

University of Utah  
Department of Health & Kinesiology  
H EDU 3150 (090) - Health and Human Relations (CW)  
Spring 2021  
Online 2 Credits

**Instructor:**

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**Teaching Assistants:**

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**Prerequisites:** None, **but**, it is highly recommended that students have already successfully completed basic writing courses, such as WRTG 2010.

**Required Texts:**

*The Five Love Languages: The Secret to Love that Lasts*

**Author:** Gary Chapman

**Publisher:** Northfield Publishing, Chicago

**ISBN-10:** 080241270X

**ISBN-13:** 978-0802412706

Supplemental reading and video materials will be provided on the Canvas course page for this class.

**Course Description:** The goal of health promotion is to improve the overall health status through acquisition of knowledge, understanding attitudes, and modifying behaviors, in addition to the development of positive skills. While these efforts are commonly directed at individuals, individuals do not exist in a vacuum; the development of people's attitudes, knowledge and behaviors occur in the context of those around them. As such it is imperative to understand the relationships that people have with those that are close to them in order to understand the attitudes, kinds of knowledge, and behaviors that they exhibit. How do your relationships impact your health? What is a healthy relationship? The purpose of this course is to give students the basic knowledge about relationship theories and terms to understand the health-related effects and impacts of close relationships as found through research and discovery of human emotion. Students will participate in experiential exercises concerning the dynamics of, and interaction among relationships and health.

**What is a CW designated class?**

The upper-division communication/writing requirement provides students advanced instruction in speaking and writing with the understanding that these skills will continue to develop throughout the educational program while completing their degrees. This requirement prepares students to communicate clearly and effectively within the standards and conventions established by specific disciplines, to incorporate feedback and criticism into multiple revisions, and to tailor written or oral communication to the needs of particular audiences.

**Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Utilize multiple forms of writing and verbal communication to convey basic concepts, topics, and theories used in the study of human relationships.
2. Use feedback from the instructor and teaching assistants to revise and resubmit written and verbal work articulating the intricacies of human relationships such as trust, honesty, communication, intimacy, forgiveness, and vulnerability.
3. Describe relationship concepts, topics, and theories in relevance to the 5 domains of health to the instructor, teaching assistants, and fellow classmates in small groups.
4. Use research-based concepts on break-up, divorce, and relationship gridlock to convey in writing methods of navigating relationship conflict.

### **Teaching & Learning Methods:**

This class is discussion, and application-oriented. Delivery of this course will be through assigned readings, critical writing assignments, discussions, and presentations. This will include analyses of required texts, assigned readings, and discussions. The course is conducted via online using Canvas. It is your responsibility to be sure you have a valid email address listed in the Campus Information System and that you are using a computer that is compatible with Canvas.

### **Course Policies:**

1. Late assignments will be accepted up to one week after the due date, but will incur a 50% grade cut. The only exception to this is excuses due to officially sanctioned university activities (documentation is required), religious holidays, and emergency illness. Please see the student handbook for other guidelines on attendance [Student Handbook Attendance](#).
2. Students will typically be allotted one week to complete assignments, with the exceptions of larger projects which will be available multiple weeks prior to the due date. Modules are opened weekly, and sometimes bi-weekly. For students wishing to work ahead, reading the required texts is a great option.
3. Assignments must be submitted via Canvas. All assignments will be due Fridays @ 11:59PM, with the exception of initial posts for discussions which are due Tuesdays @ 11:59PM. Technological difficulties always arise at inconvenient times, therefore, be sure to complete and submit Canvas assignments in a timely manner. Assignments turned in via email due to technological difficulties will not be accepted unless they are emailed before 5:00PM on the due date of the assignment.
4. This is a 3000-level (junior level) college course. Please proofread your work for organization, spelling and grammatical errors. You are encouraged to utilize the Writing Center in the Marriott Library, which is free to enrolled students. Please call 587-9122 or contact the center via their website to schedule an appointment: [www.writingcenter.utah.edu/](http://www.writingcenter.utah.edu/)
5. Announcements are posted regularly on Canvas. I encourage you to email me with questions, comments, and concerns. I answer emails during regular business hours (9-5). If your email falls outside of these times, I will typically respond the next day. Please email me through my email address at: [katherine.pagano@utah.edu](mailto:katherine.pagano@utah.edu)
6. Please feel free to discuss any difficulties or concerns with me in a timely manner (email is preferred followed by meeting in person). I am here to help you succeed in this class. I encourage you to ask questions and share your opinions. When doing so, please be respectful of other students.
7. Cheating, plagiarism, fraud, theft, and harassment will not be tolerated in any form; occurrences will be reported to the Dean of Student's Office for appropriate disciplinary action.

### **Other Course Policies:**

Please read “The Code of Student Rights and Responsibilities” found on the University homepage at [www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html)

Highlights include cheating on tests, plagiarism (failure to put the exact words of another author in quotation marks,

even if you do cite the author by name), fraud, theft, and harassment, which will not be tolerated in any form; occurrences will be reported to the Dean of Student's Office for appropriate disciplinary action.

***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS; <http://disability.utah.edu/>; 162 Olpin Union Building; (801)-581-5020). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDS.

