



COURSE OUTLINE

PANDEMIC CHANGES

Given the COVID-19 pandemic state, the University of British Columbia has directed all UBC programs to be delivered online.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Relationship Development	FMST 314-901	3 credits
Class Location	Class Time	Session Term
Online Course offered through Canvas	9:00am to 12:00pm	2020 Summer Term 2

INSTRUCTOR INFORMATION

Course Instructor(s)	Email & Phone	Office Location	Virtual Office Hours
Robyn Pitman	robyn.pitman@ubc.ca 604-827-2051		Tuesday and Thursday: 10:30 am to 12:00pm on Collaborate Ultra
Teaching Assistant(s)	Email & Phone	Office Location	Virtual Office Hours
Ryan Stillwagon	rcs207@mail.ubc.ca		By appointment only

CALENDAR DESCRIPTION, PREREQUISITES, AND COREQUISITES

The study of the development, course, and decline of personal relationships.

Prerequisite: One of SOCI 200, PSYC 100, PSYC 101, PSYC 102, SOCI 240.

COURSE DESCRIPTION

This course explores how relationships are developed, maintained, and dissolved with a focus on romantic relationships and friendships. Students will be encouraged to explore their own relational beliefs and what information they will integrate into their personal relationships. Relational theories, beliefs, current research trends, and relational processes and challenges will be discussed throughout the course. Students will be provided analytical and applied based learning experiences.

LEARNING OUTCOMES (LOs)

At the completion of the course, successful students will be able to:

1. Identify and apply theories used to understand personal relationships that include social penetration theory, attribution theory, and communication privacy management theory.
2. Describe how relational beliefs are developed and how media exposure can influence our relational beliefs.

3. Interpret and apply current research findings in the field of personal relationships.
4. Develop critical constructive feedback skills through an online peer review process and participation in a virtual infographic fair.
5. Describe the processes and challenges in personal relationships and how they are managed and supported.
6. Compare and contrast different relationship types.

COURSE STRUCTURE AND LEARNING ACTIVITIES

Our class will consist of pre-recorded self-paced micro lectures or an asynchronous learning environment. As a student in this course, you will be asked to do more than just memorize material but to take an active approach to your learning. I invite you to bring yourself to class as well as current examples from the media, personal experience, or other courses pertaining to current approaches and contemporary issues in personal relationships.

How to Manage your Time: I would suggest you use the first half of our class (9:00am to 10:30am PDT) to work through the self-paced micro lectures that are posted on Canvas. The second half of class (10:30am to 12:00pm PDT) is when I will hold my office hours and is a great opportunity to ask questions about course content, assignments, as well as meet other students in the course.

LEARNING MATERIALS

All readings are available on the online library course reserve on the Canvas website. See the course schedule (see page 4) for the schedule of readings.

ASSESSMENTS OF LEARNING

Assessment	LOs Addressed	Due dates / Submission Period	% of Final Grade
Relationship “Hack” Infographic			
Working draft infographic	#2, 3, 5	Monday July 20	3%
Online Peer Reviews	#4	July 20 9:00 to July 26	14%
Virtual Infographic Fair	#4	August 4 to August 7	8%
Final Infographic	#2, 3, 5	August 10 to August 14	25%
Skill Building Activities (Best 4 out of 5)	#1-3, 5	See course schedule	25%
Test and Apply Your Knowledge Quizzes	#1-3, 5	See course schedule	25%
Total			100%

OUTLINE OF ASSIGNMENTS

Final Infographic and Working Draft of Infographic: Working individually, students will create an infographic which is a visual representation of information. Students will bid on a relationship belief that they want to explore (e.g., should you be friends with your ex) and incorporate two peer reviewed journal articles published within the last 20 years to explore the relationship belief and develop a relationship “hack”. A “hack” is a strategy or technique that a person can use to manage how the belief is impacting them. Students will also provide one resource to help the reader learn more about this belief. Students

will submit a working draft of their infographic for online peer review to obtain feedback from both their peers and the instructor / TA. At the end of the course, students will submit their finalized infographic that has incorporated all the feedback (peers, instructor, TA) they have obtained throughout the term. Full assignment instructions are posted on Canvas under the Modules tab.

