

## Syllabus

### **PY 360.01: Intimate Relationships; Fall 2010 - Monmouth University**

<b>Meeting times:</b>	Mon & Wed 11:30-12:45	<b>Location:</b>	Bey Hall 229
<b>Instructor:</b>	Dr. Gary W. Lewandowski Jr.	<b>Phone:</b>	263-5476
<b>Office:</b>	Edison Hall Room 130F	<b>Office hours:</b>	M/W 1-2:30 <i>or by appointment</i>
<b>Email:</b>	<a href="mailto:glewando@monmouth.edu">glewando@monmouth.edu</a>		
<b>Webpage:</b>	<a href="http://bluehawk.monmouth.edu/~glewando/">http://bluehawk.monmouth.edu/~glewando/</a>		

#### **REQUIRED TEXT:**

- Miller, R., & Perlman, D. (2009). *Intimate relationships*. New York, NY: McGraw Hill. (ISBN 978-0-07-337018-7)
- Assigned Readings

#### **COURSE PURPOSE & GOALS**

The purpose of this course is to provide an overview of current theory and research in the field of close relationships. Specifically, this course will focus on topics such as: our need for relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and extra-dyadic relationships. Special attention will be given to understanding these topics through the use of journal articles.

The lectures, readings, assignments, quizzes, and activities are all designed to introduce you to the material in an engaging fashion. Close relationships are one of the most significant experiences in our lives. For this reason, a major goal of the class is to help you gain a better understanding of yourself, and your relationships.

#### **CRITICAL THINKING**

Critical thinking is the process of thinking on your own, not just memorizing or stating what someone else has written or said about a topic. It is the process of going more deeply than just "reporting." Critical thinking means evaluating and critiquing information and figuring out how different ideas fit together. Please exercise your critical thinking skills while taking this course!

#### **ACADEMIC DISHONESTY**

In order to provide a learning process and academic environment that permits you to pursue your educational goals, it is essential for all faculty, students, and staff to maintain academic integrity. You are expected to exhibit academic honesty in this and every class taken at Monmouth University. Academic dishonesty includes cheating, plagiarism, and aiding or abetting others to cheat or plagiarize. The penalties for such violations include suspension or dismissal and are elaborated in the Student Handbook.

#### **STATEMENT ON SPECIAL ACCOMMODATIONS**

Special accommodations are provided by the University for students with Learning and or Physical Disabilities. If you have such a need, it is important that you see me IMMEDIATELY to discuss your needs.

#### **LATENESS POLICY**

Part of this class (and life in general) is time management. Therefore, if you know that you will be gone on a day that an assignment is due, you should turn the assignment in BEFORE you leave. You must submit all material by the date given in class, at the *beginning* of the specified class (being late to class means that your assignment is also considered late). Generally speaking I WILL NOT accept late assignments in this course. Please don't procrastinate. This way you can plan ahead for technology issues (broken printer, failed internet service, email difficulties, viruses, etc. etc.) They will not serve as a sufficient excuse for lateness because they are only an issue if things are being done last minute. You may turn things in early. **Please avoid turning things in late. This is one of the most common ways that good students lower their grade and compromise their ability to benefit from the assignment.**

## **EVALUATION OPPORTUNITIES (450 points Total)**

Because few students excel at (and feel comfortable with) all forms of evaluation, you will have the opportunity to demonstrate your grasp of the course material in a number of ways. Your final grade will be calculated based on your performance across several activities. Each component is described below.

