Term Information

Effective Term: Autumn 2014  
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Prerequisite FROM HDFS 2410 TO HDFS 2400

What is the rationale for the proposed change(s)?
Current prerequisite is HDFS 2410 which is “Child Development” which doesn't really prepare students for the material covered in the course which is concerns intimate relationships across the life-course. The appropriate prerequisite is HDFS 2400 which is “Life Span Analysis” which will better prepare students for learning the material in this course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)? None

Is approval of the request contingent upon the approval of other course or curricular program request? No
Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Human Dev and Family Science
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5340
Course Title: Intimate Relationships
Transcript Abbreviation: Intimate Relations
Course Description: An examination of the individual, couple, and contextual factors that affect the development and maintenance of intimate relationships across the life course.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: 2400

Previous Value
Prereq: 2410 or equiv, and Jr or Sr standing.

Exclusions
Not open to students with credit for 670.03.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
51.1505

Subsidy Level
Doctoral Course

Intended Rank
Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• Understand basic theoretical, conceptual and empirical issues surrounding the study of intimate relationships and their application to real-life situations

• Understand the course of relationship development and issues inherent in developing and maintaining satisfying and enduring intimate relationships

• Understand the changing nature of marriage and courtship and the contextual factors influencing intimate relationships

• Use course content to make informed personal choices about one's intimate relationships as well as to intelligently consume information on relationships in various forms of media

• Develop better writing and research skills
**Content Topic List**

- Intimate relationships
- Sexuality
- GLBT
- Communication
- Social support
- Stress
- Lifespan
- Cohabitation
- Divorce
- Contextual factors
- Interpersonal
- Intrapersonal
- Theory
- Writing

**Attachments**

- HDFSS340.docx: Syllabus

(Syllabus. Owner: Folden Jr,H Eugene)

**Comments**

**Workflow Information**

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<td>Achterberg,Cheryl L, Warnick,Bryan R., Odum,Sarah A., Zircher,Andrew Paul</td>
<td>05/23/2014 11:36 AM</td>
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HDFS 5340: Intimate Relationships
Spring 2014
Department of Human Development and Family Science
College of Education and Human Ecology
The Ohio State University

Mondays 8:00am – 10:45am
Townshend 255

Instructor: Michael Knerr, M.Div., Ph.D., IMFT
Office: 100 Campbell Hall  Mailbox: 135 Campbell Hall
Email: knerr.5@osu.edu -- Please include “HDFS 5340” on the subject line.
Phone: 614-688-3009  Website: www.icftcolumbus.com
Office Hour: By appointment

Course Description:
This is an upper level, advanced course meant to offer a comprehensive overview of the process of courtship and marriage. We will examine the factors, processes and mechanisms that affect the development and maintenance of intimate relationships across the life course. Specifically, this course will emphasize the development of romantic relationships through courtship to cohabitation, marriage, and divorce, and will examine 3 primary influences on that development: intrapersonal factors, interpersonal dynamics, and contextual factors. The class will take a multi-disciplinary perspective, utilizing theory and research from several disciplinary fields but we will be focusing in particular on the psychology of intimate relationships. Using theory and current research, we will explore the changing needs of individuals in intimate relationships. This course is also a level-3 writing course, and as such, is intended to develop and sharpen your research and writing skills.

Course Objectives:
1. To understand basic theoretical, conceptual and empirical issues surrounding the study of intimate relationships and their application to real-life situations.
2. To understand the course of relationship development and issues inherent in developing and maintaining satisfying and enduring intimate relationships.
3. To understand the changing nature of marriage and courtship and the contextual factors influencing intimate relationships.
4. To use course content to make informed personal choices about one’s intimate relationships as well as to intelligently consume information on relationships in various forms of media.
5. To develop better writing and research skills.

Required Text:
Used copies available through Amazon sellers.
ISBN-10: 0393979571
**Recommended Text:**

**Course Requirements:**

1. **In-Class Assignments and Class Participation** - Class participation is worth 50 points total. You are expected to attend class each week and to complete all required readings prior to class. This class has no exams, so coming to class is one of the ways I am able to be assured that you are getting the material. You will be graded on various in-class activities, such as in-class exercises and group discussions. In order to enhance discussion and the learning process, attendance is expected every class session. If you are present for all activities and participate you will receive 50 points. Students are expected to be on time, be prepared to discuss the topic of the day, and remain for the entire class period. **Class Participation**: The content of this course is applicable to our own family life experiences as well as other intimate relationships. I will attempt to draw all students into the discussion; however you must also take the initiative to join the discussion. I encourage you to voice your opinions and to ask questions.

