

## Syllabus for PSYCO 347: Interpersonal Relationships Section B1, Winter 2021

### Meet Your Instructor:

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*Course Website:* Go to eClass, accessible on the University main page



### What is this Course About?

What is love? Why do we need close personal relationships? Why do we experience relationship conflict? Do individual differences affect relationship functioning? How can we communicate better without partners? In PSYCO 347 Interpersonal Relationships, we will discuss these questions, and how psychological scientists use empirical methods to investigate the answers. This course will provide a general overview of research and theory in the domain of relationships, based on classic and contemporary findings from the social psychological literature. Most of the course content will focus on adult romantic relationships. You will collaborate with other students to apply research findings to experiences from your daily life, and communicate scientific results to a general audience.

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### Quick Facts: Where? When?

Our regular class time is **Tuesday and Thursday from 9:30am-11:00am**. Our [detailed class schedule](#) (including dates) is available on eClass, but generally each week will follow this schedule ([also see infographic](#)):

- **Friday nights: Retrieval practice on the readings.** After reading the textbook chapter(s), complete a low stakes retrieval practice quiz through eClass to check your understanding and prepare for the following week's lecture and activities.
- **Tuesdays: Virtual lectures.** Attend a virtual lecture (during class time, using the Zoom tool on eClass) to review the chapter's trickiest concepts and engage in class discussions and active learning activities. Note: These sessions will be recorded (see below).

- **Thursdays: In-class activity days.** Attend a virtual session (during class time, using the Zoom tool on eClass) to work with other students and complete graded group activities and discussions. Note: These sessions will not be recorded.

### **Learning Outcomes: Where Are We Going?**

I designed this course with specific learning outcomes in mind. If you are willing and able to meet the requirements, but the end of this course you will be able to:

- (1) Identify and describe the core principles and phenomena in interpersonal relationships research, and give examples of these phenomena.
- (2) Interpret, critically evaluate, and discuss scientific research on relationships,
- (3) Analyze observations from the media or social world, and use relationships research to provide explanations for these observations, and make predictions about the future,
- (4) Create new research questions in this area of research,
- (5) Collaborate effectively with others through group problem solving, and
- (6) Clearly and concisely communicate scientific results to a general audience through brief blog entries using APA-style references, and
- (7) Recognize the link between efforts in self-management and achievement, and follow instructions, including timely delivery, in response to project criteria.

See eClass for a course map showing the alignment of the learning outcomes to learning activities, assessments, and the APA Guidelines for Undergraduate Psychology Majors 2.0.

**A note about withdrawing from this class:** Sometimes people find that they are unable or unwilling to handle the demands of a course. If you find yourself in this situation, I encourage you to talk to me as soon as possible. If you wish to withdraw from this course without any record of the course on your transcript, you must do so before Friday January 22<sup>nd</sup>. If you wish to withdraw from this course with only a withdrawal standing of “W” on your transcript, you must do so before April 9<sup>th</sup>. **For other important dates**, see the current Calendar for the [Academic Schedule, Dates, and Deadlines](#).

### **Materials: What Do You Need?**

#### **1. Required Text:**

Miller, R. S. (2018). *Intimate Relationships* (8<sup>th</sup> Edition). McGraw Hill.

You can purchase a hard copy or eBook version of this textbook at the University Bookstore. To purchase the eBook, [please go to this link](#). Students choosing to access and use the online resources should note the following:

1. Registration in the system and any monetary transactions are of your own accord and not the responsibility of the University.
2. Students should be mindful of protecting their personal information and should be aware of how their personal information might be used and/or shared.
3. Students SHOULD NOT use their @ualberta email address or CCID to register into the system and instead use a non-identifying email address or account.

**Short on cash?** If you are choosing between buying food or a textbook, please email me as soon as possible. You might be able to borrow a book from me, or share a book with another student. I

also encourage you to reach out to the [Dean of Student's](#) office to see what resources you might be able to access.

