

Attention!

This is a **representative** syllabus. The syllabus for the course when you enroll may be **different**.

Use the syllabus provided by **your** instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (**psychadvising@osu.edu**) or phone (614.292.5750). Thank you!

Interpersonal Relationships
Psychology 2376
Spring 2021

Course description and objectives

Humans are inherently social creatures. As a human being, you already have extensive personal experience with relationships of many sorts—family bonds, friendships, and probably romantic partnerships as well. The objective of this course is to introduce you to a different perspective on relationships: the scientific perspective. You will see how research psychologists apply the scientific method of data collection and analysis to investigate how people experience and think about relationships in general, and romantic relationships specifically. What makes someone attractive? Do we each have one true love out there or is the person you end up with determined by who happens to be around? Is it better to see your romantic partner for who they really are or to see them through rose-colored glasses? Might relationships affect your physical health and well-being? How do relationships influence your sense of self? This course will investigate findings from various areas of psychology including developmental, evolutionary, and biopsychological, with a heavy emphasis on the social psychological approach. We will consider how these research findings offer an improved understanding of relationships in everyday life.

Required Textbook

Miller, R. S. (2015). *Intimate Relationships* (8th Edition). New York: McGraw-Hill. (available in print and digital formats)

This textbook is available through the OSU bookstore (to rent or buy a hard copy, or buy a digital copy) and directly from McGraw Hill (to buy hard copy bound or loose-leaf, and to buy or rent the digital copy). Across all of these options, the cheapest at the time I checked was to rent the digital copy through McGraw Hill (\$50), or to buy the digital copy through McGraw Hill (\$75 with coupon code 5EBOOK21). *(There are likely other ways you can obtain the textbook as well, and perhaps cheaper. These are just the two ways I know of. If you find another, cheaper way that would be available to your peers as well, please let me know so I can pass that along to the class!)*

To rent or purchase the textbook from McGraw Hill, follow these instructions:

1. Click on this link: <https://www.mheducation.com/highered/product/intimate-relationships-miller/M9781259870514.html#textbookCollapse>
2. Click on 'Students: Purchase Options'
3. Purchase options under three tabs: PRINT/EBOOK, DIGITAL, and BUNDLES
4. Select the best option for you by clicking on the 'BUY NOW' button
5. Review your order and then click CHECKOUT - (if you are buying the ebook please use this code: 5EBOOK21 to save \$5 on your purchase)
6. Add your personal information and confirm your payment

NOTE: "Connect" through McGraw Hill will NOT be used in this course, so DO NOT purchase in addition to textbook.

Required Membership in Online Course Community

<https://packback.co> (see details on pp. 5 - 6 of the syllabus) (price: \$25)

Mode of delivery and pacing of course (see syllabus section, "Course Requirements and Grading," beginning on p. 3 for further detail)

This course will be delivered 100% online through Carmen and Packback. Course material is divided into weekly modules, each consisting of:

- Reading assignment from textbook (see course schedule starting on p. 10)
 - Complete reading before class time on Thursday.
- Asynchronous lecture video(s) (posted by class time on Tuesday)
 - Watch video(s) before class time on Thursday.
- Packback discussion prompt (posted by class time on Tuesday)
 - Post as soon as you have thoughts or ideas; deadline is midnight on Sunday.
- Synchronous meeting (during class time on Thursday; no meeting week 7 or 12)
- Supplemental material (e.g., links and videos that relate to the week's topic)
 - Explore at your leisure

Quizzes will be posted on Thursday afternoon every other week, starting in the first week of class, and are due by midnight on the following Sunday.

Practical Application Assignments are due at two points in the semester (see course schedule starting on p. 10). Assignment prompts will be posted at least two weeks in advance of the due date.

Required Technology and Support

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help>, and support for urgent issues is available 24/7.

- Self-Service and Chat support: link at ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Required technological skills

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.
- Packback: <https://packback.co> (see details on pp. 5 – 6 of the syllabus)

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Course Requirements and Grading

There are six main components to this course: readings, asynchronous lectures, Carmen quizzes, Practical Application Assignments, synchronous meetings, and Packback discussion participation. For details on the what, why, when, and how of each component of the course, read below.

1) Readings

What?

Readings will be from the Miller textbook and are listed in the course schedule beginning on p. 10 of this syllabus.

Why?

The textbook provides a comprehensive resource on relationship science that complements the information in lectures and synchronous meetings. That is, the textbook will provide information not presented in any other aspect of the course and will provide you with a background context in which to understand the topics that the lectures, Packback discussions, and synchronous meetings delve into.

