The giving of love is an education in itself
Eleanor Roosevelt

Love must be learned, and learned again and again; there is no end to it.
Katherine Ann Porter (American Writer)

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Required texts:

Other Required Readings:
There will be additional required readings assigned throughout the semester. All of the additional readings will be available through the course Moodle site. I encourage you to visit our course site as soon as possible. Please let me know immediately if you have any difficulty accessing the web site or any material on the site. You are expected to bring a copy of each reserved reading to class on the assigned day for reference during discussion. You will need Adobe Acrobat Reader to access some of the readings online (this is a free download from the Internet if you don’t already have it).

Course Moodle site:
The course web site contains the syllabus, miscellaneous handouts, and access to the additional required readings. If there is additional information that you would find useful on the web site feel free to make suggestions to me.

To get into the Moodle page for this course:
1. On the CSB/SJU homepage look under "links for:" click Current Students
2. Click "Web-Based Courses"
3. Click the link to the "Moodle Log-in Page" in the yellow box
   (Alternately, go directly to https://moodle.csbsju.edu/login/index.php)
4. On the Moodle login page, enter your CSB/SJU network username and password and click the "Login" button.
5. Click the link to your course under the "My Courses" column.
   OR
1. If COMM 385A course does not appear on your list, click the "All Courses" button at the bottom of the list, or search for the course by name (or partial name, course #...).
2. Locate this course and click the link to it.
3. In the dialog box: "You are about to enroll yourself as a member of this course. Are you sure you wish to do this?"
4. Click "Yes." You will need an enrollment key. The enrollment key for this course is “Honesty.”
Love is but the discovery of ourselves in others,
and the delight in the recognition.
Alexander Smith (Scottish Poet)

- COURSE OBJECTIVES -
1. To explore the intersections of love, sexuality, commitment, and communication in close interpersonal relationships.
2. To explore how different theoretical perspectives (e.g., socio-scientific, cultural, and evolutionary) help us understand love, sexuality, commitment, and communication in close interpersonal relationships.
3. To provide students with the experience and understanding of how communication research is conducted.
4. To develop students' ability to write for the social sciences.
5. To enhance students' communication effectiveness by means of the above goals.

- GRADING -

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Scale</th>
<th>Grading Guidelines</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement outstanding relative to the level necessary to meet the course requirements.</td>
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<tr>
<td>A/B</td>
<td>88-92</td>
<td></td>
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<tr>
<td>B</td>
<td>83-87</td>
<td>Achievement significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B/C</td>
<td>78-82</td>
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<tr>
<td>C</td>
<td>73-77</td>
<td>Achievement that meets the basic course requirements in every aspect.</td>
</tr>
<tr>
<td>C/D</td>
<td>68-72</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-67</td>
<td>Achievement that is worthy of credit even though it does not fully meet the basic course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Performance that fails to meet basic course requirements and is unworthy of credit.</td>
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<tr>
<td>S</td>
<td>Satisfactory (if registered S/N), at least C work, and all assignments must be completed.</td>
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</tr>
<tr>
<td>U</td>
<td>Unsatisfactory, no credit (if registered S/N), D or below</td>
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<tr>
<td>I</td>
<td>Incomplete (An “I” will not be issued automatically. It must be arranged prior to the last class. An “incomplete” will be given only in the most unusual and unavoidable circumstances.)</td>
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</tbody>
</table>

Total 600

Grade %Scale Grading Guidelines

S/U Grading Option: If you wish to take this course on a S/U basis, you must make your request to me in writing by March 25th. No requests will be considered after that date. Most of you are not eligible to take this course S/U. For additional information on the S/U option, consult the course catalogue.

