PSYD11-LEC02: Psychology of Interpersonal Relationships
## Online Synchronous Course
Winter 2021

Meet Your Course Instructor

Name	Dr. Maria Iankilevitch
Email	maria.iankilevitch@mail.utoronto.ca
Open Hours	When: Wednesdays 4pm ET Where: https://utoronto.zoom.us/j/86758321616 Password: 903416 Note: I may already be meeting with other students, therefore, please wait in the waiting room when joining open hours. I will let you into the meeting when ready.
Other One-On-One Meetings	Available by appointment via Bb Collaborate

Class Time
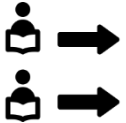
We will meet for class synchronously via Bb Collaborate every Wednesday at 1:00pm-3:00pm ET. To ensure that everyone is on time, class will begin 10 minutes past the hour (i.e., 1:10pm). Class time will largely include presentations and class discussions. Given that this is a seminar course, you are encouraged to participate actively during class.

Prerequisites

Prerequisite: PSYB10H3 and [PSYC12H3 or PSYC14H3] and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]
Exclusions: PSY420H, PSY424H, (PSY324H)

Course Description

This course is an introduction to the theory and research of close interpersonal relationships. We will begin by exploring four major theories of relationships: evolutionary theory, attachment theory, interdependence theory, and self-expansion theory. Next, we will examine relationship schemas, sexuality in relationships, culture and intersectionality in attraction, the effects of stigma on, and relationship conflict and dissolution. Throughout the semester, we will consider affect, behaviours, and cognitions of romantic partners in various contexts. This is a seminar course where students will be involved in leading and actively participating in class discussions.

Course Goals

By the end of the course, students should be able to…	
Understand	Explain major theoretical perspectives in interpersonal relationship research. Identify and explain the principles of conducting research on interpersonal relationships.
Apply	Apply scientific research to real-world situations and contexts. Conduct a thorough literature review.
Analyze	Critically examine, compare, and contrast different literature and current issues in relationships research. Organize and lead a class discussion for an in-depth analysis of research in the field of interpersonal relationships.
Evaluate	Evaluate the quality of past literature. Identify what is missing in past research. Provide supporting evidence in favour of one's position. Think critically and ask questions about others' research.
Create	Design a plan for conducting a novel research study. Create and share original ideas via written work, class discussions, and presentations.
Communicate	Convey complex arguments, ideas, and research findings in oral, written, and visual formats. Create an appealing and clear way to communicate information.

Course Resources and Required Materials

You will need a computer with Microsoft Office (Word and PDF), Internet access (preferably Chrome), and a microphone. The course website is Quercus and can be found at http://q.utoronto.ca where all course-related information will be posted. Please take the Course Tour prior to the start of the course to familiarize yourself with the course website.

You will need to check your University of Toronto email account **daily** for relevant updates. These can be personal emails or class-wide announcements.

There is no textbook required for this course given that this is a seminar course. Instead, readings will consist of empirical articles and other sources created by accredited organizations (e.g., APA). You are expected to read the assigned readings before each class. References for the readings are available on the last pages of this document. You can find the readings online using the University of Toronto library system. Please contact the course instructor if a reading is unavailable through the University of Toronto library system. Please note that one of the learning goals for this course is to be able to conduct a thorough literature review. This includes being able to find scientific research via the University of Toronto library system. Finding the course readings independently is a necessary first step to learning how to conduct a literature review. Please consult the Library Resources tab in Quercus on how to find scientific research using the University of Toronto library system. Feel free to consult a member of the library staff if you have further questions about how to conduct a literature search.

Course Communication and Support

As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Given that oftentimes multiple people have the same question, we will make use of discussion boards so that everyone can see questions that are asked. Students are also encouraged to answer each others' questions on the discussion board to help build our classroom community.

1. Most of your general questions will be answered in the resources available on Quercus or during synchronous class time.
2. Outside of class time, the Ask a Question discussion board should be your first go-to for general questions. This includes questions about logistics of the course, about the course content, and about course assignments.
3. You and your group will attend the course instructor's open hours together for consultation one week prior to facilitating the class discussion. If you cannot meet during the course instructor's open hour, you can also email the course instructor to set up a virtual one-on-one meeting.
4. For longer general questions about the course, you can attend the course instructor's open hours. If you cannot meet during the course instructor's open hour, you can also email the course instructor to set up a virtual one-on-one meeting.
5. For questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), you can email the course instructor and can set up a virtual one-on-one meeting if needed.