2. **Student-Led Group Facilitation** - Students are responsible to lead discussion on TWO different class days. The week before you lead, you must inform your group which of the articles you intend to discuss. On your assigned day, you must do 4 things:

   1. **You and your group** must read *one* of the additional research articles assigned for that day. The articles are all posted on Carmen.

   2. Find a popular press article on the topic. An article in the popular press can be from a newspaper, magazine, website, etc. You must read the article, and be able to relate it back to the topic raised by the research article. You will lose points for selecting an article that is off topic. You must include the citation and name of the article in your handout.

   3. You are required to prepare a handout for each member of your group summarizing the article of the day and the popular press article.

   4. You are also required to prepare several discussion questions that cover *both* the book chapter(s) for the day that everyone read, and the supplemental material (the research article and the popular press article.) The questions are worth 10 points. You should have at least 5 questions that are about 50 to 100 words each.

   5. Students who lead the group are responsible for summarizing the material in the article they read, as well as summarizing the popular press article they read that relates to the topic. The group facilitation will last around 30 minutes. Points will be deducted from the overall grade for ending early. Please make sure you are prepared to occupy 30 minutes of class time.

Overall, each student-led group facilitation assignment is worth 50 points – grades based on handout, discussion quality and feedback from participants.
**Some Discussion Leading Hints:**

Try to avoid questions that lead to simple Yes/No answers, such as “Do you agree with the results?”

Be sure to help the group reflect on the article findings and possible implications of the results. If the results of the study show this, what difference does it make? What new questions does it raise?

Be careful of the dreaded 'N =1' study approach to discussions (i.e.: this is/isn't true for me, therefore the results are good/bad)

If you have critiques of the article (sample is too small....) discuss why the authors may have made the choices they did and don't settle for assuming they were 'clueless'.

A good discussion involves everyone in the group – don't be afraid to follow-up questions by asking quieter members of the group to add something. Even if you have used up all of your prewritten questions, it is your job to keep the discussion going for the full 30 minutes. Having an engaging, well run discussion counts for more than the written questions provided, so think about how to lead the discussion, not just reading your questions.

**Research Paper** - Students are required to write an 8 page paper using the research literature on a topic related to courtship and marriage. You must select a minimum of six journal articles as a basis for your paper. A research paper of this type is written in a formal style and is designed to answer a question/issue of interest. For example, what do we know about the impact of ADHD on couples' relationships? Your paper would provide a synthesis of the research currently available to answer this question.

- This type of paper is not a personal reflection – 'I think....... ', it is formal in style, 3rd person language only
- Nor is it simply a review of articles. – The first article suggests, but it has limitations, the second article.....
- Instead, the paper should examine the current research in scholarly journals, summarize and analyze it in such a way that the reader has the question answered and clearly knows the basis for the conclusions drawn. The research needs to be presented in such a way as to lead to a solid conclusion, which is drawn from the evidence found in the research articles

Articles for this paper should only come from scholarly journals. Popular press articles – Time, USA Today - or Books and Dissertations are not good selections for a paper of this type. Most articles are available electronically through the library. You will need to begin thinking about this project immediately. For topic ideas think about questions/issues you would like to know more about regarding courtship, dating, and marriage outcomes.

In order to help you not put things off, and be clear about your progress, several assignments are arranged for your pleasure. These assignments will be graded to provide incentive to take it and the process seriously. Generally, if students respect the writing process and take it seriously at each step, the result is a high quality paper at the end of the semester.
**Writing Assignments**

1. **The Topic Assignment** – Students will select a topic by 2/3/14. For class, students will write a 1 paragraph introduction that leads to their thesis statement. In class we will peer edit these paragraphs and make suggestions regarding the topic selected. In addition, students should provide at least 4 citations that will be used to support their paper. *All pages should be typed, 12pt, Times New Roman font, double spaced and citations should be listed in proper APA format. The topic assignment is worth 25 points.*

   **Please bring 2 copies** of your paragraph and citations to class for peer review and feedback.

2. **The Outline Assignment** – An outline of your paper will be due on 2/24/14. See Carmen for a sample outline to use as a guide. *Pages should be typed, 12pt, Times New Roman font, double spaced and citations listed in proper APA format.* See Library Guide for proper APA formatting. The outline will include your edited introductory paragraph to your paper and a full reference page properly formatted with at least 6 references. The Outline assignment is worth 25 points.

   **Please bring 2 copies** of your outline to class for peer review and feedback.

3. **The Rough Draft Assignment** - A Rough Draft of the paper will be brought to class on 3/24/14 for in class Peer Review. Rough drafts should be typed, doubled spaced, 12 pt. font, one inch margins, with proper APA style citations and reference pages. Please try to make your rough draft as 'final draft ready' as possible to ensure you get the best possible feedback from your peers. Rough drafts that are clearly not close to final draft ready will have points deducted. The rough draft assignment is worth 50 points. You will be graded on the quality and effort put into providing peer feedback. *Note: you are not submitting your rough draft for my feedback, rather you will depend on your peer feedback to improve your paper. You only need to bring 1 copy of your rough draft.*

   **Peer Review of Research Papers** - Peer-review is an essential element of the writing process, and should be taken seriously. For the Topic and Outline assignments you will each provide a brief peer review in class. Grades will be based on both the quality of peer review you provide to your classmates and the work you hand in. For the rough drafts, you will be graded on the quality of the peer review you provide your classmates. We will spend 1 entire class reviewing rough drafts and trying to answer all writing questions. Peer reviewers will complete the review form in class, giving 1 copy to their classmate and handing the 2nd copy in for grading.

4. **The Final Paper** - The Final Paper will be due in class on 4/7/14. No electronic submissions will be accepted. The paper will be worth 100 Points.

   **Grading:**

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Discussion Leading</td>
<td>100</td>
<td>325-350 (93%-100%) = A</td>
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<tr>
<td>Topic Assignment</td>
<td>25</td>
<td>315-324 (90%-92%) = A-</td>
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<tr>
<td>Outline Assignment</td>
<td>25</td>
<td>304-314 (87%-89%) = B+</td>
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<tr>
<td>Rough Draft Peer Review</td>
<td>50</td>
<td>290-303 (83%-86%) = B</td>
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<td>Attendance &amp; Participation</td>
<td>50</td>
<td>280-289 (80%-82%) = B-</td>
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<tr>
<td>Final Research Paper</td>
<td>100</td>
<td>269-279 (77%-79%) = C+</td>
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   **TOTAL** 350 points

   **Grades that are close will not be rounded up**

   **There is no extra credit option available**

   Grades below 210 (59% or less) = E
<table>
<thead>
<tr>
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**Outline Due**
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<th>Date</th>
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  or  
  or  
| 3/24 | Peer Review & Editing | | Rough Draft Due |
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or  
or  
| 4/24  | Final Exam – 8:00-9:45am    | Papers Returned & Discussed                                                                                                                                                                           |
### Classmates: Group Contact Information

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### Course Policies and Expectations:

1. **Readings must be completed before class.** Students are expected to attend class prepared to participate in discussions and activities.

2. **Tardiness & Early Departures** – Neither are acceptable. Plan on arriving on time and staying the entire class period. Early departures will be considered an absence. In exceptional situations if you arrive late, please be courteous and sit closest to the door. Attendance sheets may be distributed at the beginning and end of the class period. Students who consistently exhibit disruptive behavior by chronically arriving late to class or leaving early will have 10 points deducted from their grade at the end of the semester.

3. **Late work & Make ups** – The in-class exercises and group facilitations cannot be made up or accepted late. Late papers will receive a 10% reduction in grade per day late (including weekend days). If you have a valid excuse, please see me as soon as possible and prior to when the assignment is due. Exceptions may be made in special cases of documented emergencies only. If a paper is late due to an illness a doctor’s note is required. Difficulties with Carmen or other technology is not an excuse unless the failure is system wide.

4. **Responsibility for Missed Classes** – Students are responsible for any material missed in class. Please acquaint yourself with another student who is willing to share the notes and activities with you.

5. **Assignment Submission**: I do not accept assignments that are emailed as an attachment.
6. **Communication**: It is best to reach me via e-mail. I will generally get back to you within 24 hours during the week, and on Monday if you email me over the weekend. I am happy to meet with you personally.

7. **Issues of Privacy and Confidentiality** – Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and opinions. You reserve the right to not contribute to a particular discussion if you are not comfortable sharing. The content of this course is confidential; please do not discuss anything that people share in class with others outside of the class. In other words, please respect confidentiality - any discussion in the class should stay in the classroom.

8. **Disabilities Statement**: ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Students are expected to follow Americans with Disabilities Act Guidelines for access to technology.

9. **Academic Misconduct** – The Ohio State University 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.” Example 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.

   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 COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct). [http://studentaffairs.osu.edu/resource_cas.asp](http://studentaffairs.osu.edu/resource_cas.asp)

10. **Grievances and Solving Problems** – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order.” Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

11. **Statement on Diversity** – The College of Education and Human Ecology 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. 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.

12. **Course Flexibility and Change** – The instructor reserves the right to change the syllabus at any point in time. The order of presentation of topics is subject to change. **There are no extra credit options for this class.**