## 2. Prerequisites:

PSYCO 104 or SCI 100, PSYCO 105, and PSYCO 241 or SOC 241. Students who have not completed these prerequisites will not receive credit for completing PSYCO 347.

## 3. Technology for Remote Learning:

To successfully participate in remote learning in this course, it is recommended that students have access to a computer with an internet connection that can support the tools and technologies the University uses to deliver content, engage with instructors, TAs, and fellow students, and facilitate assessment and examinations. Please refer to [Technology for Remote Learning - For Students](#) for details. If you encounter difficulty meeting the technology recommendations, please email the Dean of Students Office ([dosdean@ualberta.ca](mailto:dosdean@ualberta.ca)) directly to explore options and support.

Please contact me (Dr. Passey) by the add/drop deadline (i.e., Friday January 22<sup>nd</sup>) if you do not have access to the minimum technology recommended. I will make arrangements for accommodating students who contact me before this date. Failure to do so may result in a zero in any assessment that depends on the minimum technology. Please make sure you visit [On The Hub](#) to access Microsoft Office tools for free.

### Recordings of Synchronous Activities:

- Please note that **synchronous virtual lecture sessions (but not in-class activity days) will be recorded**. Recordings of this course will be used for the purposes of asynchronous learning, and will be disclosed to the teaching assistants and other students enrolled in this section of the class.
- Students have the right to not participate in the recording and are advised to turn off their cameras and audio prior to recording; they can still participate through text-based chat. It is recommended that students remove all identifiable and personal belongings from the space in which they will be participating.
- Recordings will be made available until the end of term (i.e., April 30<sup>th</sup>, 2021), and will be accessible by Zoom cloud storage. Please direct any questions about this collection to the instructor of this course.

**Student Resources for Remote Learning:** Online learning may be new to you. Check out tips for success and find out more about online learning on the [Campus Life](#) page, and specifically on the [Student Resources for Remote Learning](#) page.

## Learning Assessments - Overview: How Will We Know If We've Met Our Goals?

| Assessment Title  | Learning Outcomes | Grade Weight        |
|---|-------------------|---------------------|
| Prior Learning Quiz<br>Due: By January 14 <sup>th</sup> | -                 | 1%                  |
| Retrieval Practice<br>Due: Every chapter                | 1-3, 7            | 13% (Best 12 of 14) |
| Professionalism Score<br>Assessed end of term           | 5, 7              | 5%                  |

|   |           |                              |
|---|-----------|------------------------------|
| In-class Group Activities<br>Every week         | 2-5       | 21% (Best 7 of 9 activities) |
| Blog Project<br>Due: See class schedule         | 2-3, 6, 7 | 20% (Average of 4 posts)     |
| Cumulative Quizzes<br>Every 4-5 chapters        | 1-4, 7    | 20% (Best 2 of 3 quizzes)    |
| Final Exam<br>Written: During final exam period | 1-4       | 20%*                         |

To see all due dates, see [detailed class schedule](#). \*Note: There is no possibility of a reexamination in this course.

This course is divided into 10 units, each covering 1-2 chapters over a 1-week period. A typical week will involve the same elements [depicted in this infographic on eClass](#). This course is designed to help you distribute your readings and studying throughout the term, using a combination of retrieval practice, class discussions and active group problem solving, and writing assignments to encourage active learning. The cumulative quizzes encourage active engagement with the material throughout the entire course, and your learning is supported by several different required (i.e., for credit) and optional activities that provide several opportunities for feedback. By providing several different types of lower-stakes assessments, the course design:

- a) encourages you to engage in effective learning strategies throughout the term (and receive credit for doing so);
- b) provides “opportunities to fail”, where you can miss or do poorly on some assessments and still recover to do well in the course; and
- c) helps you to manage academic stress, because most of the assessments are low stakes and there isn’t a large concentration of your grade at the end of the term.

For each unit you will:

- **Read** the assigned chapters from the textbook;
- **Retrieve** what you’ve learned through low stakes retrieval practice quizzes;
- **Engage** in active learning activities and discussions through virtual lectures;
- **Collaborate** with other students through group discussion and problem solving activities.

