

Calendar description: Classic and contemporary research pertaining to adult romantic relationships. Topics include attachment styles, relationship development, communication, and conflict in relationships.

Learning outcomes:

1. Explain the scientific theories underlying phenomena such as attraction, commitment, conflict within relationships, and relationship maintenance
2. Critically evaluate opposing theoretical perspectives and defend their own position in these theoretical debates
3. Formulate a novel research hypothesis in the field of relationships science and design a study to test this hypothesis
4. Apply knowledge to a case study and communicate their ideas to the class
5. Work cooperatively in small groups to discuss and explore topics within the field of relationship science

Suggested Time Commitment: In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class, studying course material, and completing homework or preparing for your assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week and avoid 'cramming'. This way you will be more likely to complete the course successfully and remember what you learned longer.

Course timeline: The following schedule reflects the order of topics. Lecture topics may be covered before/after the scheduled date depending upon factors such as topic progression. The instructor reserves the right to modify the contents of this syllabus as necessary. Any changes made to the course calendar will be communicated to students in a timely manner. All dates and times in this syllabus are EDT/EST.

Week	Day	Date	Topic	Chapter
1	Wed	11-Jan	Intro	1
	Fri	13-Jan	Methods	2
2	Wed	18-Jan	Attraction	3
	Fri			

	Fri	3-Mar		
9	Wed	8-Mar	Sexuality	9
	Fri	10-Mar		
10	Wed	15-Mar	Stresses & Strains	10
	Fri	17-Mar		

grades are not based on attendance; however, students must be present in class in order to demonstrate their engagement.

Seminar Presentation (15%): Students will be assigned a topic and will select and present an everyday example of a theory from that assigned topic. Examples may be drawn from real-world or fictional events (e.g., a song, scene from a book, film, or television). This presentation should include a critical analysis of the focal theory. Presentations should be approximately 10 minutes in length, with 5-10 minutes for discussion. Presenters are required prepare two questions for class discussion based on their presentation. Further detail will be discussed in-class and available onQ.

Relationship Column Activities (42%):

1. Relationship column questions (2 at 7% each): Students will write two questions directed towards a relationship column. The submission should demonstrate an understanding of how at least 3 course theories/concepts can be observed and/or applied in everyday life. Submissions should be 250-500 words, including a description of how three course concepts are related to the question.
2. Relationship column responses (2 at 14% each): Students will be assigned 2 questions during the term and will write a response to an anonymous relationship column question (see above) based on the theories/concepts covered in the course. The submission should demonstrate an understanding of how three course concepts can be applied in everyday life. Submissions should be no longer than 750 words, excluding references. Assigned questions TBA.

Group Research Proposal (28%): You will work in groups to write an APA style research proposal. This includes formulating a research question, a testable hypothesis, designing a study, hypothesized results, and potential implications. The proposal may be in any area related to the course. Each member of the group must be prepared to fully contribute to each component of the research proposal. The value of the written proposal is 20%. 3% of the group research project will be based on completion of a group contract, 2% will be based on completion of a project timeline. 3% of the group research proposal grade will be determined by peer evaluation. Students are responsible for keeping a record of their own contributions to the proposal, which may be

Unreadable/corrupt/empty/incomplete or "incorrect" files or files that are not in the required format will be considered late and penalized accordingly until the assignment is properly submitted. Students are not permitted to revise their submissions in any manner once the deadline is passed. It is the student's responsibility to ensure that their document is (1) readable and (2) in the correct format.

With the exception of seminar presentations, each assignment has a three-day grace period. That is, your assignments are due on the due date posted, but will be accepted, without penalty, up to 72 hours afterwards. Assignment submission folders will close 72 hours after the assignment deadline and assignments not submitted by that time will not be eligible for credit. Short term academic consideration is therefore built into these assignment due dates and will not be extended past this 3-day grace period.

Course Feedback: At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys, questionnaires, and exit tickets. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback will be sought throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Web Browsers: onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

Students are encouraged to work with the most recent versions of software, including web browsers, Java, Flash, and Adobe Reader.

For technology support ranging from setting up your device, issues with onQ or to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

[Accommodations for Disabilities](#): Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#). Please contact psyc.accom@queensu.ca if you have any questions.

Academic Consideration for Students in Extenuating Circumstances:

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)

- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)

- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. Please contact psyc.accom@queensu.ca if you have any questions.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor Name: Jillian O'Connor

Instructor email address: jillian.oconnor@queensu.ca

Your professor requests email/phone communication within 2 days of receiving verification of your Consideration request. Students are encouraged to submit requests as soon as the need becomes apparent and to contact their professor as soon as possible once consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