### **1. Quizzes/Tests ( 200 Points )**

- The purpose of the quizzes is to enhance your learning through the application of information to everyday experiences. Further, quizzes are designed to help motivate you to keep up on the reading, to attend lectures, and to reduce the stress often associated with preparing for larger, more comprehensive exams. They are intended to be educational as well as a tool for assessment.
- Each quiz will cover material from class discussions, class activities, assigned readings from a few classic journal articles, and the text.
- Quizzes are multi-format and require students to generate examples and definitions in their own words, rather than memorize definitions and examples provided in class or the text.
- There will be 2 in-class quizzes (100 points each) on the dates specified in the schedule.
- Quizzes will be given at the beginning of class. If you are not in class, or arrive after the quiz has been started, you may not make up the quiz.
- **Early or make-up quizzes will be NOT be given.** (Only in extreme, uncontrollable situations, will other arrangements be made. In these cases you must fully document why you were unavailable, and notify me either before the test or within 12 hours of the test via email, phone, or in-person. If, and ONLY if, these conditions have been met, an essay make-up exam will be given)

### **2. Final Exam ( 100 Points )**

- The final will cover material from the last third of the course, plus material from Quiz 1 & 2. That is, the final is cumulative and covers information from entire course including past quizzes, lectures, class activities, assigned readings, etc.
- The final will be worth 100 points and must be taken to pass the course.
- The comprehensive nature of the final, by encouraging you to study everything at once, will help you to synthesize everything you have learned and develop more sophisticated connections among the topics. This is intended to help you see how all of the material in the course is related.

### **3. Relationship Research Experience ( 30 Points )**

- An important component of this course is exposure to the scientific study of intimate relationships.
- For this, you will sign up to participate in a minimum of 1 credit of research experience dealing with a relationship-relevant topic (i.e. something covered in our book). If you are not sure if a study deals with a relationship-relevant topic, please check with me.
- For one of the studies you participate in, you will complete a one page write-up of the experience. Additional details on the write-up will be provided in a separate handout.
- Completing the 1 credit is worth 10 points. Write-Ups (worth 20 points) are due one week after the participant pool closes (but may be turned in earlier). Please plan accordingly (i.e. start early!).

#### 4. Choose Your Own Project

( 120 Points )

- Because each student enjoys, and benefits educationally, from different types of learning opportunities you will have the chance to choose your main project for this course.
- When choosing your particular project, please choose the project that provides the greatest opportunity for learning, that you will enjoy the most, as well as the project that fits into your semester schedule the best. Please plan ahead, especially if you are currently doing your senior thesis.
- As you can see, each project involves the combination of class material, recent (past 5 years) research articles, and application of concepts to everyday experience. Please be sure to branch out beyond the class notes. In each case your task is to use scientific studies and information to help explain relationships. Don't forget to cite using APA style!
- For each project you will need to use a minimum of 5 journal articles that you have found on your own (though you are encouraged to use more). When using a journal article, you should indicate the key results as well as how the study was done in your own words (i.e., avoid quotes and be sure to avoid plagiarizing). Be sure to provide sufficient detail (more than you can simply get from the Abstract) so that someone unfamiliar with the study understands what was done in the study, and the findings. At least 2 articles should be from the past 5 years.
- **Please Note:** Projects have different due dates, so when you choose a project you are also choosing the due date. Because YOU are choosing the due date, late projects will **not** be accepted. If you miss the date to turn in a particular project you must choose another project. You may *always* turn them in early.
- This is a course project that will require a great deal of time, which is why you have the majority of the semester (depending on due dates) to work on it. Time is a valuable resource. Please make use of it and do not put this off until the last week, day, or hours. Not only will this likely result in a bad grade, but you probably won't get as much out of the project as you could in terms of learning and enjoyment. This project will be evaluated under the expectation that you have spent several weeks working on it. Originality, creativity, and quality count.
- Be sure to clearly label all parts of your paper/project.
- **Group Project Option:** Working in groups is an important skill to cultivate. A majority (if not all) of your future careers will require some type of group collaboration. Being a good team member is crucial, not to mention that it is often fun and rewarding! For this reason, you have the option of completing this project (except the Relationship Evaluation one) as part of a group.
  - ◆ The project options are the same if you do this as a group instead of on your own. I would, however, encourage you to consider the "choose your own" option if you are doing a group project. In any case, compared to projects done by individuals, group projects should be of higher overall quality due to the combined efforts of the group.
  - ◆ Groups can range in size from 2-5 members. It will be up to your group to organize times to meet outside of class, in person, online, or over the phone.
  - ◆ Grade on group projects will consist of two parts. **Part 1:** Your group will receive a grade for the overall quality of its product. Grades for this portion will be based on the project's ability to meet the goals/objectives of the project. **Part 2:** You will receive an individual grade based on your individual contributions to the group. Grades for this portion will be based on your fellow group member's anonymous assessments of your performance. Each group member will have a chance to rate their fellow group members. Responses will be averaged after identifying any outliers and will be used to calculate the grade (i.e. no one other group member by him/herself can adversely influence your grade). I will use Part 2 to make any necessary adjustments to individual grades.