When?

Please aim to complete each week's readings before class time on Thursday. It is your choice whether you complete the readings before, after, or interspersed with watching the lecture video(s) for the week.

How?

The textbook is available in various formats (see information on required textbook on p.1 of the syllabus).

2) Lectures

What?

Lectures will be delivered asynchronously in a recorded format. A pdf of lecture slides will also be posted along with the lecture videos in each week's module.

Why?

The lectures offer an opportunity to engage with textbook material from a different perspective and to delve into topics that do not appear in the textbook at all.

When?

Lecture videos for the week will be posted no later than class time on Tuesdays. Please aim to watch the lecture videos for the week before the synchronous meeting on Thursday because the synchronous activities will often build on that information.

How?

Links to the lecture video(s) for the week will be posted in the weekly module.

3) Carmen Quizzes

What?

The quizzes are brief understanding-checks consisting primarily of 8 – 15 multiple choice questions with additional short answer questions on some quizzes. Each quiz covers the lectures and readings assigned since the previous quiz.

Why?

These quizzes are intended to motivate you to keep up with course material to learn slowly and steadily over the semester rather than to cram, studying large chunks of material for two or three larger exams.

When?

There are 8 weeks in the semester in which quizzes are assigned (see schedule beginning on p. 10 of the syllabus). In weeks with a quiz, it will be posted by 2 pm. on Thursday and will be due by midnight on Sunday. You can do the quiz at any time during that span; however, once you begin the quiz you will have a limited span of time (typically 40 minutes) to complete it. The allotted time for each quiz should be more than enough time to complete it if you have already done the readings and posted lecture videos. Thus, you should complete the associated readings and lecture videos BEFORE starting the quiz.

How?

Quizzes are open book/videos/slides/notes, meaning that you can consult all course materials in completing them, although you should work on them independently. Your responses must be your own individual work, should reflect your unique thoughts, and (in the case of short answer questions) be written in your own words. It is expected that you will complete the quizzes without consulting anyone else. Any short answer responses will be subjected to review by Turnitin software, which checks for overlap with existing text on the internet and in other students' submissions.

4) Practical Application Assignments

What?

These are written assignments in response to specific prompts that will require you to apply course material to analyze relationship questions from everyday life.

Why?

The purpose of these assignments will be to help you review and consolidate course information and practice applying it to novel real-life situations.

When?

The assignments will be posted at least two weeks in advance of the due date listed on the course schedule. You will have until midnight on the due date to submit your work (for dates, see course schedule beginning on p. 10).

How?

These assignments are open book/videos/slides/notes, meaning that you can consult all course materials in completing them, although you should work on them independently. Your responses must be your own individual work, should reflect your unique thoughts, and be written in your own words. It is expected that you will complete these assignments without consulting anyone else. Assignments should be submitted via the associated Carmen dropbox. Your submission will be subjected to review by Turnitin software, which checks for overlap with existing text on the internet and in other students' submissions.

5) Synchronous Meetings

What?

These meetings will offer an opportunity for interactive engagement with the course material through discussion and activities related to the week's topic. Synchronous meetings will be fueled by student participation (so don't show up expecting to be a passive observer!). In addition, musical selections relating to the topics of the day will be played before most synchronous meetings to get you thinking about how course material relates to everyday thoughts about relationships (Sometimes the relation will be obvious, but other times it may require some more thought!). Also, time will be

reserved at all synchronous meetings for student questions, allowing for clarification on points from the recorded lecture or readings. These meetings are intended as a supplement to the course; it is not necessary to attend these meetings in order to get information critical to the basic required elements of the course.

Why?

Attending synchronous meetings will enhance your learning experience in this course by allowing you to actively engage with each other and the course material. These meetings are a unique opportunity for all of us (including me!) to learn more about each other's thoughts, ideas, and questions in real time, thus allowing for dynamic learning. For these reasons, I encourage you to attend synchronous meetings, although attendance is not required for course credit. I understand that attendance may not be possible for all students.

When?

I will hold synchronous meetings on Thursdays beginning at the scheduled class time (9:35 am), with the exception of the first week of class when the synchronous meeting will be on Tuesday, and the two instructional break weeks (weeks 7 and 12, see course schedule on p.10) when there will be no synchronous meetings.

How?

We will meet on zoom at the link below (You can find detailed information on accessing the meeting in the Zoom section of the Carmen site). Attending during the scheduled synchronous time is the only way to access these meetings. Synchronous meetings will not be recorded because doing so could discourage attendees from freely participating (and thus interfere with the core function of the meetings) if attendees are uncomfortable with their contributions being recorded.