Life has taught us that love does not consist in gazing at each other but in looking outward together in the same direction.
Antoine De Saint-Exupery (French writer and aviator)
- COURSE POLICIES -

**Accommodations:** It is CSB/SJU’s policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

**Attendance:** Students are expected to attend all classes. Your active participation plays a major role in your understanding and application of theory. There is no substitute for being in class. It is difficult to get a satisfactory grade in this course if you are frequently absent. It is not uncommon for students to drop a full grade due to excessive absences. Here are the details on how attendance works in this class:

- You will have three “free” absences. No questions, no penalties, no problems. I make no distinction between excused or unexcused absences. I understand there may be extenuating and legitimate reasons for missing class but, except for extreme circumstances (which will be handled on an individual basis), these should not result in more than three absences throughout the term. If you **have any more than three absences for the term** 10% **will be deducted from your participation grade for each additional absence.**
- If you miss a class session, you are responsible for finding out from a classmate the material you missed. If you don’t understand the material, please ask me.

**Written Assignments:** All written assignments must be typed, double spaced and in the APA (American Psychological Association) 5th Edition standard style. Written work will be evaluated in terms of grammar and form as well as content. Type font should be set at 12 pitch and margins should be one inch on all sides. Work submitted that is not in the designated form will be reduced **at least** one half grade. **For your protection, keep copies of all written work.**

**Late Work:** All work is due at the beginning of the class on the day due. Late work will receive a 10% reduction for each twenty-four hour period the assignment is late - including Saturdays and Sundays (unless you have made prior arrangements with me).

**Academic Dishonesty:** Academic dishonesty will not be tolerated, and will result in a failing grade for this course and a referral to the college committee that deals with it. Academic dishonesty includes (but is not limited to) using material without appropriately citing its source, cheating on an assignment or exam, and interfering with another student's learning. If you use the words or ideas of someone else, you must cite the original source of information. Refer to Every Woman’s Guide or the J-Book for additional information about Academic Honesty.

**Incompletes:** Because this is in large part a participation-based class, incompletes are difficult for the student and given only under extreme circumstances. Incompletes require documentation for consideration and must be arranged in advance with the instructor.

**Grade appeals:** If you feel you have been graded unfairly, you are encouraged to present an appeal to me in writing. Please allow for a 24 hour period after receiving the grade before making your appeal. These must be presented to me **in writing and in person** no later than one week after you received the grade in order to be considered. **I will not accept grade appeals over e-mail.**
EXAMS
There will be three exams designed to assess how well you have learned the material covered in class and to showcase your ability to synthesize and apply that information. Each exam will consist of a combination of multiple choice questions, true/false questions, and essays.

STUDY GROUP WORK: SUMMARY & PRESENTATION
As a class, we will be conducting a study (e.g., data collection, data analysis, results, and discussion) that was proposed the last time this class was taught. Throughout the semester you will work with a team of your classmates to help complete your assigned portion of that work. Your project team will write-up and present a brief summary of your tasks, accomplishments, data analysis results, and discussion. An additional handout detailing this assignment will be available on Moodle.

RESEARCH PROPOSAL
For this paper you will research and design a study that, if conducted, would answer a specific question you have about love, sexuality, commitment, or marriage. This project will be completed in two parts. Part one (50pts) will consist of a research prospectus and annotated bibliography. This is a “planning” paper and will include information about your topic and a brief summary of relevant research. Part two (100pts) will be the final research proposal. The research proposal will be 7-9 pages long and incorporate a minimum of seven relevant scholarly sources that you found on your own through library research. An additional handout detailing this assignment will be available on Moodle.

PEER EVALUATION
You will fill out a peer evaluation following the completion of your group study work. This evaluation gives you the opportunity to evaluate the contributions of each group member (including yourself) toward the completion of your study assignments, your work summary, and group presentation. This includes efforts in completing assigned responsibilities, generating data analysis ideas and conclusions, contributing to the work summary, and presentation preparation. Scores from each group member will be averaged to calculate the peer evaluation grades.