Throughout the course you will:

- **Read** recent articles you’ve chosen from the literature and **write** blog posts to communicate the research findings and applications to a general audience;
- Complete **cumulative quizzes** every 3-4 units on the material from all of the units covered by that point.

## Learning Assessments - Details: How Will We Know If We’ve Met Our Goals?

**Prior Learning Quiz (worth 1%):** At the beginning of the term (by January 14<sup>th</sup>) you will complete a prior learning quiz to assess your knowledge of social psychology at the beginning of the course. The results of this quiz will: a) help me to make any necessary adjustments to the course materials and planned activities, and b) provide a comparison for later course

assessments, which is useful for gauging teaching effectiveness (i.e., will help me know whether you are learning). The goal is to assess your **prior knowledge – so don't study!** Regardless of how you perform on the quiz, completing it (which means providing an answer for every question on the quiz) will earn you the full 1% toward your final grade.

**Cumulative Quizzes (worth 20%) and the Final Exam (worth 20%):** The cumulative quizzes and final exam will consist of a mix of multiple choice and short- or long- answer questions. These assessments will be open-book format, completed through eClass, and will be cumulative (meaning they will cover all units - including all textbook readings, lecture videos, and other course content/activities - covered by the date of the quiz/exam). See eClass for some [tips and advice on open book assessments](#).

The dates for the cumulative quizzes are noted on the [detailed class schedule](#); they will be 50 minutes long. On the date of the cumulative quiz, the quiz will open at 9:00am and close at 7:00pm. The quiz will only allow 1 attempt, so don't start the quiz until you are prepared to spend the full time to complete it (making sure you allow yourself enough time to complete it before 7:00pm). The scores for your best 2 out of 3 cumulative quiz marks will be worth 20% of your final grade.

The final exam will be 2 hours and scored out of 100 points. The final exam is scheduled by the University exams office, and has a tentative date of April 20<sup>th</sup> from 2:00-4:00pm (Warning: You must verify this date on BearTracks when the Final Exam Schedule is posted). **All students will write this exam at the same time (i.e., from 2:00-4:00pm)**; students with conflicts or writing from different time zones need to contact me by Friday January 22<sup>nd</sup> at 4:30pm to make arrangements for other exam times if necessary.

Within the first two weeks of class, you can earn 2 bonus points (to be added to your final exam mark scored out of 100 points). To earn the bonus points, complete your own post on the "Getting to Know You" forum on eClass (following all instructions). The deadline to complete this post for bonus points is 5 pm on Friday January 22<sup>nd</sup>.

**Engagement in Learning About Interpersonal Relationships:** Taking responsibility for your learning involves actively participating throughout this course. The following low-stakes assessments are designed to have you practice effective learning strategies.

**1. Retrieval Practice (worth 13%):** Retrieval practice is one of the most effective learning strategies. These quizzes – completed through eClass will: a) encourage you stay on top of the textbook chapters so you are prepared for the week's lectures and in-class group activities), and b) provide feedback on your learning of the textbook material. There are 14 retrieval practice quizzes; one at the beginning of each unit (due at 11:59pm; see due dates on the [detailed class schedule](#)). Each 10-minute quiz will consist of 10 multiple choice questions; you will have 1 attempt per quiz. Your best 12 retrieval practice quizzes will be worth 13% of your final grade.

**2. In-Class Group Activities via Zoom and Google Docs (worth 21%):** The goals of these activities are to: a) promote active learning and engagement with the course material, b) provide application and problem solving practice, and c) encourage collaboration and discussion. During 9 class sessions throughout the term (on Thursdays), you will attend class (via the Zoom tool in eClass) and participate in discussions and graded group activities. When you access class

sessions through Zoom, make sure that their full name (first and last name) is visible so I can easily identify you. Mere attendance isn't enough; but, you can't participate if you aren't present. After a careful and critical review of the textbook readings and lecture material, you will contribute meaningfully (thoughtful, relevant, critical comments) to class discussions and group assignments (sometimes completed through demonstrations, or through Google Docs). I will use random assignment to determine team members for group activities within each session. At the end of the activity, each team's work for that assignment/activity will receive a grade (out of 5; [see general rubric on eClass](#)).

There are 9 in-class groups activities (see dates on the [detailed class schedule](#)). Your best 7 activity scores will be worth 21% of your final grade.

**3. Professionalism Score (worth 5%):** Professionalism and respectful communication are important for any career path. Because social engagement and collaboration are key to success of this course, it's especially important that you behave professionally and treat our learning community with respect. At the end of the term, you will receive a professionalism score worth 5% of your final grade (see rubric available on eClass). Your score will reflect a range of professional behaviors over the course of the term, including: a) attendance for in-class activities, b) collaborating with others effectively (based on feedback from classmates following group activities), and c) treating others respectfully (including during Zoom sessions, on the discussion board, or in any other communication with classmates, teaching assistants, or with me). See the [Ethical conduct section](#) for more information; also see these [online etiquette guidelines on eClass](#).

**4. Blog Project (worth 20%):** You will collaborate to create a PSYCO 347 Science of Relationships Blog. The purpose of this project is for you to: describe key concepts and applications of recent research in the science of relationships; demonstrate psychology information literacy and critical thinking; and to demonstrate effective writing and communication for a general audience. To complete this project, you will **create four blog posts over the course of the semester** including:

- Two Primary blog posts (400-500 words each) with specific due dates, and
- Two "Quickie" blog posts (75-100 words each), one due early in the term and one due later.

In addition, each student will comment on five other students' posts throughout the term.

During the first week of class, I will randomly assign students into three sets of contributors (Contributors A, B, and C), who will **submit Primary blog posts on different due dates** (see detailed class schedule). You will submit your first of **two "Quickie" posts** early in the term, and the remaining post and comments on other students' posts at any time before the last day of this class (i.e., **by 11:59pm on Thursday April 15<sup>th</sup>**). Following this schedule you will spread out your posts so you are not scrambling to complete them all at the end of the term. **All blog posts will be posted twice before each deadline**; once on the course blog (visible to all other students), and once through the appropriate assignment submission tool on eClass (for grading purposes).

Each blog post will receive a score out of 20 points, and the average score across the four posts will be worth 20% of the final grade. To ensure you receive the maximum grade possible for these posts, make sure you comment on five other posts throughout the term (to avoid a 5 out of 20% deduction). Students who submit at least 3 blog posts **also have the option of**



**completing a Blog Audit assignment**, where you can reflect on, revise, and expand on one of your two Primary posts from earlier in the semester. The score on this Blog Audit assignment (out of 20 points; due by 5:00pm on Monday April 19<sup>th</sup>) may replace the grade for the revised Primary blog post. I will provide further details about the types of blog posts, marking guide, submission requirements, and blog audit assignment on eClass.

**Representative Evaluative Material:** I'll provide examples of representative multiple choice and written questions on eClass (relevant for retrieval practice, cumulative quizzes, and final exam). I will also post examples of excellent blog posts from last year's class.

### **Getting Help: When Can I Ask Questions?**

**During Class:** I encourage everyone to ask questions during our synchronous class activity sessions through Zoom (see Zoom tool on eClass). I will usually "arrive" at least 5 minutes before class, and (on most days) will be able to stay for 10 minutes after class. There will be designated times during each session for you to raise your virtual hand to ask a question verbally, or to type your question into the chat.

**Discussion Board:** You can post questions at any time through an anonymous eClass discussion board (i.e., your identity won't be visible with your message, though I do have the ability to discover your identity if necessary – see below). I encourage you to post all of your questions here so that everyone can benefit from seeing your question and any responses. Before posting your question, I encourage you to check your syllabus and the other discussion board messages for an answer. This process saves time; yours (because someone may have already asked your question) and mine (because it saves me from answering the same questions over and over again). Although I will try to respond as quickly as possible, you should expect a response within 1 working day (which means if you post a question on Friday you might not get a response until Monday). Sometimes another student will provide an answer to your question (which is great!). If you want to ensure your question is answered (and not deleted) please make sure to use this board for questions about the course content; concerns about the course should be sent to me via email or discussed during student hours. I will delete posts that are rude or otherwise inappropriate, and if necessary bar repeat-offenders from using the discussion board.