<https://osu.zoom.us/j/93187820561?pwd=NHhUbk5tTHZiMm5lZ2hnbXQ3TVAyU T09>

Meeting ID: 931 8782 0561

Password: 610308

6) Interaction and Exploration: Packback

What? (click for video)

Packback Questions is an online community of your peers in this class where you can engage your curiosity about course topics and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback is more than merely a discussion board, as it provides coaching and support for developing your ability to formulate questions with the potential to reveal meaningful insights and your ability to develop thoughtful responses that follow through on that potential.

Why? (click for video)

An important goal of this course is to encourage you to be a curious consumer of knowledge and generator of ideas, delving deeper into topics of interest and thinking broader to consider how course material applies to everyday life. Participation on Packback will help cultivate this intellectual practice. Specifically, participation in the Packback community will:

- Help you develop writing skills and enhance critical thinking necessary for any career path
- Reinforce the imperative skill of justifying thoughts and claims by citing credible evidence
- Deepen and broaden your understanding of course content by encouraging you to delve further into topics of interest and reach outward to create connections that inform your everyday experience, all the while gaining diverse insights and perspectives from your peers
- Greatly enhance the opportunity for interactive exchange of ideas with your peers and instructors in an online course

When?

- The ideal time to post on Packback is whenever you have thoughts, questions, or insights regarding course material – that is, don't wait until the very end of the week to post! Post while you are reading or watching lectures, or when you happen to see something in everyday life that sparks your curiosity in connection with course material (in fact all else being equal, any given post will get a higher curiosity score when posted earlier in the week rather than later). So, consider Packback as an ongoing dialogue with your peers, in which you can be interactively engaging with course material in real time as you work through it during the week.
- In order to earn the full credit for Packback participation, you must post 1 question and 2 answers per week for 10 of the 16 possible weeks in the semester (see course schedule). Each post must meet the community guidelines and achieve a curiosity score of at least 40 in order to earn full credit (posts with curiosity scores below 40 will earn half credit).
- The submission portal will close each week on Sunday 11:59 PM. However, I recommend that you plan to submit your posts no later than Fridays 11:59 PM. This is because it takes 24 hours for the Packback team to moderate a post and send a coaching email if necessary. However, as noted above, posting even earlier is ideal!

How?

To register on Packback:

You should have received an email invitation from help@packback.co prompting you to finish registration.

Backup registration instructions: If you didn't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage. Community Lookup Key: `6c74e910-38b3-4b17-9698-0b6f2e087fe1`
3. Follow the instructions on your screen to finish your registration.

To post on Packback (click for video)

Before you start posting, be sure to read the Community Guidelines (click for details) found in the tutorial on Packback. These standards set the foundation for rich and productive questions as well as thoughtful and insightful responses. In order to help you meet the community guidelines and develop your skills as a curious consumer of knowledge and generator of ideas, Packback will provide coaching as needed, to improve the quality of your contributions. If your questions or responses do not meet the guidelines you will need to revise your contributions and re-submit them until they do meet the guidelines in order to receive credit.

Each of your contributions to Packback will receive a Curiosity Score (out of 100) based on the quality of your post. Posts must achieve a curiosity score of at least 40 in order to earn full credit (posts with curiosity scores below 40 will earn half credit).

To get help with Packback

If you have ANY questions or concerns regarding Packback throughout this semester, please contact the customer support team at holla@packback.co

(Their support team has always been very responsive; however, if for some reason you do not get a timely response from the support team please let me know and I can help get you the assistance you need.)

Final Course Grades

Your final course grade will be computed according to the following scheme:

8 Quizzes (drop two lowest, 6 remaining worth 5% each)	40%
2 Practical Application Assignments (worth 20% each)	40%
Participation in 10 of 16 Packback weeks (worth 2% each)	20%

A letter grade will be assigned to your final course grade according to the following scale:

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Extra Credit

You can earn up to 5% of the total points available in the course through extra credit. The extra credit points you earn (up to the 5% maximum) will be added to your final course grade (e.g., if your final course grade based on the required components was an 86% and you earned 5% of extra credit through the opportunities below, you would end up with a final course grade of 91%).

You can gain extra credit by enhancing your participation on Packback in one or both of the following ways. Points earned through the following opportunities will be added together to comprise your final extra credit score, up to a maximum of 5% across both options.

Deadline for these participation opportunities is midnight on Wednesday, April 28.