PARTICIPATION/DISCUSSION
“Participation” and “Leadership” is worth a significant amount of your final grade. This class will not succeed without you, your efforts to participate, and your leadership in class. This class includes frequent and extensive discussion. Hence, we need each other to make it work.

Participation does not = talking a lot. Rather, participation means making worthy and thoughtful contributions based on an understanding of your responsibilities in discussion and the choices you make because of them. Hence, the grade you earn for participation will be based in-part on the quality and consistency of your choices for in-class contributions. The total participation grade will be based on attendance and in-class contributions.

You need to be fully prepared to make every meeting a worthwhile learning experience by coming to class prepared and ready to discuss readings, generate everyday examples to illustrate ideas, and to ask any questions you have about the material you read. Inadequate preparation for
each class period will make both the class and your discussion grade a disappointment. Likewise, behavior that distracts or hinders others ability to fully participate in the class will also result in a lower participation grade.

Since participation is an important part of your learning experience in this course, I have provided here the evaluation criteria I will be using. Review it to maximize your opportunity to succeed.

Participation/Discussion Evaluation Criteria*

**Expression Skills:**
1. Discusses and relates ideas, extends ideas of others--does not talk just to hear him/herself talk.
2. Clarifies ideas by seeking opinions from others.
3. Makes comments related to the topic or activity.
4. Avoids divisive statements.
5. Offers own perspective in others' terms.
6. Uses clarification messages to check the accuracy of perceptions.

**Attitude:**
7. Comes to class on time.
8. Shows evidence of being prepared in terms of reading, knowledge of subject, and analysis of problems.
9. Shows genuine interest in topics and activities being presented.
10. Accepts responsibility for her/his own behavior.
11. Avoids interrupting others.
12. Avoids blaming others for misunderstandings.

**Perception Skills:**
14. Takes others into account when formulating responses.
15. Shows understanding of others' expressed experience.
16. Does not evaluate others' expressed experience.
17. Generalizes by bringing together ideas and input from others.

*Criteria developed by Jeanne Cook, CSB/SJU

Please come and talk to me if you have questions about any course assignments.

*Love is the triumph of imagination over intelligence.*
*H. L. Mencken (American Writer)*

*LOVE is merely a madness…*
*William Shakespeare*
## COMM385: TENTATIVE SCHEDULE

**RR** = a required reading that is available on the Course Moodle. Descriptions in **BOLD** indicate you should have something prepared to turn in or present for that assignment.