Online Communication: We will be communicating in verbal and written format online throughout this course. Please keep in mind that everyone will be able to hear and/or see most of your comments. All communications should be expressed in a professional and respectful tone. In online communication though, it is easy to misunderstand or misread the tone of something. Therefore, here are some tips for how to remain respectful via online communication, whether communicating verbally or in written format:

- Avoid making personal comments about other individuals and focus instead on the topic at hand. You should avoid commenting on the value of others.
- Use only language and wording that you would say to someone face to face. If you would not say something in person, then it is best to avoid communicating it.
- Avoid using sarcasm or humour in the questions you ask. These can easily be misunderstood as making fun of someone, as rude, and/or as insulting.
- In written communication, avoid using all caps or exclamation points, which can often convey an angry or sarcastic tone.
- In written communication, use full sentences and proper spelling. This conveys that you take the subject matter seriously.
- You should remain professional and respectful in your communication even if someone else has said or written something that seems unprofessional or disrespectful. Remember that much of what is communicated can be misinterpreted and the person who made the unprofessional or disrespectful comment may not realize that their comment is upsetting. Therefore, please be forgiving for your own sake.

Your instructor will be monitoring all course communication and will provide students with feedback if needed. If there are any comments that are unprofessional, disrespectful, or otherwise upsetting, you may email the course instructor directly about it.

Emails: When communicating via email please adhere to the following protocols:

- You can expect an **email response within 48 hours not including weekends** (do not email the night before an assignment is due with a question about the assignment, I might not see your email in time to send a helpful reply). If I have not answered your email in two business days, feel free to send a follow-up email.
- Please consult the course outline, other handouts, and the course website **before** submitting inquiries by email.
- If you want to set an appointment for a virtual meeting, include a **variety of dates and times** that would work for you, and allow a few days for us to get back to you. Please do not email the night before and expect me to be available the next day.
- In the subject line indicate the course code, course section, and the topic of your email (e.g., PSYD11-LEC02 proposal question).
- Emails should come from your utoronto email account to communicate with the course instructor.
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with the course instructor and with your fellow students.

Open Hours: Open hours are essentially virtual office hours and will run from January 13th to April 7th (except during reading week). The open hours are a great way to ask your course related questions that require more in-depth conversation face-to-face. During open hours, we will be able to turn on our webcams to have an (almost) in person conversation. If you would like the meeting to be voice only (no cameras), then please let me know before the meeting and I will accommodate this.

Important Course Policies

Academic integrity: The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids or looking at someone else's answers during an exam or test. In all academic work, violations of academic integrity include misrepresenting your identity, falsifying institutional documents or grades, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Accessibility needs: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Religious accommodation: As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate missing a major course activity due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Grades posted on Quercus: Please note that the grades posted on Quercus are for your information only to track your progress throughout the course. No grades are considered official until they have been formally approved by the department at the end of the semester.

Late submissions: I strongly encourage you to schedule your time such that you plan on starting assignments far before the deadline and to work steadily on assignments throughout the semester until their deadlines. For this reason and for logistical reasons, there will be **no late work accepted in this course**. Any work submitted after the deadline will receive a score of 0%. You are expected to familiarize yourself with the submission procedures and to adequately back-up your work in case of computer complications. Please note that assignments will not be accepted as attachments to email unless told otherwise. For work missed due to extenuating circumstances, please see the "Psychology Department's Missed Term Work Policy" below.

Lecture recordings and class materials: The synchronous classes will be recorded on video and will be available to students in the course to view after each class. These recordings and all course materials (e.g., syllabus) are the intellectual property of the instructor. These course materials are provided for the exclusive use of enrolled students. As such, you may not share these materials with others. The course instructor does not want to discover that a student has put any of her materials into a public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support the course instructor in asserting and pursuing her rights, and my copyrights, in such matters.

Psychology Department's Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:
- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: http://www.utsc.utoronto.ca/registrar/missing-examination
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: https://www.utsc.utoronto.ca/registrar/term-work

Accommodations for Illness or Emergency:
For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:
1. Complete the **Request for Missed Term Work Accommodations Form** (http://uoft.me/PSY-MTW) and email it to Keely Hicks at keely.hicks@utoronto.ca , ***and***
2. **Declare your absence** on ACORN (Profile & Settings > Absence Declaration)
Deadline: You must complete the above steps **within 3 business day**s of the missed work.
Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:
For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:
1. Complete the **Request for Missed Term Work Accommodations Form** (http://uoft.me/PSY-MTW), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).
Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier.
Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (http://uoft.me/PSY-MTW), choosing "Other" as your reason for missed work and noting "Religious conflict" in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (https://uoft.me/PSY-TimeZone), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days):
    1. Complete the **Request for Missed Term Work Accommodations Form** (http://uoft.me/PSY-MTW).
    2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that):
    1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does not guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances.**