- Participate on Packback for additional weeks beyond the 10 required
 - You will earn 1% points in the course (until you reach a total of 5% total points across both extra credit options listed here) for each week of Packback participation (1 question and 2 responses) beyond the 10 required
- Maintain a record of high-quality posts on Packback
 - Each of your contributions to Packback will receive a [Curiosity Score](#) (out of 100) based on the quality of your post. In your profile on Packback you can see a running average of your curiosity score. If your average curiosity score for the semester (ending at midnight on Wednesday, April 28) is 75 or higher you will earn 2% of the total points available in the course as extra credit (not to exceed a total of 5% total points across both credit options listed here)

Note that opportunities for extra credit are limited to those that are offered to all students – currently defined as the participation options listed above. There will be no alternative extra credit assignments created for individual students.

Additional Course Policies:

1) Instructor feedback and response time

(Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- Grades: You will receive quiz grades upon completing each quiz. We will aim to post grades for the practical application assignments within one week of their due date. You can track your packback contributions continually by clicking on the “track my own participation” link under your profile icon. We will aim to update Packback points on Carmen at least every two weeks.
- Individual messages: To ensure that your messages don’t get lost in my inbox, please contact me via Carmen messaging, not my osu email address. I aim to respond to

messages received through Carmen messaging within 24 hours on weekdays when class is in session at the university.

2) Attendance at synchronous meetings

Attending synchronous meetings will enhance your learning experience in this course by allowing you to actively engage with each other and the course material. For this reason, I encourage you to attend these meetings if you are interested in furthering your learning experience. However, in the current times, I understand that it may not be possible for every student to attend every synchronous meeting. Therefore, attendance at synchronous meetings is not required.

3) Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>
- Citing your sources: For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- Confidentiality: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND me (Dr. Libby).

4) Grade Appeals

If you feel strongly that your grade on a quiz or assignment was unfair or mistaken, you have the opportunity to submit a written appeal to me via Carmen messaging within one week of the date that the grade was posted on Carmen. Your appeal must describe (1) which aspect of the grading is in question and (2) your reason for appealing. Regardless of who graded the assignment originally, I will review the appeal and make a final determination.

This is the only method by which grades can be altered.

5) Late/Missed assignments and performance below personal standards

I have designed the grading scheme for this course so that no single assignment makes or breaks your final grade in the course. This means that a short-term problem or issue* that pops up and interferes with your ability to complete an assignment according to schedule or up to your personal standards should not unduly impact your grade. The policies regarding late/missed assignments are intended to:

- Encourage you to keep up with your coursework in order to support optimal learning
 - Recognize that, especially in the current times, students may encounter unforeseen challenges that interfere with their ability to complete coursework on time or up to their personal standards
 - Respect the fact that, given the size of this course, we cannot feasibly manage personalized due dates or make-ups for every student
 - Remain true to the goal of being fair to all students
- The specific policies for each assignment are as follows:
- Quizzes
You can drop your lowest TWO quiz grades. This policy is intended to account for any missed or low scoring quizzes for any reason (including short term illness or other personal circumstances) that interfere with your ability to submit a quiz on time or perform up to your desired level.

- Practical application assignments

You are strongly advised to submit these assignments on time. You may submit them late, although at a penalty. For each day late, 10% of points will be deducted from your score (e.g., if you turn in your assignment the day after it is due, and your work earns a 95%, you will receive an 85% for the assignment). In addition, if you submit these assignments late, it may take us longer to grade them because they will be off-cycle and you may not receive a grade on them until the end of the quarter.

- Packback

There are 16 possible weeks during which you can participate on Packback (see course schedule, starting on p. 10). Earning full credit only requires posting during 10 of those weeks. Therefore, you have 6 "freebies" (weeks that you can miss without penalty). In order to allow yourself a safety net through the end of the semester, it would be a good idea to save up some of those freebies to account for unforeseen challenges that may pop up. Ultimately, it is up to you how you want to use those "freebies," although 6 is the limit.

*If you have an extended illness or major life event that creates more than a short-term disruption, please contact me as soon as possible to discuss accommodations.

6) Academic integrity

As noted in the section on course requirements and grading, all quizzes and written responses for this course are open book/videos/slides/notes, meaning that you can consult all course materials in completing them, although you should work on them independently. Your responses must be your own individual work, should reflect your unique thoughts, and be written in your own words. It is expected that you will complete quizzes and written assignments without consulting anyone else. Quiz essay responses and practical application assignments will be subjected to review by Turnitin software, which checks for overlap with existing text on the internet and in other students' submissions. Instances of overlap signify academic misconduct and must be reported through official university channels (see university policy on academic integrity, on p. 13 of the syllabus).

