topic, research significance, results/impact and outcomes communicated in language appropriate to a non-specialist audience?
- Did the presenter spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?

Engagement and communication (50%)

- Did the oration make the audience want to know more?
- Was the presenter careful not to trivialize or generalize the research?
- Did the presenter convey enthusiasm for the research?
- Did the presenter capture and maintain their audience's attention?
- Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?
- Did the PowerPoint slide enhance the presentation - was it clear, legible, and concise?
Students will schedule to have their presentations video recorded by the instructor prior to April 11th. Although the instructor will be solely responsible for grading of each presentation. Presentations will be made available for all class students to view. Each student will be assigned 10 videos to view and rank based on quality. Using these rankings, the top 10 teams will be given the opportunity to present live in class at the end of the semester for which they will receive 10 extra credit points (there will be additional opportunities to gain extra credit during the course). The class shall vote on the best presentation made and the top team shall be awarded a prize to be determined by the instructor (the prize will not be related in any way to course grades). More information (including presentation training) will be provided in class.

**Attendance:** Attendance is required will be recorded at random intervals throughout the semester using a combination of attendance quizzes and sign-in sheets. Students are permitted to miss 2 of these quizzes or sign-in sheets before their grade is affected. Percentage of class days attended will be used to calculate attendance grades. Attendance is worth 25 points (5%) of the student's grade.

**Grading**
Each component of the course will be worth the following percentages of your final grade.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>4 x 100 points each (400 pts)</td>
<td>80% (20% each)</td>
</tr>
<tr>
<td>4MT Project</td>
<td>75 points</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance</td>
<td>25 points</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>500 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

Final letter grades will be assigned based on the following total percentages. If you have questions about your grade at any time, please come see me.

450 points (90%) or Higher = A  
400 points (80%) to 449 points (89%) = B  
350 points (70%) to 399 points (79%) = C  
300 points (60%) to 349 points (69%) = D  
Below 300 points = F

**My Responsibilities as Teacher:**
I am responsible for creating and encouraging an environment in which learning can and will occur. I will always be fully prepared to guide the discussions in class and will set the stage and parameters for all activities that occur within the classroom. I will make myself available during office hours to assist you. Your INDIVIDUAL progress regarding the course objectives plus your own personal and professional goals are my primary concern. I will also assess your performance toward the course objectives, and keep you informed of how you are doing.
Your Responsibilities as Students: It is your responsibility to attend class and to be prepared to actively participate. You should actively and regularly share your insights, questions and ideas with your teacher and fellow students. If you have a suggestion for a better way to stimulate learning in class or are unhappy with any activities of your teacher or fellow students, it is your responsibility to let me know. It is expected that everyone will be treated with respect. Class will start on time every day, and you should expect it to run the full time. Please avoid disturbing other students (by arriving late, leaving early, talking to your neighbor, etc). Make sure your electronic devices are turned off during class. By missing class, you will miss out on lecture, discussions, and any assignments relevant to the exams (i.e., not everything on the exams will be found in the textbook). **If you miss class without informing me ahead of time, you will not be allowed to make up any work that you miss.** It will be your responsibility to speak with a classmate about the course content missed. If you let me know about an absence ahead of time (or if true emergencies arise), I will arrange with you an alternate time for you to take an exam.

Contacting Me
I am committed to making myself available to answer questions, discuss concerns, and to provide/accept feedback concerning course content, exams, or anything else. I check my email frequently (less often on the weekends) and will do my best to respond to your messages quickly. I also encourage you to visit during my office hours or to set up alternative meeting times with me. Remember that should you begin to struggle in this course, it is always better to talk to me about it sooner rather than later.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic**
advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Grade Appeals

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in (                 ).

Academic Honesty/Plagiarism

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:
• Using the work of another as your own,
• Downloading or purchasing ready-made essays off the web and using them as your own,
• Using resource materials without correct documentation,
• Using the organization or language of a source without using quote marks and proper citation.
• Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University's OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**FINAL NOTE**

*Please note that although this is a class on relationships and that I am the professor of this class, this in NO WAY means that I am qualified to offer relationship counseling of any kind. On the other hand, I hope that the material presented in this course will help all students gain a better understanding of the relationships they encounter in their own lives.*
# Course Schedule
This schedule is tentative. I will notify you in advance of any changes.

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Introduction to Course; The need to belong</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/21</td>
<td>Building Blocks of Relationships Research Methodology in Relationship Science</td>
<td>Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>1/28</td>
<td>Attraction and Social Cognition</td>
<td>Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>2/4</td>
<td>Social Cognition and Communication</td>
<td>Chapter 4 &amp; 5</td>
</tr>
<tr>
<td>2/11</td>
<td>Review and Exam 1 (2/14)</td>
<td>Chapters 1 - 5</td>
</tr>
<tr>
<td>2/18</td>
<td>Interdependency Theory</td>
<td>Chapters 6</td>
</tr>
<tr>
<td>2/25</td>
<td>Friendship and Love</td>
<td>Chapter 7 &amp; 8</td>
</tr>
<tr>
<td>3/4</td>
<td>Love and Sexuality</td>
<td>Chapter 8 &amp; 9</td>
</tr>
<tr>
<td>3/11</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>Sexuality (cont’d) and Review for Exam 2</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>3/25</td>
<td>Exam 2 (Chapters 6-9, 3/26), Stresses and Strains</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>4/1</td>
<td>Stresses and Strains, Conflict</td>
<td>Chapters 10 &amp; 11</td>
</tr>
<tr>
<td>4/5 (Friday)</td>
<td>Last Day to Drop a Class</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>Conflict, Power and Violence</td>
<td>Chapters 11 &amp; 12</td>
</tr>
<tr>
<td></td>
<td><strong>All Projects completed by 4/11</strong></td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>Dissolution and Loss, Relationship Maintenance</td>
<td>Chapters 12 &amp; 13</td>
</tr>
<tr>
<td>4/22</td>
<td>4/24 – Review for Exam 3 (Chapters 10-14) Project Rankings are due</td>
<td>Chapters 13 &amp; 14</td>
</tr>
<tr>
<td></td>
<td>4/26 – Exam 3</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>4/30 - Project Presentation Finals</td>
<td></td>
</tr>
<tr>
<td>5/9</td>
<td>Comprehensive Final Exam (8-10:30am)</td>
<td></td>
</tr>
</tbody>
</table>