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

Helpful Resources for Student

Social Psychology Resources[1]

UTSC Psychology Department Website: https://www.utsc.utoronto.ca/psych/
University of Toronto's Social Personality Research Group: https://www.sprgtoronto.org/
Psychology Research Laboratory Opportunities: https://www.utsc.utoronto.ca/psych/list-faculty-accepting-b90c90c93d98-students-2020-21
Canadian Psychological Association, Social and Personality Section: https://cpa.ca/sections/socialandpersonality/
Social Psychology Network: https://www.socialpsychology.org/
Society for Personality and Social Psychology: http://www.spsp.org/

Academics[2]

UTSC Student Policies: https://www.utsc.utoronto.ca/studentaffairs/student-policies
UTSC Dates and Deadlines: https://www.utsc.utoronto.ca/registrar/academic-dates
UTSC Health & Wellness Center: https://www.utsc.utoronto.ca/hwc/
AccessAbility: https://www.utsc.utoronto.ca/ability/
Skill Building, Future Planning, Academic Advising, Career Centre: https://www.utsc.utoronto.ca/aacc/
Writing Support: https://www.utsc.utoronto.ca/twc/
English Language Development Centre: https://www.utsc.utoronto.ca/eld/

Successful Learning Online

UTSC Center for Teaching and Learning's Assignment Calculator breaks down your work into small steps and creates a feasible calendar for completing your assignments: https://ctl.utsc.utoronto.ca/assignmentcal/
UTSC Academic Advising & Career Center's Time Management Help: https://www.utsc.utoronto.ca/aacc/sites/utsc.utoronto.ca.aacc/files/tipsheets/Academic_Advising_Tipsheets/timemanagement.pdf
UTSC Academic Advising & Career Center's Daily Task Planner & Journal: https://www.utsc.utoronto.ca/aacc/sites/utsc.utoronto.ca.aacc/files/tipsheets/Academic_Advising_Tipsheets/DailyTaskPlannerJournal.pdf
University of Toronto's Center for Teaching Support and Innovation's 5 Tips for Learning Online/Remotely: https://teaching.utoronto.ca/teaching-support/strategies/continuity-planning/5-tips-for-students/
Society for Personality and Social Psychology's 8 Tips for Working from Home: http://spsp.org/news-center/announcements/8-tips-productive-remote-work?_zs=7f7eX&_zl=B8E42

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[1] Many thanks to Dr. Kosha Bramesfeld who compiled the list of social psychology resources for students and who graciously allowed me to share the list in this syllabus.

[2] Many thanks to Dr. Michael Souza who compiled the list of academic resources for students and who graciously allowed me to share the list in this syllabus.

Grading and Evaluations

Evaluative Component	Due Date	Weight
Class Facilitation	Every student will lead a class discussion once during synchronous class time	25%
Participation	Weekly during synchronous class time	20%
Thought Papers	Tuesdays at 11:59pm ET before synchronous class time	10%
Final Assignment: Final Paper	Research Question: February 3rd at 11:59pm ET	30%
	Draft: March 3rd at 11:59pm ET	
	Peer Review: March 11th-17th at 11:59pm ET	
	Final: March 24th at 11:59pm ET	
Final Assignment: Proposal Presentation	Original: March 31st at 11:59pm ET	15%
	Questions: April 7th at 11:59pm ET	
	Reply: April 9th at 11:59pm ET	

Class Facilitation: 25% of final grade

Throughout the semester, students will lead class discussions either alone, in pairs, or in groups of three. You should work with your group members in advance to prepare to facilitate the class discussion. Presenters should meet with me as a group in my open hours (or schedule a meeting if you cannot make open hours) the week prior to your presentation for feedback. The more you have prepared, the more I can help you in your preparations. Your grade for class facilitation will consist 50% of the average class grade and 50% from me.

You will prepare the following to lead class discussions:
- Present a summary of the readings for that week. You can either summarize all of the readings at the start of the class prior to discussions or you can discuss each reading separately, beginning with a summary of the reading. These presentations are not formal. For these presentations, you can include in-class demonstrations and activities, display findings visually, present multimedia, use PowerPoint slides, and so on.
- In addition to presenting summaries of the assigned readings, you are expected to find and present at least one additional peer-reviewed article related to the topic. You must post the complete APA-style reference of at least one additional source you plan to present in class on the Class Discussion Preparation discussion board by Sunday at 11:59pm ET prior to when the class meets for the discussion. This will give everyone in the course time to look at the additional sources prior to the synchronous class time. Feel free to contact the course instructor for advice if you are unsure whether a reading is appropriate.
- Lead a class discussion by asking the class questions and topics that can be debated. These questions and topics should be based on the readings. To help the discussion along, you can also play devil's advocate and present alternative points of view to be considered by the class. Be

prepared for silences in the discussions with additional questions, topics, or ideas to engage the class. Please note that it is best to prepare extra material rather than less material. Most of the class time should be spent on these discussions with the class. You must post **at least** six questions you plan to include in the class discussion on the Class Discussion Preparation discussion board by Sunday at 11:59pm ET prior to when the class meets for the discussion. This will give everyone in the course time to prepare a few thoughts prior to the synchronous class time.

- Create an interactive activity for everyone to engage in during the class. This can include a video, a game, a writing exercise, a hands-on-activity, a demonstration, and so on. Multimedia is encouraged. This activity can be completed as part of presenting the readings or as part of leading the discussion.

Participation: 20% of final grade

One objective of a seminar course is to provide students with the opportunity to engage in thoughtful discussion. Therefore, every student is expected to participate in class by contributing something to the discussion every class. This class is meant to be a safe space to try out ideas, therefore you are encouraged to speak up when you have something to contribute. Active engagement will also make the class more enjoyable and interesting for everyone!

Your participation grade will include the following:
- Participation will be based in part on the quality and quantity of the contributions you make in class. Importantly, your participation should be respectful and professional. All contributions are welcome, however, higher quality contributions will carry more weight. Contributions of lower quality (such as agreeing with a perspective), can also add richness to the discussion and will still count positively towards quantity of contributions. Quantity of contributions means getting involved each week with multiple contributions to discussion but avoiding being overinvolved (i.e., avoid taking over the entire discussion).
- You are encouraged to raise your hand and use your microphone to participate in class discussions. You may also participate via the chat; however, contributions made verbally via your microphone will have a greater weight on your grade than written contributions via the chat. Although we live in a digital age, oral discussions are still a more common way to communicate when discussing research in professional settings than written discussions. Therefore, participating via your microphone will help you practice and become more comfortable with this type of communication.
- Participation will also be based in part on the constructiveness of your feedback to class facilitators. You should submit your comments to me by 11:59pm ET on Wednesday.

You will earn up to 4 points for participation every week during weeks 2-10 for participation. These points will be based on the average of class participation and feedback to facilitators provided. The top 7 grades will be counted towards your final grade. Overall, the grades will be as follows:

Grade	Meaning for In Class Participation	Meaning for Feedback to Facilitators
4	Participation in class included several quality contributions and active engagement throughout.	Feedback to each facilitator was very helpful and specific.
3	Participation in class included one quality contribution and some active engagement throughout.	Feedback to each facilitator was helpful and somewhat specific.
2	Participation in class included no quality contributions and some active engagement OR one quality contribution but little-to-no other engagement.	Feedback to each facilitator was somewhat helpful and somewhat specific.
1	Participation in class included no quality contributions and little-to-no active engagement.	Feedback to each facilitator was vague and not specific.
0	Absent from class.	No feedback provided to presenters.

Thought Papers: 10% of final grade

Every student will submit two thought papers (worth 5% each). Thought papers are due on the Tuesday before the synchronous class time that discusses the articles for that week. You will sign up to your two thought paper weeks in the first synchronous class meeting. Thought papers should include the following:
- Thought papers should be 1-2 pages long.
- Thought papers should be about the topic for the upcoming week and relate to the readings for that particular week. Thought papers should not be summaries of the reading. Instead, thought papers should explore critiques, related ideas, or thoughts about potential new research. Higher quality thought papers develop one idea in detail rather than list many possible avenues for future research.
- Thought papers can address only part of the week's readings or integrate various big ideas in the readings assigned for the week.

Final Assignment:

For your final assignment, you will create one research proposal and communicate it in two ways: first as a final paper and then as a proposal presentation.

Final Paper (30% of final grade)

The first goal of the final paper is to independently conduct a literature review and propose an original research project in written format. The second goal of the final paper is to engage in critical thinking about the strength of a research proposal, writing, logical flow, and argumentation by providing feedback to your peers on their draft literature review. The third goal is to experience the peer review process by providing feedback, receiving feedback, and reflecting on and revising your work. The final paper will include the following:
- The final paper has four deadlines.
    - You will submit your research question by February 3rd at 11:59pm ET to be approved by the course instructor (1-2 sentences long).
    - You will submit the first completed draft of your final paper by March 3rd at 11:59pm ET.
    - You will have between March 11th and March 17th at 11:59pm ET to complete a peer review of two other students' draft papers anonymously.
    - Finally, you will have until March 24th at 11:59pm ET to submit your final revised paper.
- You will propose a new research idea based on independent research that you conduct and on course material. The topic does not need to be the same as your presentation but must be within the context of the course theme.
- The final paper will include two sections. First, the introduction section will include the background literature review identifying a gap, the main research question, a brief overview of the proposed study, and the study hypotheses. Second, the methods section will describe how you propose to test the main research question and will include the participants, materials, and procedure sub-sections.
- The final paper should be a **maximum of 8 pages long** (not including the title page and references).
- The final paper must be double-spaced, use 12-point Times New Roman font with 1-inch margins, and be **APA formatted**.
- The final essay must include **at least 10 peer-reviewed articles**.

Proposal Presentation (15% of final grade)

The first goal of the proposal presentation is to independently conduct a literature review and propose an original research project in an oral presentation. The second goal of the proposal presentation is to engage critically with other people's presentations by actively listening to and asking questions about their presentations. The third goal of the proposal presentation is to engage with the audience by answering

questions that you receive about your presentation. Overall, the presentation is a great way to share what you have learned and created with your classmates and is an opportunity to learn from each other! The proposal presentation will include the following:

- The proposal presentation has three deadlines.
    - You will post your proposal presentation in the "Proposal Presentations" discussion board by March 31st at 11:59pm ET. For this presentation, you will include PowerPoint slides and your face in the video. I suggest using Loom, which is a free and user-friendly website for creating videos that allow for your face to be in the corner of the screen (https://www.loom.com/).
    - You will then have until April 7th at 11:59pm ET to post questions to at least two different presentations.
    - Finally, you will respond to the questions that others have posted for your own presentation by April 9th at 11:59pm ET.
- You will present your research question, past literature, hypotheses, and methods in a 5-minute long pre-recorded asynchronous video. The video should summarize what is in your final paper in an engaging manner.
- During the last two weeks of classes (March 31st and April 7th) we will not have synchronous class meetings. Instead, you will view your classmates' presentations online and engage critically with each others' presentations by posting questions to others and answering questions from others. I hope that by no having synchronous class meetings, this will give everyone enough time to carefully view the proposal presentations.

Grading Scale

Grade	Percentage	Definition
A+	90-100	Excellent
A	85-89	
A-	80-84	
B+	77-79	Good
B	73-76	
B-	70-72	
C+	67-69	Adequate
C	63-66	
C-	60-62	
D+	57-59	Marginal
D	53-36	
D-	50-52	
F	0-49	Inadequate

Course Timetable and Reading List

Note: The topics for a given week are guidelines about what topics we will cover over the course of the term.

WEEK #	DATE	TOPIC	READINGS
1	January 13th	Welcome, Introduction to Course, and Organizational Meeting	*No readings*
2	January 20th	Evolutionary Perspective	Fletcher et al. (2015)
3	January 27th	Attachment Theory	Park et al. (2019; studies 1-3) Zayas et al. (2011)
4	February 3rd	Interdependence Theory	Agnew & Le (2015; pg. 1-14) Tan et al. (2020)
5	February 10th	Self-Expansion Theory	Sprecher et al. (2015)
N/A	February 17th	READING WEEK (NO CLASS)	
6	February 24th	Schemas and Implicit Theories of Relationships	Hammond & Overall (2017) Lou & Li (2017) Rusbult et al. (2009)
7	March 3rd	Sexuality in Relationships	McNulty et al. (2019) Muise & Impett (2015)
8	March 10th	Culture, Intersectionality, and Romantic Attraction	Galisnky et al. (2013; studies 1-4) Pepping et al. (2017)
9	March 17th	Stigma and Relationships	Doyle & Molix (2014) Kille & Tse (2017)
10	March 24th	Conflict and Dissolution	Mirecki et al. (2013) Spielmann et al. (2019)
11	March 31st	No synchronous class meetings	*Watch asynchronous proposal presentations (No readings)*
12	April 7th		

The deadline to drop courses without academic penalty and have them removed from transcript for Winter 2021 is March 29th.

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