Course Schedule

All assigned readings are from the Miller textbook.

Date	Activity	Assigned Reading/Deadlines
Week 1: Overview		
T 1/12	Synchronous meeting at 9:35 am	Syllabus
Th 1/14	Asynchronous Lecture posted by 9:35 am Quiz 1 posted by 2 pm	Ch. 1
Sun 1/17	Quiz 1 Deadline Packback Posting Deadline	Due by 11:59 PM
Week 2: Methods in Relationships Research		
T 1/19	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 2
Th 1/21	Synchronous meeting at 9:35 am	
Sun 1/24	Packback Posting Deadline	Due by 11:59 PM
Week 3: Early relationships and Attachment		
T 1/26	Packback prompt and Asynchronous Lecture posted by 9:35 am	
Th 1/28	Synchronous meeting at 9:35 am Quiz 2 posted by 2 pm	
Sun 1/31	Quiz 2 Deadline Packback Posting Deadline	Due by 11:59 PM
Week 4: Attraction		
T 2/2	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch 3
Th 2/4	Synchronous meeting at 9:35 am	
Sun 2/7	Packback Posting Deadline	Due by 11:59 PM
Week 5: Relationship cognition I		
T 2/9	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 4
Th 2/11	Synchronous meeting at 9:35 am Quiz 3 posted by 2 pm	
Sun 2/14	Quiz 3 Deadline Packback Posting Deadline	Due by 11:59 PM

Date	Activity	Assigned Reading/Deadlines
Week 6: Relationship cognition II		
T 2/16	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 4
Th 2/18	Synchronous meeting at 9:35 am	
Sun 2/21	Packback Posting Deadline	Due by 11:59 PM
Week 7: Communication		
T 2/23	BREAK	
Th 2/25	Packback prompt and Asynchronous Lecture posted by 9:35 am Quiz 4 posted by 2 pm	Ch. 5
Sun 2/28	Quiz 4 Deadline Packback Posting Deadline	Due by 11:59 PM
Week 8: Interdependence, Commitment & Trust		
T 3/2	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 6, Ch 14 pp. 422-430 only
Th 3/4	Synchronous meeting at 9:35 am	
Sun 3/7	Practical Application Assignment Due Packback Posting Deadline	Due by 11:59 PM
Week 9: Friendship & The Relational Self		
T 3/9	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 7
Th 3/11	Synchronous meeting at 9:35 am Quiz 5 posted by 2 pm	
Sun 3/14	Quiz 5 Deadline Packback Posting Deadline	Due by 11:59 PM
Week 10: Love		
T 3/16	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 8
Th 3/18	Synchronous meeting at 9:35 am	
Sun 3/21	Packback Posting Deadline	Due by 11:59 PM

Date	Activity	Assigned Reading/Deadlines
Week 11: Sex and relationships		
T 3/23	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 9
Th 3/25	Synchronous meeting at 9:35 am Quiz 6 posted by 2 pm	
Sun 3/28	Quiz 6 Deadline Packback Posting Deadline	Due by 11:59 PM
Week 12: Power and Strains in Relationships		
T 3/30	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch 10, Ch 12 pp. 361-374 only
Th 4/1	BREAK	
Sun 4/4	Packback Posting Deadline	Due by 11:59 PM
Week 13: Conflict and Violence		
T 4/6	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch 11, Ch 12 pp. 374-386 only
Th 4/8	Synchronous meeting at 9:35 am Quiz 7 posted by 2 pm	
Sun 4/11	Quiz 7 Deadline Packback Posting Deadline	Due by 11:59 PM
Week 14: Divorce, Loneliness, Social Support, and Health		
T 4/13	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 13
Th 4/15	Synchronous meeting at 9:35 am	
Sun 4/18	Packback Posting Deadline	Due by 11:59 PM
Week 15: Catch-up and Wrap-up		
T 4/20	Packback prompt and Asynchronous Lecture posted by 9:35 am	Ch. 14
Th 4/22	Synchronous meeting at 9:35 am Quiz 8 posted by 2 pm	
Sun 4/25	Quiz 8 Deadline Packback Posting Deadline	Due by 11:59 PM
Week 16: Finals		
Wed 4/28	Practical Application Assignment Due Packback Posting Deadline	Due by 11:59 PM

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the *Code of Student Conduct* <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)
- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please consult the relevant sources and/or notify me so that I can help secure the services required.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools