

SYLLABUS

PSYC3370.060

Spring 2022

Instructor Information: Kristie Allen, M.A.

Hello! My name is Kristie Allen. I serve as the Graduate Admissions Advisor for the Department of Psychology and Counseling and as an adjunct instructor for the Department. I graduated from Grand Valley State University (Allendale, MI) with my Bachelors in Psychology and later from UT Tyler with my Masters in Clinical Mental Health Counseling. I am passionate about working with college students to find meaning in their coursework and a greater purpose in their educational journey. This class will focus on the psychology behind how and why we fall in love and stay in love. We will look at romance and attraction through a scientific lens, paying particular attention to what the research says about this complicated, yet much sought after emotion.

The best way to contact me is to send a message through CANVAS. I usually respond to messages within one business day, Monday through Friday. Weekend availability will vary. You can also e- mail me directly at kallen@uttyler.edu or call me at (903) 566-6177.

Each Wednesday, I will be available from 12:00pm-1:30pm via ZOOM for Virtual Office Hours. You can use this link to access our meeting room: <https://uttyler.zoom.us/j/99097067518?pwd=bSt5WXIvL0F4clprQnBmaWYvdk1LQT09> (Links to an external site.)

I am committed to facilitating an online learning environment that is equitable, inclusive and welcoming and that fosters a climate of mutual respect and full participation. Given that some of your points will derive from interacting with other students via discussion board posts, I expect you all to demonstrate that same level of respect to one another. Please be kind, open-minded, and receptive to feedback as that is the best way to ensure you get the most you can out of this class.

Course Catalog Description: This course is intended to introduce students to the study of love relationships, and offer opportunities to read and discuss theoretical, cultural and empirical approaches to understanding love relationships.

Student Learning Outcomes & Assessments:

As a result of taking this course, successful students will be able to:

1. Identify and explain well-known theories of love relationships
2. Identify predictors of successful and unsuccessful long-term love relationships
3. Describe and explain the results of current research about love relationships
4. Identify components of healthy long-term love relationships
5. Identify dysfunctional love relationship elements
6. Describe common interaction patterns in couple love relationships
7. Identify factors that would increase the probability of an affair occurring
8. Describe some methods of reducing the probability of an affair occurring
9. Identify some relationship tools that promote long-term, committed relationships
10. Demonstrate familiarity with some cultural differences in long-term relationships

Evaluation and Grading:

Assignments - 50% of your grade (I will drop the lowest score, 20 point extra credit opportunity available)

Discussion Boards 150 points (3 X 50 points each)

Article Analyses 150 points (3 X 50 points each)

Tests - 50% of your grade

Malach-Pines Test #1 100 points

Gottman Test #2 100 points

Glass Test #3 100 points

Exams:

- The exams are located in Canvas in their correct
- You may use your textbook, Power Points, notes, **but NOT another person**. Do not rely on these items exclusively because of the time constraints. You really need to **KNOW** the material.
- During the exam you are not allowed to do any backtracking. If you hit the back button it will lock you out of your
- Each exam is a mixture of 50 questions, true/false and multiple
- The exams are timed, 200 minutes
- Please study as if this was a lecture-based

- Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student

Article Analyses:

There is a grading rubric for the article analyses located in the "Getting Started" module.

You will be tasked with completing three article analyses over the course of the semester. You must first find an **empirical research article** related to the textbook readings required that week. I want you to choose a peer-reviewed journal article published within the last five years.

You have access to these journals (and plenty more!) through the UT Tyler Library: <https://www.uttyler.edu/library/> ([Links to an external site.](#)) . Google Scholar is also an excellent search engine. Each analysis should be 2 pages in length, double spaced, 12 pt. Times New Roman font (10 points for grammar, spelling, and format). Please include:

- **Summary:** What theoretical idea(s) or research questions inspired the study? What methods were used to investigate the topic? What were the most notable results? What implications do the results have for real life and/or for future research? (20 points)
- **Analysis:** How do these findings relate to this week's textbook chapters? Were the findings consistent with what was presented in the text? What were the main strengths of the article? What did you think the authors did especially well in describing or analyzing their results? What were the main weaknesses of the article? What were the limitations of the methods used? What interpretations did the authors make that you think are in error, unjustified, or over-stated? What lingering questions do you have? (25 points)

Total Points Possible - 50

Be sure that you cite all sources in APA style and include a Works Cited page. Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

There is a grading rubric for these assignments in the "Getting Started" module. Once you have submitted an assignment through **Turnitin**, you cannot make any corrections or additions to the assignment.

Discussion Boards:

There is a grading rubric for each discussion board activity which is located in the "Getting Started" module. The Discussion boards are located under specific modules.

For each Discussion Board assignment, you will be given three potential questions to answer. I am requesting you **choose ONE question to answer**. Discussion Boards require a substantial initial post (2-4 paragraphs in length) worth 25 points. This post must include a reference to the textbook OR one peer-reviewed journal article. These sources must be cited using APA format (pro tip - the syllabus includes the APA citation for the text!). You will be required to respond to at least two fellow students' posts worth 10 points each. These replies must provide content and depth and are to be continual throughout the length of the assignment's open period. I will also give 5 points for accurate grammar/spelling.

Total Points Possible - 50

Be sure that you cite all sources in APA style. Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

Course Schedule:

- See the due dates in the course summary at the bottom of the syllabus in
- There are 7 unit modules and the Start Here module in this course, each with their own unique due date
- You have some flexibility in your schedule as each module is 2 weeks in length. You **MUST** manage your time effectively, work steady, and make sure to meet ALL due dates on time. Modules will lock Sunday at 11:59pm. Because you have ample time to complete assignments, **I will not reopen a module for you to complete and turn in**
- You will note the semester ends on April 17 for this class. That is a week earlier than other classes so just be mindful!

- Assignments will be closed as due dates pass and late assignments will not be

Required Text, Materials/Supplies, and Related Readings:

Glass, S. (2003). *Not Just Friends: Rebuilding Trust and Recovering Your Sanity After Infidelity*. New York: Free Press. **(GI)**

Gottman, J. & Silver, N. (2015). *The seven principles for making marriage work*. New York: Three Rivers Press. **(Gt)**

Malakh-Pines, A. (2005). *Falling in love: Why we choose the lovers we choose*. New York: Taylor & Francis, Inc. **(P)**

Course Policies:

Cheating on exams is expressly forbidden. Use of notes or PowerPoints is NOT allowed.

Topical Outline and Calendar:

Getting Started Module: Due Date - Sunday, January 16 by 11:59pm

- Read and make sure you understand all the material contained here. Pay particular attention to the course schedule and the syllabus.
- Do the Meet and Greet discussion question to "show up" for the class and to practice for the other graded discussion

Module 1: Due Date - Sunday, January 23 by 11:59pm

- Chapter 1 MALACH-PINES: Proximity: The Hidden Matchmaker
- Chapter 2 MALACH-PINES: Arousal: The Elixir of Love
- Chapter 3 MALACH-PINES: Beauty and Character
- Chapter 7 MALACH-PINES: On Men, Women, and Love: The Role of Status and Beauty
- **Discussion Board # 1**

Module 2: Due Date - Sunday, February 6 by 11:59pm

- Chapter 4 MALACH-PINES: Birds of a Feather or Opposites Attract?
- Chapter 5 MALACH-PINES: Satisfying Needs and Reciprocating Love: We Love Those Who Love Us
- Chapter 6 MALACH-PINES: The Course of Romantic Love: Falling in Love as a Process
- **Article Analysis # 1**

Module 3: Due Date - Sunday, February 20 by 11:59pm

- Chapter 8 MALACH-PINES: Openness to Love
- Chapter 12 MALACH-PINES: Turning Love Problems into Opportunities for Growth
- **Test # 1 - Malach-Pines**

Module 4: Due Date - Sunday, March 6 by 11:59pm

- Chapter 1 GOTTMAN: Inside the Seattle Love Lab: The Truth About Happy Marriages
- Chapter 2 GOTTMAN: What *Does* Make Marriage Work?
- Chapter 3 GOTTMAN: How I Predict Divorce
- Chapter 4 GOTTMAN: Principle 1: Enhance Your Love Maps
- Chapter 5 GOTTMAN: Principle 2: Nurture Your Fondness and Admiration
- Chapter 6 GOTTMAN: Principle 3: Turn Toward Each Other Instead of Away
- **Article Analysis # 2**

Module 5: Due Date - Sunday, March 20 by 11:59pm

- Chapter 7 GOTTMAN: Principle 4: Let Your Partner Influence You
- Chapter 8 GOTTMAN: The Two Kinds of Marital Conflict
- Chapter 9 GOTTMAN: Principle 5: Solve Your Solvable Problems
- Chapter 10 GOTTMAN: Coping with Typical Solvable Problems
- Chapter 11 GOTTMAN: Principle 6: Overcome Gridlock
- Chapter 12 GOTTMAN: Principle 7: Create Shared Meaning
- **Discussion Board # 2**
- **Test # 2 - Gottman**

Module 6: Due Date - Sunday, April 3 by 11:59pm

- Chapter 1 GLASS: The Slippery Slope
- Chapter 2 GLASS: Crossing into a Double Life
- Chapter 3 GLASS: Reaching the Moment of Revelation
- **Discussion Board # 3**

Module 7: Due Date - Sunday, April 17 by 11:59pm **NOTE - this course ends one week before other courses so please be mindful of this!

- Chapter 6 GLASS: How to Cope with Obsessing Flashbacks
- Chapter 7 GLASS: Repairing the Couple and Building Goodwill
- Chapter 13 GLASS: Healing Together
- Chapter 14 GLASS: Forgiving and Moving Forward
- Chapter 15 GLASS: Healing Alone
- **Article Analysis # 3**
- **Test # 3 - Glass**

Extra Credit Opportunity:

Please visit the [Extra Credit Module](#) to view your options to receive extra credit.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php> **(Links to an external site.)** [\(Links to an external site.\)](#)

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water

pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free (Links to an external site.) ([Links to an external site.](#)).

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar> (Links to an external site.) ([Links to an external site.](#)). Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid
- State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by

documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Special COVID-19 Fall 2021 Info

Information for Classrooms and Laboratories: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\) \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\) \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key,
- homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to

be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment.
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Psychology B.S./B.A. Program Mission Statement:

The mission of the undergraduate program in Psychology is to provide students with a demonstrable knowledge and understanding of the science of behavior and the mind, including content in Memory and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers.

Psychology B.S./B.A. Program Learning Outcomes:

1.0 Memory and Thinking: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in learning and cognition.

2.0 Sensory and Behavioral Neuroscience: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in perception, sensory, physiology, comparative, and ethology.

3.0 Developmental Psychology: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in developmental psychology.

4.0 Clinical and Abnormal Psychology: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and abnormal psychology.

5.0 Social Psychology: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and social psychology.

6.0 Psychological Measurement and Methodology: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in measurement and methodology.

Disclaimer: *The instructor may amend this syllabus to meet the evolving needs of the students and or*

University, Department, or any other identified entities. Changes will be provided to students in writing and/or via BB site.

Additional Syllabus Information

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations \(Links to an external site.\)](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.