



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 314-203	3 credits
Class Location	Class Time	Session Term
Online Course offered through Canvas	Wednesday 2:00pm to 5:00pm PST	2021 Winter Term 2

INSTRUCTOR INFORMATION

Course Instructor(s)	Email & Phone	Office Location	Virtual Office Hours
Robyn Pitman	robyn.pitman@ubc.ca 604-827-2051		Wednesday 2:00pm to 5:00pm PST using Zoom
Teaching Assistant(s)	Email & Phone	Office Location	Virtual Office Hours
Nicole Pontikes	nicole.pontikes@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 a mixture of synchronous and asynchronous learning environments. 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 human development and family relationships.

Synchronous learning will occur within the first hour (2pm to 3pm) on select Wednesdays during our scheduled class time (see course schedule) with lectures ranging from 20 mins to 40 mins in length. Attendance is *optional* and synchronous lectures will be recorded / posted for those who cannot attend. **Asynchronous learning** can be completed anytime during the assigned week’s module. You might decide to review the lectures during our scheduled class time (Wednesday 2pm to 5pm PST).

LEARNING MATERIALS

All readings are available on the online library course reserve on the Canvas website. See the course schedule (see pages 4-5) 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	Wed Feb 10	3%
Online Peer Reviews	#4	Thurs Feb 11 to Wed Feb 24	14%
Virtual Infographic Fair	#4	Tues Mar23 10 to Fri Mar 26	8%
Final Infographic	#2, 3, 5	Wed Mar 31	25%
Online Discussion Skill Building Activities (Best 3 out of 4)	#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

****All Assignment Due Dates, Activities, and Synchronous Learning are Pacific Standard Time.****

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 and are based on the material covered in an assigned week. ***Respondus lockdown is being used to maintain the integrity of the quizzes.*** 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).

Online Discussion Skill Building Activities. Students will be required to engage in 4 online discussions that address the questions in the assigned learning activity for each week. The lowest mark is dropped for the best 3 out of 4 discussion activities. Instructions are on Canvas under the *Modules* tab. Schedule of discussions is on pages 4-5 of the course outline.

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.

****All Assignment Due Dates, Activities, and Synchronous Learning are Pacific Standard Time.****

Week	Modules and Assigned Readings	Activities and Due Dates
Week 1 January 13	Introduction to the Course <i>Wed Jan 13 2pm to 3pm Synchronous Learning:</i> Overview of Course and Infographic Assignment	
Week 2 January 20	Relationship Beliefs <u>Reading / media:</u> Hussey, M. (2017). Is he the one? 5 questions to know for sure.	Test and Apply Your Knowledge Quiz #1 can be completed between Mon Jan 18 8:00am and closes Sun Jan 24 11:59pm. Discussion Skill Building Activity #1 opens Mon Jan 18 8:00am and closes Sun Jan 24 11:59pm.
Week 3 January 27	Theories of Relationships <u>Reading / media:</u> Manusov, V. (2017). Attribution theory: Who's at fault in families? (pages 51-61) <i>Wed Jan 27 2pm to 3pm Synchronous Learning</i>	Test and Apply Your Knowledge Quiz #2 can be completed between Mon Jan 25 8:00am to Sun Jan 31 11:59pm. Last day to sign up for a relationship belief through Canvas is Wed January 27 by 11:59pm . <i>On Canvas, click on the People link, click on the Groups tab, and you can self-enroll in the belief you want to do.</i>
Week 4 February 3	Dating and Attraction <u>Reading / media:</u> Miller, R. S. (2018). Chapter 3 : Attraction.	Test and Apply Your Knowledge Quiz #3 can be completed between Mon Feb 1 8:00am to Sun Feb 7 11:59pm.
Week 5 February 10	Healthy Relationships and Being Single <u>Reading / media:</u> Sweatt-Eldredge, C. (2017, October 9). The little things that will make or break your relationship. <i>Wed Feb 10 2pm to 3pm Synchronous Learning</i>	Test and Apply Your Knowledge Quiz #4 can be completed between Mon Feb 8 8:00am to Sun Feb 14 11:59pm. Discussion Skill Building Activity #2 opens Mon Feb 8 8:00am and closes Sun Feb 14 11:59pm. Working Infographic Drafts for peer review are due Wednesday February 10 11:59pm . <i>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.</i> Online Peer Reviews BEGINS Thurs February 11 12:00am .
Feb 15 – Feb 19	READING WEEK: NO CLASSES SCHEDULED	
Week 6 February 24	Communication <u>Reading / media:</u> Stinnett, Stinnett, Degenova, & Rice (2017). Chapter 9: Power, decision making, and communication. <i>Wed Feb 24 2pm to 3pm Synchronous Learning</i>	Test and Apply Your Knowledge Quiz #5 can be completed between Mon Feb 22 8:00am and Sun Feb 28 11:59pm. Online Peer Reviews ENDS Wed February 24 11:59pm .

Week	Modules and Assigned Readings	Activities and Due Dates
Week 7 March 3	Conflict <u>Reading / media:</u> Tartakovsky, M. (2016, July 17). How conflict can improve your relationship.	Test and Apply Your Knowledge Quiz #6 can be completed between Mon Mar 1 8:00am and Sun Mar 7 11:59pm.
Week 8 March 10	Love <u>Reading / media:</u> DiDonato, T. H. (2014, June 24). How you know if you're in love? <i>Wed March 10 2pm to 3pm Synchronous Learning</i>	Test and Apply Your Knowledge Quiz #7 can be completed between Mon Mar 8 8:00am and Sun Mar 14 11:59pm. Discussion Skill Building Activity #3 opens Mon Mar 8 8:00am and Sun Mar 14 11:59pm.
Week 9 March 17	Friendship <u>Reading / media:</u> Hall, J. A. (2011). Sex differences in friendship expectations: A meta analyses.	Test and Apply Your Knowledge Quiz #8 can be completed between Mon Mar 15 8:00am and closes Sun Mar 21 11:59pm.
Week 10 March 24	Stresses and Strains <u>Reading / media:</u> Eckel, S. (2016, November). Listening to jealousy. <i>Wed March 24 2pm to 3pm Synchronous Learning</i>	Test and Apply Your Knowledge Quiz #9 can be completed between Mon Mar 22 8:00am and closes Sun Mar 28 11:59pm. 4-day Virtual Infographic Fair: Tues Mar 23 10 8:00am to Fri Mar 26 8:00pm PST See Canvas for more information.
Week 11 March 31	Infidelity and Violence <u>Reading / media:</u> Perel, E. (2015). Rethinking infidelity...a talk for anyone who has ever loved.	Test and Apply Your Knowledge Quiz #10 can be completed between Mon Mar 29 16 8:00am and Sun April 4 11:59pm. Discussion Skill Building Activity #4 opens Mon Mar 29 16 8:00am and Sun April 4 11:59pm. Final Infographic is due by Wed March 31 by 11:59pm
Week 12 April 7	Dissolution and Disengagement <u>Reading / media:</u> Howe, L. (2016, January 20). Why some people take breakups harder than others. <i>Wed April 7 2pm to 3pm Synchronous Learning</i>	Test and Apply Your Knowledge Quiz #11 can be completed between Mon April 5 8:00am and Sun April 11 11:59pm.
Week 13 April 14	Maintaining and Improving Relationships <u>Reading / media:</u> Miller, R. S. (2018). Chapter 14: Maintaining and repairing relationships.	Test and Apply Your Knowledge Quiz #12 can be completed between Mon April 12 8:00am and Fri April 16 11:59pm.

ONLINE LEARNING AND INTERNATIONAL STUDENTS

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender, or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an

articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/support-resources/freedom-expression>

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>