## Project Options

**Evaluation of Your Own Relationship**– Using a current (or very recent relationship) that has lasted more than 1 month, apply a minimum of 7 concepts/theories that apply to that relationship. For each concept you will be expected to explain the concept in your own words based on content from the course, then apply the concept specifically to your experiences (does course info match with your experience?), and highlight what you have learned (how can this info help your relationship?). You should be sure to discuss several different topics within relationship theory (i.e. don't just focus on attraction or love). (This can't be done as a group project.)

**Fact Checker – Popular Press/Self-Help Books**– This will require the review and critical evaluation of a current popular press book on a relationship relevant topic with direct comparison to actual research (from the book/class/research articles) on the same topic. You should have your book choice approved by me to make sure it is a good choice, failure to do so may negatively influence your grade.

**Popular Press Vs. Research**– You will compare relationship advice that appears in a popular source (e.g. popular magazine) with actual research (from the book/class/research articles) on the same topic. Your job will be to determine the accuracy of the popular source and suggest ways more actual research findings could have been included or more accurately portrayed.

**Create Your Own “How-to” Guide**– This project will require you to synthesize a body of relationship literature and provide a practical guide that would be suitable for publication in a popular press source. Some possibilities include: How to Optimize Attraction, How to Improve Your Relationship Quality, How to Cope Following Break-Up, etc.

**Everyday Examples**– For this project you will provide examples from popular media sources (TV shows, movies, songs, YouTube clips, etc.) that elucidate relationship concepts. For this, will need to have 10 topics. For each topic, you will a) explain the concepts in your own words, b) provide your example, and c) then explain why the example is appropriate. For example, if you used Similarity and Attraction as a topic, you would explain what this is in your own words (citing your source), then you would give an example (This is seen in a movie titled “?????” in the scene where ????) Provide an internet link to the example whenever possible. Last you would explain in your own words how this example demonstrates the concept. Be sure to clearly show how your example shows the concepts.

**Choose Your Own**– If you have another idea for a project that involves synthesizing and applying concepts from this course, let me know. Want to create a video, a website, a PowerPoint? We can discuss the nature, scope, point total, due date, and appropriateness of any project you choose. This is a great option for group projects.

## 5. Fulfillment of Student Responsibilities

My responsibility as your professor is to present material in a clear and interesting way that will allow you the opportunity to enhance your knowledge of the subject matter and help you grow as a person. Learning is a complementary process in which teacher and student work together toward the same goal: maximizing student knowledge and growth. As part of this process, your responsibility as a student is the following:

- a) Attendance - Students are expected to attend every class. Lectures and other class activities constitute the heart of this class. Missing the opportunity to learn in class (through absence or lateness) is the most typical reason for students' lack of success/learning. Please make the effort to attend every class. If you are unable to attend for any reason, please let me know BEFORE class that you are unable to attend via email. Also, be sure to find someone in the class that will be a reliable source for what you missed. Don't worry, I will do everything I can to make you want to be in class (and even look forward to it!)
- b) Classroom Participation/Attentiveness - Being present for lectures is the first step toward success in this class. The second part is being actively involved and participating in the discussion. This responsibility involves asking questions, and making thoughtful contributions to class discussion. While I encourage everyone to participate in this manner, I realize there are those that are less inclined to speak up in class because they are thinking about the material in a more internal manner. For this reason, your attentiveness in class is very important. That is, while in class you should be focused and paying attention to the current discussion and not be distracted by text-messaging, other work, daydreaming, engaged in side conversations, or sleeping. A prerequisite for quality participation and attentiveness is being prepared for each class by having read the assigned chapter.
- c) Obtain Extra Help When Needed – If you are struggling with any aspect of this course, it is your responsibility to let me know. I will do EVERYTHING I can to make sure you have every opportunity to be successful in this class. However, this process starts with you. I am very available by email and encourage you to email me for clarification on ANYTHING (lecture material, class procedures, due dates, requirements etc.). I am also available to help you during office hours (if all of those times do not work for you, I am happy to schedule specific meetings with you).

GRADING SUMMARY			COMPUTING FINAL GRADES			
Evaluation Opportunity	Points Possible	My Points				
Quiz 1	100 Points	_____	A	419-450	C	329-346
Quiz 2	100 Points	_____	A-	405-418	C-	315-328
Final Quiz	100 Points	_____	B+	392-404	D+	302-314
Research Experience (Critique or Research Participation)	30 Points	_____	B	374-391	D	284-301
Choose Your Own Project	120 Points	_____	B-	360-373	D-	270-283
<b>TOTAL 450 Points</b>			<b>C+</b>	<b>347-359</b>	<b>F</b>	<b>0-269</b>