**Drop-In Virtual Student Hours:** Student hours are an opportunity for you to ask questions about this course or your future career plans confidentially. I hold my virtual student hours through Zoom (see link on eClass) with the following drop in times (i.e., not by appointment): Mondays from 1-2:30pm, Wednesdays from 9:00-10:30am, and Thursdays from 11am-12:30pm. I will use the Zoom waiting room feature, which means I'll admit you one-at-a-time.

**Email:** If your question is about the course content or assessments, please post it on the discussion board. However, if you need to discuss something personal or confidential (e.g., you want to discuss your performance in the course), please see me during student hours, or send me an email. Although I will try to respond as quickly as possible, you should expect a response within 1 working day (which means if you post a question on Friday you might not get a response until Monday). **If you want to ensure you receive a response**, for any email be sure to:

1. Include your first and last name; and
2. **Include the course number (e.g., PSYCO 212) in the subject line;** and

3. Use your U of A email address (or your message might get lost).

## Expectations and Course Policies:

### *What I Expect from You:*

- **Participate actively in your own learning.** Success in this class depends on your ownership of and active participation in your own learning. I will ask you to do only those activities that I believe will help you learn. See the [Tips for Success](#) section.
- **Treat others respectfully.** You are expected to treat all your classmates, the teaching team, and yourself with respect at all times (including during online or email communications). For more information see the [Online Etiquette Guidelines](#) on eClass, and the [Ethical conduct](#) section of this syllabus.
- **Act ethically.** You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including copying other's work. See the [Ethical Conduct](#) section for more information.
- **Contact me within the first 2 weeks of class if you need to miss work for religious reasons.** You must contact me by email to request accommodation for missing any cumulative quizzes or the final exam for religious observance; I may request adequate documentation to substantiate your request.
- **Attend to your well-being.** We will discuss several topics that are unpleasant and/or controversial (e.g.s, intimate partner violence, aggression, stereotyping/prejudice, conflict and divorce, deception, rape, gender roles, evolutionary psychology, and politics). Additionally, some material may challenge your pre-existing beliefs about human behavior, make you uncomfortable, or be anxiety provoking. You are responsible for all required topics and activities, so I encourage you to review the posted information in advance so you can anticipate material you find discomforting. If distressed, please see the [Need Help link](#) for resources.
- **Complete tasks (including cumulative quizzes) on time.** I chose the due dates for retrieval practice quizzes to keep you on top of the material and provide you with feedback in advance of the cumulative quizzes. The in-class group activities can't be completed outside of class, and I expect you to write all cumulative quizzes on the dates provided in the [detailed class schedule](#). Missing any of these tasks will result in a zero; that is, **you won't be able to complete any of these activities late**. Additionally, if students are struggling or behind schedule, I don't think it's helpful to add additional work; thus, I won't offer any make-up work (with the exception of the optional blog audit assignment – see above).
  - **But, life happens!** I realize that you might experience illness, domestic affliction, or other events (including computer issues) that might interfere with your ability to complete (or excel on) all of the graded tasks in this course. For that reason, I will automatically drop your lowest marks for a certain number of retrieval practices and in-class group activities, and will drop your lowest cumulative quiz score (while allowing you to maintain your privacy).
  - In addition, each of you will have **3 Oops Tokens for the term**. You may choose to exchange these tokens for late submission days (i.e., 1 Token = 1 day late) on the blog posts (e.g., submit your first Primary Blog Post two days late, and your second Quickie blog post one day late). Remember, you have only 3 Tokens for the entire term; so if



you use them up on blog posts early on, you won't have any left for later submissions. If you submit late work without sufficient tokens remaining, you will receive a zero.