<table>
<thead>
<tr>
<th>DAY</th>
<th>TOPIC</th>
<th>READINGS &amp; DUE DATES</th>
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</thead>
<tbody>
<tr>
<td><strong>WEEK ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Introduction to the class, students, instructor, &amp; TA</td>
<td>Syllabus</td>
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<tr>
<td></td>
<td>Overview of the course</td>
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<tr>
<td>W</td>
<td>What is Love?</td>
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<td></td>
<td>What is Commitment?</td>
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<td></td>
<td>A Brief History of Love</td>
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<tr>
<td>F</td>
<td>Introduction to Love:</td>
<td>Regan p. 117 and Chs. 7 &amp; 8</td>
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<td></td>
<td>Unmotivated approaches</td>
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<td></td>
<td>Passionate &amp; Companionate Love</td>
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<td><strong>WEEK TWO</strong></td>
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<tr>
<td>T</td>
<td>Introduction to Love:</td>
<td></td>
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<td></td>
<td>Unmotivated &amp; Motivated approaches</td>
<td></td>
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<tr>
<td>TH</td>
<td>Cultural Approaches to Love</td>
<td><strong>RR:</strong> Beall &amp; Sternberg (1995)</td>
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<tr>
<td><strong>WEEK THREE</strong></td>
<td></td>
<td></td>
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<tr>
<td>M</td>
<td>Study Orientation &amp; Planning</td>
<td></td>
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<tr>
<td>W</td>
<td>Evolutionary Approaches to Love</td>
<td>Fisher, pp. xi-xiii, &amp; Ch. 1 &amp; 2</td>
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<tr>
<td>F</td>
<td>Chemistry of Love – the debate</td>
<td>Fisher, Ch. 3</td>
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<td><strong>WEEK FOUR</strong></td>
<td></td>
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<tr>
<td>T</td>
<td>When do we say “I love you”?</td>
<td><strong>RR:</strong> Gareis &amp; Wilkins (2005)</td>
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<td>TH</td>
<td>Exam #1</td>
<td></td>
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<td><strong>WEEK FIVE</strong></td>
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<tr>
<td>M</td>
<td>Love Gone Bad</td>
<td>Regan, Ch. 9</td>
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<tr>
<td>W</td>
<td>Love Gone Bad: Cultural Approach</td>
<td><strong>RR:</strong> Wood (2000)</td>
</tr>
<tr>
<td>F</td>
<td>Love Gone Bad: Evolutionary Approach</td>
<td>Fisher, Ch. 7</td>
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<tr>
<td><strong>WEEK SIX</strong></td>
<td></td>
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<td>T</td>
<td>Love &amp; Sex</td>
<td><strong>RR:</strong> Hendrick &amp; Hendrick (2002)</td>
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<td></td>
<td></td>
<td>Regan, Ch. 10</td>
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<tr>
<td>TH</td>
<td>Sexuality in Relationships</td>
<td>Regan, Chs. 11 &amp; 12</td>
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</tbody>
</table>
WEEK SEVEN
M  2/28  Sexuality in Relationships  
    Regan, Chs. 11 & 12
W  3/2   Sexuality in Relationships:  
    Cultural Perspective  
    RR: Hatfield & Rapson (2002)
F  3/4   Sexuality in Relationships:  
    Cultural Perspective  
    RR: Sprecher (2006)

WEEK EIGHT
T  3/8   Sexuality in Relationships:  
    Evolutionary Perspective  
    Fisher, Ch. 4
TH  3/10 Exam #2

WEEK NINE
3/14-3/18  Spring Break!

WEEK TEN
M  3/21  Sex Gone Bad  
    Regan, Ch. 13
W  3/23  Mate Selection  
    Regan, Chs. 1 & 2
F  3/25  Mate Selection: Cross-Cultural Approach

WEEK ELEVEN
T  3/29  Mate Selection: Evolutionary Approach  
    Fisher, Ch. 5
TH  3/31  In-Class Group Work Day  
    Data analysis lab  
    Due: Prospectus & Annotated bibs

WEEK TWELVE
M  4/4   Study Presentations
W  4/6   Study Presentations
F  4/8  Marriage & Commitment  
    Regan, Ch. 4  
    RR: Schmookler & Bursik (2007)

WEEK THIRTEEN
T  4/12  Marriage & Commitment  
    RR: Dion & Dion (1993)
TH  4/14  Marriages in trouble  
    Regan, Chs. 5 & 6

WEEK FOURTEEN
M  4/18  Marriages in trouble  
    Regan, Chs. 5 & 6
W  4/20 TBD
F  4/22 No Class – Easter Break
WEEK FIFTEEN
M  4/25  No Class – Easter Recess
W  4/27  Catch-up/Review
F  4/29  Exam #3

WEEK SIXTEEN
T  5/3  Research Proposal Presentations  Due:  Research Proposals
W  5/4  No Classes - Scholarship & Creativity Day
F  5/6  Research Proposal Presentations

There is no final exam for this class.

Please Note:  This syllabus is subject to change.  All changes will be announced in class and the student is responsible for those changes.  Come to class with the readings complete, and any observations or questions ready.

Additional required readings that are available on Moodle (listed in the order assigned):


NOTE:  Other required readings, in addition to those on the list above, may be assigned throughout the term.  All additions will be announced in class and the student is responsible for those changes.  Come to class with the readings complete, and observations or questions ready.