

General Education Course Approval Cover Sheet

Date of Submission 3/21/2011

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|-------------------------------------|--|--------------------------|
| Inquiry - Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry - Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry - Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry - Social Sciences | <input checked="" type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: COM

Course Prefix and Number: 314 Credit hours: 3

Course Title: The dark side of interpersonal communication and relationships

Expected # of Students per Calendar Yr: 100 Course Required for Majors in your Program Yes No (check one)?

Prerequisite(s) for Course? None

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Deanna Sellnow

Email: deanna.sellnow@uky.edu

Office Address: 235 Grehan

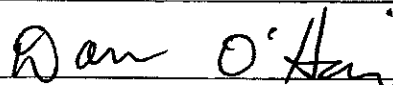
Phone: 7-2886

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 3-22-11

Dean:  Date: 4-5-11

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form
Inquiry in the Social Sciences**

Course: COM 314

Reviewer Recommendation

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Cupach, W. R., & Spitzberg, B. H. Eds. (2011). The dark side of close relationships II. New York: Taylor and Francis.

Spitzberg, B. H., & Cupach, W. R. (Eds.) (2007). The dark side of interpersonal communication. (2nd edition). Routledge.

Brief Description:

Though the readings do not use the word "theory" in the title, the two most recent books by the two most prominent scholars in the field of communication on this topic will be used. Each chapter includes theoretical approaches to the topic of study. Lectures will discuss how the same social scientific theories can be applied to numerous dark side phenomena as well as other communication and relational processes.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Essay questions focus on the practical applications of theories covered in the course, posing reasonable questions for further research as well as methods to address such questions, and ethical considerations of such methods.

Brief Description:

Each exam will have multiple essay questions wherein students are asked about the methods used to explore the dark side and the ethical considerations of the proposed exploration. Methodological and ethical considerations are covered early in the course in lecture. As each topic is moved through, particular methodological and ethical considerations potentially unique to that topic will be noted in lecture.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Brief Description:

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Choose one topic from the course of interest to you. You first should consider how the research you have been reading might be applied to societal problems. You should locate and integrate at least three scholarly research articles, providing evidence, beyond class material, for the arguments you are making. Also consider how research and understanding of the dark side might influence societies' views of dark side phenomena.

Brief Description:

As part of the final course paper, students will be asked discuss the relationship between research on the dark side and social views of the darkside.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Essay questions focus on the practical applications of theories covered in the course, posing reasonable questions for further research as well as methods to address such questions, and ethical considerations of such methods.

Brief Description:

In the essay portions of the exam, students will be asked to pose research questions, the conceptual framework and the methods they would use to address such questions.

Reviewer's Comments

REVIEWER'S COMMENTS

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: CIS Today's Date: 3/2/2011
- b. Department/Division: COM
- c. Contact person name: Deanna Sellnow Email: deanna.sellnow@uky.edu Phone: 7-2886
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: COM 314
- b. Full Title: The darkside of interpersonal communication and relationships
- c. Transcript Title (if full title is more than 40 characters): Dark Side of Interpersonal Communication
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<u>3</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- IF YES: Maximum number of credit hours: _____
- IF YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: Provides an overview of research and theory related to the "dark side" of interpersonal communication and relationships. This course will cover topics such as secrets, bullying, cyberstalking, verbal abuse, and revenge between romantic partners, family members, friends, and sometimes strangers.

- j. Prerequisites, if any: None
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 100

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain:

The course is proposed to meet the Gen Ed Inquiry into Social Sciences requirement. A number of programs across the university require 300 level courses outside of their own programs. Students often run into difficulty finding appropriate courses that do not have many pre-requisites. This course is designed to meet that need. It should be appealing to students from majors such as (but not limited to) family science, social work, sociology, gender and womens studies, and psycholgy.

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: COM 314



Proposal Contact Person Name: Deanna Sellnow Phone: 7-2886

Email: Deanna.Sellnow@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Communication Dept	3/2/2011	Nancy Harrington / 7-3622 / Nancy Harrington	
CIS College	4-5-11	Dan O'Hair / 7-7805 / OHair@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	7/13/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Course Information

Full and accurate title of the course.
Departmental and college prefix.

Course prefix, number and section number.
Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

Instructor name.

Contact information for teaching/graduate assistant, etc.

Preferred method for reaching instructor.

Office phone number.

Office address.

UK email address.

Times of regularly scheduled office hours and if prior appointment is required.

Course Description

Reasonably detailed overview of the course.

Student learning outcomes.

Course goals/objectives.

Required materials (textbook, lab materials, etc.).

Outline of the content, which must conform to the Bulletin description.

Summary description of the components that contribute to the determination of course grade.

Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).

Final examination information: date, time, duration and location.

For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.

NA For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)

Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).

Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.

Policy on academic accommodations due to disability. Standard language is below:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

Attendance.

Excused absences.

Make-up opportunities.

Verification of absences.

Submission of assignments.

Academic integrity, cheating & plagiarism.

Classroom behavior, decorum and civility.

Professional preparations.

Group work & student collaboration.

COM 314
Exploring the Dark Side of Interpersonal Communication and Relationships
Fall 2011

Instructor: Laura Stafford
Office Hours: 1-3 MW and by apt.
Office Phone: 257-6938
Laura.stafford@uky.edu

Course meeting times and place TBD
Designed to meet on a MW or T/Th basis.

COURSE OVERVIEW

Interpersonal relationships can bring a great deal of joy and satisfaction. Although most interpersonal communication courses orient students to the ways in which they can communicate more openly, effectively, honestly, etc., this course acknowledges that an examination of the “brighter” sides of communication only provides part of the picture of the characteristics of communication that make up our everyday lives. This course explores research and theory that illuminates the dark side of interpersonal communication and provides an orientation for understanding the dark side as inseparable from the brighter side in understanding human communication. It provides an overview of topics related to the “dark side” of interpersonal communication, between romantic partners, family members, friends, and sometimes strangers (e.g., stalkers). This course will also cover seemingly productive types communication that can be dysfunctional as well as types that are overtly dysfunctional. The course will cover topics such as secrets, bullying, cyber-stalking, verbal abuse, and revenge. Though primary focus will be on interpersonal communication, readings will also be drawn from related disciplines such as family studies and sociology.

Learning Outcomes

By the end of the semester, you should be able to:

- ✓ identify areas of dysfunctional communication that emerge in close relationships and explain the circumstances surrounding these events and the role of interpersonal communication in resolving those events.
- ✓ demonstrate an ability to conduct secondary IPC-focused research (e.g., reflection papers, academic writing, APA style).
- ✓ demonstrate an ability to use communication concepts to analyze human behavior and to apply those concepts to improve on a potentially problematic aspect of social and professional life.
- ✓ Critique current interpersonal communication theories and research, as well as apply them to a holistic understanding of the dark and bright sides of interpersonal interaction.
- ✓ Apply theories of the dark side of interpersonal communication to difficult interpersonal situations.

REQUIRED MATERIALS

Cupach, W. R., & Spitzberg, B. H. Eds. (2011). *The dark side of close relationships II*. New York: Taylor and Francis.

Spitzberg, B. H., & Cupach, W. R. (Eds.) (2007). *The dark side of interpersonal communication*. (2nd edition). Routledge.

APA 6th edition manual

Any additional chapters and articles will be posted on the course website or distributed in class

Email Account: All students must have a working UKY email account and check it daily.

ATTENDANCE

Attendance is required. Students are required to provide official written documentation of the absence and arrangements for work missed for such activities must be made prior to such absences. No excuses or documentation will be accepted more than two weeks after the absence. **Your final grade will be (i.e., by 5%) for each absence above one.** The University code for classroom behavior and academic misconduct will be enforced in this course.

MISSED OR LATE EXAMS OR ASSIGNMENTS

By definition, late assignments are below average. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who are prepared. For these reasons, any late assignment will have 10 percent deducted from the score as a penalty for each day it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Thursday, deductions will begin immediately following the conclusion of class. The only exception to this policy will be documented and university accepted excuses (see Students Rights and Responsibilities Code).

CLASSROOM CIVILITY

We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned.

POLICY ON INTELLECTUAL DISHONESTY

Intellectual dishonesty is a fancy term for cheating. Unless otherwise explicitly stated by the instructor, all work must be the original product of the student, and all materials taken from others must be properly cited. Policies related to cheating/plagiarism (as well as excused absences, withdrawal, incompletes, final exams and common exams) can be found in your copy of Student Rights and Responsibilities. As students and faculty in the University of Kentucky, we are all responsible for adhering to these policies. You should be particularly familiar with Senate Rules 6.3.1 and 6.3.2, which are available online at www.uky.edu/StudentAffairs/Code/part2.html.

ACCOMMODATIONS

Reasonable Accommodation/Special Needs

If you are registered with the Disability Resource Center and have special needs need that may require an accommodation or assistance, please inform the instructor as soon as possible. We cannot accommodate needs if we do not know what they are, so please notify the instructor right away. To contact the Disability Resource Center by phone, please call V/TDD (859) 257-2754.

Tutoring

If you need assistance with **presentations**, contact the Multimodal Communication Tutoring Lab (The Lab) in the Division of Instructional Communication at 257-8370 or email the Lab Manager, Dr. Jeff VanCleave via email at Jeff.VanCleave@uky.edu. The Lab is located in Room 133 Grehan Hall.

If you need help with **writing skills**, contact the Writing Center, which is located in the west wing of the 5th floor of the William T. Young Library (257-1368). Make an appointment by going to the website here: www.uky.edu/AS/English/wc/

You should also check out The Center for Academic Enhancement, known as The Study (257-1356), which is located at 306 Complex Commons Building. Visit their website at www.uky.edu/ugs/study/ to discover which of the valuable services they provide might be helpful to you. In addition, the Hub located in the basement of William T. Young Library provides **library research assistance and IT help**. For more information call (859) 257-0500, ext. 2008 or email: lib.hub@email.uky.edu

COURSE REQUIREMENTS

Exams (3 at 100 points each = 300 points)

Three exams (including one final exam) The first two exams will be a combination of multiple choice and short answer. The first exam (midterm) will be over the first ½ of the material and the second exam over the second ½. The final exam will be a comprehensive essay exam. Essay questions focus on the practical applications of theories covered in the course, posing reasonable questions for further research as well as methods to address such questions. Each exam, including the final exam, is worth 100 points.

Reflection Papers (2 at 100 points each = 200 points)

You will be asked to choose two units that we are covering this semester on which to write a reflection paper. On the due date, you will be asked to submit a 3-4 page reflection paper in which you assimilate the material from the readings and lectures on a topic we have covered up to that point in the course and offer your own commentary on these challenges in relationships. In your commentary, you may critique the ideas from the readings, discuss your own experience with these relationship phenomena, describe how you see these relationship events manifested in our community, or consider how research and understanding of the dark side might influence our relationships or societies' views of dark side phenomena. Each paper is worth 100 points.

Final Paper (100 points)

Choose one topic from the course of interest to you. You first should consider how the research you have been reading might be applied to societal problems. You should locate and integrate at least three scholarly research articles, providing evidence, beyond class material, for the arguments you are making. This paper is worth 100 points.

All PAPERS must be typed and *must* be submitted in hard copy. However All written assignments must conform to guidelines established in the Fifth Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by up to 10 percent

Grading Scale

450-500 = A (90%)

400-449 = B (80%)

350-399 = C (70%)

300-349 = D (60%)

Below 300 = E (59% and below)

Tentative Weekly Schedule

Week 1: Introduction to the dark side

Chapter 1 (2007 text). Disentangling the dark side of interpersonal communication

Chapter 1 (2011 text). Overview of the dark side of relationship research: Methodological and ethical considerations in exploring the dark side.

Week 2: Unrequited Love

Bratslavsky, E., Baumeister, R. F., & Sommer, K. L. (1998). To love or be loved in vain: The trials and tribulations of unrequited love. In B.H. Spitzberg & W.R. Cupach (Eds.), *The dark side of close relationships* (pp. 233–263). Hillsdale, NJ: Lawrence Erlbaum Associates.

Cupach, B.H. & W.R. Spitzberg (2004). Unrequited Lust. In J. Harvey, Wenzel, & S. Sprecher (Eds.). *Handbook of sexuality in close relationships* (pp. 259-286). Hillsdale, NJ: Lawrence Erlbaum Associates.

Baumeister, Wotman, & Stillwell. (1993). *Unrequited love: On heartbreak, anger, guilt, scriptlessness, and humiliation. Journal of Personality and Social Psychology, 65, 377-394.*

Week 3: Relationship Uncertainty

Chapter 2 (2007 text). The Dark Side of Relation Uncertainty: Obstacle of Opportunity.

Chapter 8 (2011 text). Relational Turbulence: What Doesn't Kill Us Makes Us Stronger. Secrets

Chapter 3 (2007 text). The Dark Side (and the Light Side) of Avoidance and Secrets

Week 4: Hurtful Messages

Chapter 5 (2007 text). Communicating hurt.

Chapter 6 (2007 text). "You're Bugging Me!": Complaints and Criticism from a Partner

Chapter 6 (2011 text). Affectionate Communication is Good, Except When it Isn't: On the Dark Side of Expressing Affection.

Reflection Paper 1 due

Week 5: Infidelity & Jealousy

Chapter 8 (2007 text). The Dark Side of Infidelity: It's Nature, Prevalence, and Communication Functions.

Chapter 7(2011 text). Infidelity, when, where, why.

Guerrero, L. K., & Andersen, P. A. (1998). The dark side of jealousy and envy: desire, delusion, desperation, and destructive communication. In W.R. Cupach and B.H. Spitzberg (Eds.) *The Dark Side of Close Relationships* (pp. 33-70). Mahwah, NJ: Lawrence Erlbaum Associates.

Week 6: Hurt, Anger, Forgiveness and Revenge

Chapter 9 (2007 text). Responses to Relational Transgressions: Hurt, Anger, and Sometimes Forgiveness.

Chapter 10 (2007 text). The Communication of Revenge: On the Viciousness, Exam 1

Week 7: Breaking Up

- Weber, A. L. (1998). Losing, leaving and letting go: Coping with nonmarital breakups. In Spitzberg, B. H. & Cupach, W. R. (Ed.), *The dark side of close relationships* (pp. 267–304). Mahwah, NJ: Lawrence Erlbaum Associates.
- Tashiro, T., and Frazier, P. (2003). "I'll never be in a relationship like that again": Personal growth following romantic relationship breakups. *Personal Relationships, 10*, 113-128.

Week 8: Family Abuse

- Chapter 11 (2007 text). *Communication Aggression: Toward a More Interactional View of Psychological Abuse*.
- Chapter 12 (2011 text). *Explaining Child Abuse as a Lack of Safe Ground*.
- Chapter 12 (2007 text). *Adolescent-to-Parent Abuse: Exploring the Communication Patterns Leading to Verbal, Physical, and Emotional Abuse*.

Week 9: Computer Mediated Communication

- Chapter 4 (2011 text). *Dark Sides of Computer-Mediated Communication*.
- Chapter 5 (2011 text). *Internet Matchmaking Services: The Good, the Bad, and the Ugly (Disguised as Attractive.)*
- Chapter 4 (2007 text). *Manipulation of Self in Cyberspace*.

Week 10: Stalking, Obsessive Relational Intrusion

- Cupach, W. R. & Spitzberg, B. H. (1998), Obsessive relational intrusion and stalking. In B.H. Spitzberg & W.R. Cupach (Eds.), *The dark side of close relationships* (pp. 233–263). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Alexy, E., Burgess, A., Baker, T., & Smoyak, S. (2005). Perceptions of cyberstalking among college students. *Brief Treatment and Crisis Intervention, 5*(3), 279-289.

Reflection Paper 2 due

Week 11: Family Relationships

- Chapter 9 (2011 text). *In-Laws or Outlaws: The Dark and the Bright in In-Law Relationships*.
- Chapter 10 (2011 text). *Dark Clouds with Silver Linings: The (Dys)Functional Ambivalence of Stepfamily Relationships*.

- Stafford, L., & Dainton, M. (1994). The dark side of "normal" family interaction. In W.R. Cupach and B.H. Spitzberg (Eds.), *The dark side of interpersonal communication* (pp. 259-280). Hillsdale, NJ: Lawrence Erlbaum Associates.

Week 12: Societal Skeptical Relationships

- Chapter 2 (2011 text). *May-December Paradoxes: An Exploration of Age-Gap Relationships in Western Society*.
- Chapter 11 (2011 text). *Women's Relationships with Incarcerated Men*.

Week 13: Children's Interactions

- Chapter 12 (2011 text). *The Meanings of Girls' Social Aggression: Nasty or Mastery?*
- Chapter 7 (2007 text). *Teasing and Bullying*.

Exam 2

Week 14

Unrealistic Relationship Expectations (Relationships as Fairy Tales)

Chapter 3 (2011 text). Fairy Tales and Tragedies: Narratively Making Sense of the Dark Side (and the Dark Side of Making Sense) of Personal Relationships

Myths about relationships (and about being single).

Chapter 15 (2011 text). Living Single: Lightening Up those Dark, Dopey, Myths

Final Paper

Week 15 Final Exam as determined by registrar.