*(Be sure to keep track so you always know where you stand!!)*

## Intimate Relationships Tentative Class Schedule

<u>Date</u>		<u>Lecture Topic</u>	<u>Readings</u>
<b>8-Sep</b>	1	Syllabus; Class Introduction	Syllabus
<b>13-Sep</b>	2	Relationship Research	<b>Text:</b> Chap 2
<b>15-Sep</b>	3	Building Relationships	<b>Text:</b> Chap 1
<b>20-Sep</b>	4	Interpersonal Attraction	<b>Text:</b> Chap 3; Pennebaker, J. W., Dyer, M. A., Caulkins, R. J., Litowitz, D. L., Ackerman, P. L., Anderson, D. B., & McGraw, K. M. (1979). Don't the girls get prettier at dosing time: A country and western application to psychology. <i>Personality and Social Psychology Bulletin</i> , 5, 122-125.
<b>22-Sep</b>	5	Interpersonal Attraction	<b>Text:</b> Chap 3
<b>27-Sep</b>	6	Interpersonal Attraction	<b>Text:</b> Chap 3; Dutton, D. G., & Aron, A. (1974). Some evidence for heightened sexual attraction under conditions of high anxiety. <i>Journal of Personality and Social Psychology</i> , 30, 510-517.
<b>29-Sep</b>	7	Getting To Know Each Other	Cunningham, M. R. (1989). Reactions to heterosexual opening gambits: Female selectivity and male responsiveness. <i>Personality and Social Psychology Bulletin</i> , 15, 27-41.
<b>4-Oct</b>	8	Relationship Processes: Attachment & Love	<b>Text:</b> Chap 8; Fraley, R. C., & Shaver, P. R. (1998) Airport separations: A naturalistic study of adult attachment dynamics in separating couples. <i>Journal of Personality and Social Psychology</i> , 75, 1198-1212.
<b>6-Oct</b>	9	Relationship Processes: Attachment & Love	<b>Text:</b> Chap 8
<b>11-Oct</b>	10	Relationship Processes: Attachment & Love	<b>Text:</b> Chap 8; Sprecher, S. (1999). "I love you more today than yesterday": Romantic partners' perceptions of changes in love and related affect over time. <i>Journal of Personality and Social Psychology</i> , 76, 46-53.
<b>13-Oct</b>	11	<b>QUIZ 1</b>	
<u>Date</u>		<u>Lecture Topic</u>	<u>Readings</u>
<b>18-Oct</b>	12	Sexuality	<b>Text:</b> Chap 9; Paul, E. L., & Hayes, K. A. (2002). The casualties of 'casual' sex: A qualitative exploration of the phenomenology of college student hookups. <i>Journal of Social and Personal Relationships</i> , 19, 639-661.
<b>20-Oct</b>	13	Sexuality & Relationship Maintenance	<b>Text:</b> Chap 6; Sprecher, S. (2002). Sexual satisfaction in premarital relationships: Associations with satisfaction, love, commitment, and stability. <i>Journal of Sex Research</i> , 39, 190-196.
<b>25-Oct</b>	14	Relationship Maintenance	<b>Text:</b> Chap 6; Le, B., & Agnew, C. (2001). Need fulfillment and emotional experience in interdependent romantic relationships. <i>Journal of Social and Personal Relationships</i> , 18, 423-440.
<b>27-Oct</b>	15	Relationship Maintenance	
<b>1-Nov</b>	16	Relationships and the Self	Aron, A., Paris, M., & Aron, E. N. (1995). Falling in love: Prospective studies of self-concept change. <i>Journal of Personality and Social Psychology</i> , 69, 1102-1112.
<b>3-Nov</b>	17	Relationships and the Self	Aron, A., Norman, C. C., Aron, E. N., McKenna, C., & Heyman, R. E. (2000). Couples' shared participation in novel and arousing activities and experienced relationship quality. <i>Journal of Personality &amp; Social Psychology</i> , 78, 273-284.
<b>8-Nov</b>	18	Social Cognition	<b>Text:</b> Chap 4; Sprecher, S., & Metts, S. (1999). Romantic beliefs: Their influence on relationships and patterns of change over time. <i>Journal of Social and Personal Relationships</i> , 16, 834-851.
<b>10-Nov</b>	19	Social Cognition	Miller, R. S. (1997). Inattentive and contented: Relationship commitment and attention to alternatives. <i>Journal of Personality and Social Psychology</i> , 73, 758-766.

<b>15-Nov</b>	20	Relationship Development	Sprecher, S. (1999). "I love you more today than yesterday": Romantic partners' perceptions of changes in love and related affect over time. <i>Journal of Personality and Social Psychology</i> , 76, 46-53.
<b>17-Nov</b>	21	Relationship Development	
<b>22-Nov</b>	22	<b>QUIZ 2</b>	<b>Project Due:</b> Fact Checker – Popular Press/Self-Help Books
<b>24-Nov</b>		No-Class (Friday Class Schedule)	<b>Happy Thanksgiving!</b>
<b>29-Nov</b>	23	Communication	<b>Text:</b> Chap 5; Gottman, J. M., Coan, J., & Carrere, S. (1998). Predicting marital happiness and stability from newlywed interactions. <i>Journal of Marriage &amp; the Family</i> , 60(1), 5-22.
<b>1-Dec</b>	24	Communication	<b>Text:</b> Chap 5;
<b>6-Dec</b>	25	Relationship Infidelity & Jealousy	<b>Text:</b> Chap 10; Drigotas, S. M., Safstrom, C. A., & Gentilia, T. (1999). An investment model prediction of dating infidelity. <i>Journal of Personality and Social Psychology</i> , 77, 509-524. <b>Project Due:</b> <u>Evaluation of Your Own Relationship</u>
<b>8-Dec</b>	26	Relationship Infidelity & Jealousy	<b>Text:</b> Chap 10; Buss, D. M., Larsen, R. J., Westen, D., & Semmelroth, J. (1992). Sex differences in jealousy: Evolution, physiology, and psychology. <i>Psychological Science</i> , 3, 251-255. <b>Project Due:</b> <u>Create Your Own "How-to" Guide</u>
<b>13-Dec</b>	27	Relationship Dissolution	<b>Text:</b> Chap 13; Tashiro, T., & Frazier, P. (2003). "I'll never be in a relationship like that again": Personal growth following romantic relationship breakups. <i>Personal Relationships</i> , 10, 113-128. <b>Project Due:</b> <u>Popular Press Vs. Research</u>
<b>15-Dec</b>	28	Relationship Dissolution	<b>Text:</b> Chap 14; Amato, P. R., & Hohmann-Marriott, B. (2007). A comparison of high- and low-distress marriages that end in divorce. <i>Journal of Marriage and Family</i> , 69, 621-638. <b>Project Due:</b> <u>Everyday Examples</u>
<b>20-Dec</b> 10:45-12:45		<b>Cumulative FINAL EXAM</b>	

\* Please note that I reserve the right to modify this schedule as needed.

## ADVICE FROM FORMER STUDENTS THAT TOOK THIS CLASS

*These are direct quotes from students who took this course in the past. Listen to what they had to say...*

### ***What advice would you give students taking this class?***

1. Take good notes and try to attend all class. The tests are difficult, but not if you have good notes and read the book! Laugh at Dr. L because he is pretty funny!
2. Take good notes. Ask questions. EMAIL. Dr. L rocks. Interesting, informative, and enjoyable class. You won't want to miss class.
3. Take the time to study a little bit every week so it doesn't build up. The earlier you do things the better your grade will be.
4. Come to class! Study! Try to apply as many concepts as possible to your own life.
5. Study in advance, way in advance. You'll learn a lot and feel that way after his "quizzes."
6. Study way ahead of time. Know concepts inside and out.
7. Go to class and take the study guides seriously.
8. As long as you come to class and participate you'll be fine. Get ready for some crazy powerpoints!!
9. Don't just cram the night before the test. Study as you go. Also, pay attention because the information can be applied to your life and help relationships.
10. Take good notes! Everything you are going to learn you'll be able to apply in your own life. Make it more personal and write little examples from your life on the side. It will help you remember! Come to class! This is one of those rare classes you'll enjoy going to.
11. Study at least 2 days in advance. Don't cram.
12. Never miss class.
13. Study your notes and take good notes. Come to every class. Study ahead of time.
14. Make sure you study! And pay attention in class.
15. Study a little bit everyday. Take thorough notes. Go to class & pay attention.
16. Study early. Figure out what project you want to do early & use the entire 15 weeks to complete it.
17. Do not procrastinate on the project!!!! Study a week in advance for quiz. Come to class.
18. Go to class and really take good notes with your own examples.
19. Study ahead of time and take a lot of notes. Email him, he will respond.
20. Attend all lectures. Pay attention. Take good notes.
21. Study, study, study! Don't miss class!
22. GO TO CLASS → DON'T MISS IT EVER
23. Analyze your past & present relationships with the help of this class
24. I would tell students to buy the book, come to every class, and review for exams far in advance.
25. Study, study, study! Do not procrastinate. Come to class. Ask for help.
26. Read journals and book. \*Come to class its fun & essential to doing well.
27. Take good notes w/ plenty of examples. Also, when studying start studying well in advance, don't wait for the night before the test.
28. In class, focus more on absorbing the material than taking lots of notes. Then take notes in your own words.
29. Come to class and pay attention. The class is fun and interesting and you get a lot out of the class.
30. Read the chapters in the book as you go instead of trying to cram them all in the night before a test. Start studying at least a week in advance for the tests...better yet, just study ALL THE TIME!
31. Don't freak out after your first test. The course, for whatever reason does get easier. Keep an open-mind about this class. Take what you learn and apply it to your life. You'd be surprised how much happier you will be with your relationship as a whole.
32. Go to class & take notes on slides-better the notes, better the grade. Write down main concepts of the studies Dr. L goes over in class, and you won't need to read the journal articles on eCampus.
33. Decide on your project early and do not wait until the last minute. Each project gets exceedingly more difficult and time consuming. If you pick a later project-work on it through the semester.
34. Read all assigned reading. Do not skip the articles. Really try NOT to miss class. Majority of exams come from lectures. Pay attention to the study guide, start your project early.
35. Don't be afraid to ask questions! Dr. L is always there to help. The tests are hard so come to class (you won't want to miss it-Its fun and Dr. L is funny!) and study!