- If your **situation is ongoing** – and leads you to miss more work than allowed – I encourage you to contact me as soon as possible to discuss your options for the rest of the term (including withdrawing from the course). It might also be a good idea to contact the [Dean of Student's](#) office for their assistance.
- **Write the final exam.** Presence at the final exam is *mandatory*. If you absolutely must miss the final exam due to extenuating circumstance (like severe illness or domestic affliction) you must apply to your faculty office (see [Deferred Final Exams](#)).
- **Share constructive feedback.** I invite you to share your ideas and suggestions with me, particularly about things I am able to change, and be open to working together to make this course a positive experience for all of us.

#### *What You Can Expect from Me:*

- **Be available and present.** I am here to help you in your choice to succeed, and invite you to see out help (see Getting Help section above). I will also send out weekly reminders throughout the course. If my student hours absolutely cannot work for you, respectfully email me your schedule and I will send you an appointment time. Because of our class size, there may be limits on the number of appointments possible.
- **Have materials available as soon as I am able.** I will post any lecture slides, retrieval practice, project instructions, - as well as any study materials – as soon as they are ready to give you the most time possible to complete all tasks.
- **Arrange for and provide feedback.** I will attempt to provide you with feedback on assessments as promptly as possible, given the size of our class.
- **Act respectfully and ethically.** At all times, the TAs and I aim to treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, I invite you to talk to me so we can sort out the issue together. To be clear: such a discussion would not impact your grade.
- **Consider remarking requests.** If you feel very strongly that any question was graded unfairly, please submit the **Marking Request Form** available on eClass. You must submit the form within 2 weeks of the date grades for that assessment were made available on eClass. I will consider your request carefully and will respond via email in approximately two weeks of receiving it. Re-grading may result in an increase or decrease; the re-grade is final.
- **Communicate in absence or emergency situations.** I will notify students of any situations (e.g., my or my child's illness) that require my absence from class or any change in the class schedule of events. In these events, students will be notified of any changes through the eClass announcements section (and via email). In the event that **Edmonton's COVID-19 status has changed - resulting in daycare closures** - there may be necessary changes to this course, including:
  - My student hour availability (meetings might be "by appointment" only);
  - Video recordings will replace lectures.
  - In-class group activities/assignments may be replaced by a quiz activity, in which you will each individually complete 1 question from each week's activity through eClass.

## Tips for Success: Making Choices to Learn!

I believe you can master this course material at a high level, if you consistently choose to put in the effort required to do so. As a rough guideline, you should be spending approximately 9 hours on this (and each of your) courses this year (i.e., approx. 3 hours for every 1 hour of scheduled class time). Note that some people will need more time than this.

## What Can You *Do* with That Time?

- **Actively read the textbook and attend lectures.** Think about what's being discussed, and take notes in your own words (rather than re-writing what you see). Convert section or slide headers into questions to help you identify the most important points. Watch or read small segments, then write down what you think or recall without looking at the materials. Go back and check what you've included and what you missed.
- **Participate during virtual lecture and active learning day activities.** Active participation in the Kahoot quizzes or polls, discussions, or problem solving activities during our virtual class sessions will provide valuable feedback on your learning as well as tips for completing similar problems on your own.
- **Ask questions!** See section on [Getting Help](#) above on asking questions through the discussion board and attending student hours.
- **Use effective study strategies.** [The Learning Scientists](#) – a group of cognitive psychological researchers interested in research on education – have detailed 6 strategies for effective learning, based on scientific research. You can find information on these strategies in the More Learning and Study Tools section of eClass (including short videos describing these strategies).
- **Test yourself using learning objectives.** What should you be able to do with the course material? Learning objectives are designed to help you answer this question so you can study more effectively.
- **Stay engaged with the course materials, and use effective time management.** Check off tasks on eClass as you complete them, and use the eClass calendar and Course Completion block to stay on track.
- **Review advice from former students.** Students who did exceptionally well in previous sections of this course have [offered advice to future students](#).
- **Study with a group:** If you would like to join a study group for this course, please email me and I will put you in touch with other interested students.
- **Keep focused, and avoid distractions.** For example, don't review course materials while watching Netflix, talking with a friend, or checking your Instagram. Get adequate sleep and nutrition.
- **Need more help? Find a tutor:** Email me for a list of possible tutors. This list includes the names and email addresses of former 347 students who excelled in the course. You and the tutor are responsible for any agreements (in terms of time, financial arrangements, etc.); I won't be involved in those discussions.