Online Peer Review. Students are required to complete two online peer reviews where they will provide feedback on visual presentation and content on two working draft infographics created by two of their peers in the course. Throughout the course, students will learn how to give and receive constructive critical feedback to their peers. Full assignment instructions are posted on Canvas under the Modules tab.

Virtual Infographic Fair. Students are required to participate in a 4-day virtual infographic fair. The virtual infographic fair is another opportunity for students to obtain feedback from their peers about their infographics AND to share and present their work with the entire class. Full assignment instructions are posted on Canvas under the Modules tab.

Test and Apply Your Knowledge Quizzes. Quizzes are completed individually, based on the material covered in both modules for the assigned week, and students will have one attempt at each quiz. For example, for week 1 there will be one quiz that addresses the material you learned in both modules 1.1 and 1.2. The number of questions on each quiz will vary each week and is dependent on the amount of content being covered in each module. You will be tested on 2 types of questions. Test your knowledge questions test your understanding of the course material and the answers could be found in the lecture material and / or assigned reading. Apply your knowledge questions test your understanding of how to apply the concepts from the course. The answers **cannot** be found in the lecture slides because these are application questions. The schedule of quizzes is on the course schedule (see page 4).

Relationship Skill Building Activities. Students will be required to submit relationship skill building activities as either a video file, audio file, or a 2-page paper that addresses the content of the learning reflection. The lowest mark is dropped for the best 4 out of 5 relationship skill building activity mark. Instructions for each skill building activity can be found under the module that the activity is assigned to – see course schedule (page 4).

LATE ASSIGNMENTS

There are no late submissions accepted during the duration of the course because there is a submission period for many of the assignments. See course schedule (page 4) for submission periods and due dates.

GRADES

After you receive a grade on Canvas, please review your feedback. **Any inquiry or dispute over the grade must be made within two weeks from the date they are posted.** If you fail to discuss any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0>

CORRESPONDENCE

Email me at robyn.pitman@ubc.ca. I will check emails on weekdays until 5pm Monday to Friday. I will not be checking my email on the weekends, so be prepared that it may take up to 48 hours to receive an email from me between Friday to Monday. I would appreciate you using an appropriate greeting followed by the instructor's correct name. For example: Hi Robyn, Hi Dr. Pitman, or Hi Professor Pitman.

SCHEDULE OF TOPICS

*Note. This is a tentative schedule. Any changes will be posted on Canvas.