# Choose Your Own Project: Detailed Descriptions (100 Points Total)

## General Info

- Because each student enjoys, and benefits educationally, from different types of learning opportunities you will have the chance to choose your main project for this course.
- As you can see, each project involves the combination of class material, recent (past 5 years) research articles, and application of concepts to everyday experience. Don't forget to cite using APA style!
- For each project you will need to use a minimum of 5 journal articles (though you are encouraged to use more). Articles should focus on empirical research. When using a journal article, you should indicate the key results as well as how the study was done in your own words (i.e., avoid quotes and be sure to avoid plagiarizing). At least 2 articles should be from the past 5 years.
- Be sure that in each project you provide information that goes beyond restating things that we covered in class.
- **Please Note:** Projects have different due dates, so when you choose a project you are also choosing the due date. Because YOU are choosing the due date, late projects will **not** be accepted. If you miss the date to turn in a particular project you must choose another project. You may *always* turn them in early.
- When choosing your particular project, please choose the project that you believe you will learn the most from, enjoy the most, as well as the project that fits into your semester schedule the best. Please plan ahead, especially if you are currently doing your senior thesis.

**Choose Your Own (?? points; Due: ??)** – If you have another idea for a project that involves synthesizing and applying concepts from this course, let me know. We can discuss the nature, scope, point total, due date, and appropriateness of any project you choose.

## **Project: Create Your Own “How-to” Guide**

**General Description** – This project will require you to synthesize a body of relationship literature (in addition to material from the book/class you will need to use a minimum of **5 journal articles**) and provide a practical guide that would be suitable for publication in a popular press source. Some possibilities include: How to Optimize Attraction, How to Improve Your Relationship Quality, How to Cope Following Break-Up, etc.

**Specifics** – For this project you will need to do each of the following:

1. Get your topic approved by me (I can also help you find information).
2. Find sources. You should use any and all information available to you including your textbook, your notes, articles you find through PsychInfo, etc. You must use at least 5 research articles that deal with this topic.
3. Write this in an easy to use format (i.e. top 10-20 tips for \_\_\_\_; 30 ways to \_\_\_\_; etc.). It should be easy to read and very well organized (i.e. it should NOT be in essay form).
4. In your guide, be sure to give practical, down-to-earth, and easy to use information that people can use. Be sure to support your practical information with actual findings (don't forget to cite!). Example: Tip: When trying to attract a potential partner you should try to meet them in arousing situations. Research suggests that arousal may be misattributed to a potential partner when its source is unclear (Dutton & Aron, 1974). Then go on to explain this in more depth.
5. For this project I am most interested in seeing you provide a lot of high quality information in an engaging and useful fashion.

## **Project: Popular Press Vs. Research**

**General Description** – You will compare relationship advice that appears in a popular source (e.g. popular magazine) with actual research (in addition to material from the book and class you will need to use a minimum of 5 journal articles) on the same topic. Your job will be to determine the accuracy of the popular source and suggest ways more actual research findings could have been included or more accurately portrayed.