## Grading Policies:

Final grades will be reported using letter grades. **This is NOT a curved course.** I will calculate final grades by combining scores for all components of the course into a percentage total for each student. I will convert these percentages into letter grades based on the following conversion system:

| Distribution of Grades in Undergraduate Courses |           |         |         |         |         |         |              |         |         |         |              |      |
|---|-----------|---------|---------|---------|---------|---------|--------------|---------|---------|---------|--------------|------|
| Letter grade                                    | A+        | A       | A-      | B+      | B       | B-      | C+           | C       | C-      | D+      | D            | F    |
| % grade range                                   | ≥95       | 90-94.9 | 85-89.9 | 80-84.9 | 75-79.9 | 71-74.9 | 67-70.9      | 63-66.9 | 60-62.9 | 55-59.9 | 50-54.9      | <50  |
| Grade points                                    | 4.0       | 4.0     | 3.7     | 3.3     | 3.0     | 2.7     | 2.3          | 2.0     | 1.7     | 1.3     | 1.0          | 0    |
| Descriptor                                      | Excellent |         |         | Good    |         |         | Satisfactory |         |         | Poor    | Minimal Pass | Fail |

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Assessment grades will be posted under “Grades” on the course website. You won’t be able to access the final exam after it’s graded. Grades are unofficial until approved by the Department and/or Faculty offering the course.

### Ethical Conduct (Practices and Policies) & Other Considerations:

**Guidelines for Respectful Online Engagement:** Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behavior](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner. If you are witness to or the target of abusive or offensive behavior in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.

**Academic Integrity:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

**Note:** In this course, violations of online assessments include accessing any online resources outside of eClass (e.g., Google) or collaborating with others (including other students) while completing any of the following: retrieval practices, cumulative quizzes, or final exams. I expect all assessment responses and homework assignments to be the student’s own original work.

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor. All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

**Recording and/or Distribution of Course Materials:** Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Deferred Final Examination:** A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply to their Faculty for a deferred final examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be made to the student’s Faculty office within two working days of the missed examination and must be supported by appropriate documentation or a Statutory Declaration (see Calendar for information on [Attendance](#)). Deferred examinations are a privilege and not a

right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*. If a deferral of the final exam is granted, the **deferred examination will be held on Thursday May 13<sup>th</sup> at 4:00pm.**

**Missed Term Work:** Students who need to miss more work than allowed ([see Expectations and Course Policies above](#)) must contact me as soon as possible to discuss options (including withdrawing from the course). In extreme cases of illness or family affliction, further accommodation or deferral of term work might be possible (but will be extremely rare). I may request adequate documentation to substantiate the student request. **Deferral of term work or exams is a privilege and not a right;** there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

**Missing a significant portion of the course work will result in a “1” being applied to your final letter grade on your transcript** (e.g., a you may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from the final exam, and/or
2. Fails to complete at least 1 of the blog entries (i.e., completes 0 blog entries).

**COVID-19 Updates:** Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

**Student Services and Resources:** General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

**Accessibility Resources (AR)** (1 – 80 SUB): The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential, and adherence to procedures and deadlines is required for U of A to provide accommodations.

**Academic Success Centre** (1-80 SUB): [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

**The Centre for Writers** (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**First Peoples' House:** [The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:** The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

**Learning and Working Environment:** The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty, and staff are able to work and study in an environment that is safe and free from discrimination, harassment, and violence of any kind. It does not tolerate behavior that undermines that environment. This includes virtual environments and platforms.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

**Disclaimer:** Any typographical errors in this syllabus are subject to change and will be announced in class and/or posted on the course website (e.g., eClass). The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

*The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.*

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