Week	Modules and Assigned Readings	Activities and Due Dates
1 July 7 & 9	<p style="text-align: center;">Module 1.1 Relationship Beliefs</p> <p><u>Reading / media:</u> Hussey, M. (2017). Is he the one? 5 questions to know for sure.</p> <p style="text-align: center;">Module 1.2 Theories of Relationships</p> <p><u>Reading / media:</u> Manusov, V. (2017). Attribution theory: Who's at fault in families?</p>	<p>Relationship Skill Building Activity #1 can be submitted anytime between Monday July 6 9:00am to Sunday July 12 9:00am</p> <p>Test and Apply Your Knowledge Quiz #1 can be completed anytime between Monday July 6 9:00am to Monday July 13 9:00am</p> <p>Last day to sign up for a relationship belief through Canvas is Monday July 13th by 9:00am. On Canvas, click on the People link, click on the Groups tab, and you can self-enroll in the belief you want to do.</p>
2 July 14 & 16	<p style="text-align: center;">Module 2.1 Healthy Relationships and Being Single</p> <p><u>Reading / media:</u> Sweatt-Eldredge, C. (2017, October 9). The little things that will make or break your relationship.</p> <p style="text-align: center;">Module 2.2 Dating and Attraction</p> <p><u>Reading / media:</u> Miller, R. S. (2018). Chapter 3 : Attraction.</p>	<p>Relationship Skill Building Activity #2 can be submitted anytime between Monday July 13 9:00am to Sunday July 19 9:00am</p> <p>Test and Apply Your Knowledge Quiz #2 can be completed anytime between Monday July 13 9:00am to Monday July 20 9:00am</p>
3 July 21 & 23	<p style="text-align: center;">Module 3.1 Communication</p> <p><u>Reading / media:</u> Stinnett, Stinnett, Degenova, & Rice (2017). Chapter 9: Power, decision making, and communication.</p> <p style="text-align: center;">Module 3.2 Conflict</p> <p><u>Reading / media:</u> Tartakovsky, M. (2016, July 17). How conflict can improve your relationship.</p>	<p>Test and Apply Your Knowledge Quiz #3 can be completed anytime between Monday July 20 9:00am to Monday July 27 9:00am</p> <p>Working Infographic Drafts for peer review are due Monday July 20 by 9:00am. Late submissions are not accepted. If you do not submit a draft of your infographic, you cannot complete peer reviews. You will receive an automatic grade of 0 on both the draft and the peer reviews.</p> <p>Online Peer Reviews can be completed anytime between Monday July 20 9:00am to Sunday July 26 9:00am</p>
4 July 28 & 30	<p style="text-align: center;">Module 4.1 Love</p> <p><u>Reading / media:</u> DiDonato, T. H. (2014, June 24). How you know if you're in love?</p> <p style="text-align: center;">Module 4.2 Friendship</p> <p><u>Reading / media:</u> Hall, J. A. (2011).</p>	<p>Relationship Skill Building Activity #3 can be submitted anytime between Monday July 27 9:00am to Sunday August 2 9:00am</p> <p>Test and Apply Your Knowledge Quiz #4 can be completed anytime between Monday July 27 9:00am to Monday August 3 9:00am</p>
5 August 4 & 6	<p style="text-align: center;">Module 5.1 Stresses and Strains</p> <p><u>Reading / media:</u> Eckel, S. (2016, November). Listening to jealously.</p> <p style="text-align: center;">Module 5.2 Infidelity and Violence</p> <p><u>Reading / media:</u> Perel, E. (2015). Rethinking infidelity...a talk for anyone who has ever loved.</p>	<p>Relationship Skill Building Activity #4 can be submitted anytime between Monday August 3 9:00am to Sunday August 9 9:00am</p> <p>Test and Apply Your Knowledge Quiz #5 can be completed anytime between Monday August 3 9:00am to Monday August 10 9:00am</p> <p>4-day Virtual Infographic Fair: Runs from Tuesday August 4 to Friday August 7. See Canvas for more information.</p>
6 August 11 & 13	<p style="text-align: center;">Module 6.1 Dissolution and Disengagement</p> <p><u>Reading / media:</u> Howe, L. (2016, January 20). Why some people take breakups harder than others.</p> <p style="text-align: center;">Module 6.2 Maintaining and Improving Relationships</p> <p><u>Reading / media:</u> Miller, R. S. (2018). Chapter 14: Maintaining and repairing relationships.</p>	<p>Relationship Skill Building Activity #5 can be submitted anytime between Monday August 10 to Sunday August 16 9:00am</p> <p>Test and Apply Your Knowledge Quiz #6 can be completed anytime between Monday August 10 9:00am to Monday August 17 9:00am</p> <p>Final Infographic can be submitted anytime between Monday August 10 9:00am to Friday August 14 9:00am</p>

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

ACADEMIC MISCONDUCT

Academic misconduct, such as plagiarism, is a serious offence at the University of British Columbia. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. For offences, penalties, and procedures relating to academic misconduct, please consult the Undergraduate Calendar:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>

CENTRE FOR ACCESSIBILITY

The University accommodates students with learning challenges who have registered with the Centre for Accessibility. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated. Please discuss your commitments with me *at least one week* in advance of the scheduled assignment or exam. For more information, please visit

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

ACADEMIC CONCESSION AND EARLY ALERT

If you cannot meet a course requirement due to illness or compassionate reasons, please advise me as soon as possible prior to the due date. Please include a Student Self-Declaration form, found on the Arts Advising website: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>. If you require a second concession, you must make your request to your Faculty Advising Office. For further information on regulations and procedures for Academic Concession, please refer to the Undergraduate Calendar at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

During the term, I will do my best to reach out and offer support. If I am concerned about your academic performance or wellbeing, I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit <https://facultystaff.students.ubc.ca/systems-tools/early-alert>