**Specifics** – For this project you will need to do each of the following:

1. Give me a copy of a popular press source (magazine, internet, etc.) that offers relationship-related advice
2. Summarize the advice offered in your own words. (including a list of key points may be a good idea)
3. Critique the popular source's advice. A) What do they have right? B) What do they have wrong?
  - a. As you do this you should provide concrete evidence to back up your points. Support can come from class notes, our textbook, or journal articles. As you complete this assignment you **MUST** use information from at least 5 journal articles that you have read related to this topic. When you incorporate these, please briefly summarize each and detail how their findings relate to the topic. What does the popular press article have right? Be sure to properly cite everything using APA style.
4. Overall Summary – What has this assignment taught you about popular press sources for relationship information? What suggestions do you have to improve/change how relationship information is conveyed?

## **Project: Fact Checker – Popular Press/Self-Help Books**

**General Description** – This will require the review and critical evaluation of a current book on a relationship relevant topic with direct comparison to material from the book/class/5 journal articles. Please have your final choice approved by me, failure to do so will negatively influence your grade. Make sure your books covers topics that we have already discussed in class.

**Specifics** – For this project you will need to:

1. Provide a general summary of the book's topic.
2. Provide a summary and reaction to each chapter's contents. That is,
  - A) summarize each chapter (or the best 7 if there are more than 7 chapters),
  - B) state how information from class, the text, or journal articles compare/contrast with the information,
  - C) finally a critique of the material (compare & contrast material from the book you read with class/textbook info).

**\*\*Please number each of the chapters you are using, and clearly label each part\*\***

## **Project: Everyday Examples**

**General Description** – For this project you will provide examples from popular media sources (TV shows, movies, songs, YouTube clips, etc.) that elucidate relationship concepts. For this, will need to have 10 topics (4 of these topics **MUST** come from a research article). For each topic, you will explain the concept in your own words, provide your example, and then explain why the example is appropriate.

**Specifics** – For this project you will need to:

1. Identify 10 Topics. Topics should be from different parts of the course (i.e. they can't all focus on attraction). Five of the 10 topics should be directly from a recent (last 5 years) research article. This means you will need to find **5 recent empirical journal articles**.

**\*\*Please clearly identify the topics that came from research articles \*\***

2. For each topic, you will explain the concept in your own words, provide your own example, and then explain why the example is appropriate.
3. For example, if you used Similarity and Attraction as a topic, you would explain what this is in your own words (citing your source), then you would give an example (This is seen in a movie titled "?????" in the scene where ????) Provide an internet link to the example whenever possible. Last you would explain in your own words how this example demonstrates the concept. Be sure to clearly show the link.

## **Project: Evaluation of Your Own Relationship**

**General Description** – Using a current (or very recent relationship) that has lasted more than 1 month, apply a minimum of 7 concepts/theories that apply to that relationship. For each concept you will be expected to explain the concept in your own words based on content from the course (in addition to material from the book/class you will need to use a minimum of **5 journal articles**), then apply the concept specifically to your experiences (does course info match with your experience?), and highlight what you have learned (how can this info help your relationship?). You should be sure to discuss several different topics within relationship theory (i.e. don't just focus on attraction or love).

**Specifics** – For this project you will need to do the following:

1. Provide a general summary of the relationship to which you are applying the concepts. What is the background story?
2. Pick 7 **major** concepts. For example, major concepts would be attachment styles, social penetration, social exchange theory, interpersonal reasons for attraction. A major concept would **not** be secure attachment, breadth, depth, arousal and attraction, or comparison levels. If you are unsure, please check with me.
3. For each concept,
  - a. Explain it in your own words.
  - b. Cite and briefly summarize journal article(s) that apply. (Some concepts may not have a journal article component, while other may use several. The distribution is up to you, but you **must use at least 5.**) When summarizing the articles, be sure to describe how the study was done. It should also be clear that you read more than the abstract to understand the study.
  - c. Describe how the overall concept and the information from the journal article specifically apply to your relationship.
  - d. Highlight any ways in which the concept and/or journal article can help to improve your relationship.

**\*\*Please number and letter each of the concepts you are using\*\***