***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

***The Code of Student Rights and Responsibilities.*** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.

***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

#### ***Veteran's Statement***

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

#### ***LGBT Resource Center***

If you are a member of the LGBTQ community, I want you to know that this class is a safe zone. Additionally, please know that the University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

#### ***Student Names and Personal Pronouns***

Class rosters are provided to the instructor with the student's legal name as well as "preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

### **Assignments and Class Credit:**

#### **Discussions (5 @ 10 pts each)**

Students will be prompted to address discussions during the semester. Critical questions will be posed in relation to course content, videos, and assigned reading material. Students will create an initial response, and will be required to respond to at least one fellow student during the course of the week. Initial threads are due Tuesdays by 11:59PM.

### Movie/Book Relationship Analysis Video Presentation (1 @ 20pts)

Students will choose a book or movie to review and present a character analysis, and critique of the relationships that they make, break, or lose (romantic, friendship, partnership, family member, colleague, etc). Students will be in charge of analyzing all aspects of the character, and interpreting how they go about their relationships in accordance to the five dimensions of health. Students will need to record themselves via video presentation, giving an 8-10-minute analysis of the movie/book. Students must communicate the following in their presentation:

1. Title & plot overview
2. Character overview and analysis
3. Discussion and analysis of the relationships
4. Personal advice to characters on relationship management

### Book Report, (2 @ 20 pts each)

The final paper will be a summary on the book the Five Love Languages. This paper must be 5-6 pages in length, and will be revised and submitted two separate times. The book report will need to cover the following topics.

- 1.) Introduction/overview of the book
- 2.) Discussion of the five languages
- 3.) Conclusions & making love last

**Grading:** Points for the class will be earned based on the following:

Assignments	Points	Please see the Student Handbook for the University of Utah Grading Scale
Movie/Book Analysis Video	1 @ 20pts	
Discussions	5 @10pts	
Final Paper	2 @ 20pts	
Total:	110	

### Final Grading:

When calculating final grades and rounding, completion of assignments and discussions will be considered. Borderline grades will not be rounded if students have not completed all assignments for the class. Grades that are boarder line (defined as .5) will be rounded up .5 (e.g., 93.5% to 94%). For any grade disputes, please email the instructor at [katherine.pagano@utah.edu](mailto:katherine.pagano@utah.edu)

### Tentative Course Schedule

All assignments are due Fridays at 11:59PM with the exception of initial discussion board posts which are due Tuesdays at 11:59PM

Date	TOPICS	Assignments/Due Dates
Week #1 1/19 -1/24	Introductions & Syllabus Review	<b>Purchase:</b> Required reading material. Get to know Canvas, read through syllabus and class requirements  <b>Due:</b> Discussion #1 - <b>Getting to Know You.</b> Syllabus Quiz
Week #2 1/25 -1/31	The Fundamentals	<b>Read:</b> Assigned readings on Canvas. See Check List.

Week #3 2/1 – 2/7	Communication	<b>Read:</b> Assigned readings on Canvas. See Check List. <b>Work On:</b> Movie/Book Relationship Analysis Project <b>Due:</b> Discussion #2– <b>Communication with Amy Scott.</b>
Week #4 2/8 – 8/14	Work Week	<b>Read:</b> Chapman, Acknowledgements and Ch. 1-3 (0-35) <b>Work On:</b> Movie/Book Relationship Analysis Project <b>Write:</b> Introduction and Overview section of the Five Love Languages Book Report
Week #5 2/15 – 2/21	Forgiveness	<b>Read:</b> Chapman Ch. 4-6 (37-90) <b>Work On:</b> Movie/Book Relationship Analysis Project <b>Write:</b> Discussion section of the Five Love Languages Book Report <b>Due:</b> Discussion #3 – The Real Risk of Forgiveness <b>Sarah Montana.</b>
Week #6 2/22 – 2/28	Work Week	<b>Read:</b> Chapman Ch. 7-9 (91-128) <b>Work On:</b> Movie/Book Relationship Analysis Project <b>Write:</b> Discussion section of the Five Love Languages Book Report
Week #7 3/1 – 3/7	Honesty & Trust	<b>Read:</b> Chapman Ch. 10-13 (129-169) <b>Write:</b> Conclusions & Making Love Last section of the Five Love Languages Book Report <b>Due:</b> Movie/Book Relationship Analysis Video due via Canvas, Friday at 11:59PM
Week #8 3/8 – 3/14	Work Week	<b>Read:</b> Chapman (170-END) <b>Write:</b> Conclusions & Making Love Last section of the Five Love Languages Book Report
Week #9 3/15 – 3/21	Love is a Choice	<b>Read:</b> Assigned readings on Canvas. <b>Due:</b> 1 <sup>st</sup> Draft of Five Love Languages Book Report
Week #10 3/22 – 3/28	Work Week	See Canvas Check List
Week #11 3/29 – 4/4	Vulnerability	<b>Watch:</b> Brenue Brown TED Talk on Vulnerability <b>Receive:</b> Feedback on Draft #2 of book report from teaching assistants and instructor. Make revisions. <b>Due:</b> Discussion #4 - <b>Brenue Brown</b> on The Power of Vulnerability.
Week #12 4/5 – 4/11	Work Week	<b>Read:</b> Supplemental readings. See Canvas Check List. <b>Work On:</b> 2 <sup>ed</sup> Draft of Five Love Languages Book Report revisions by instructor and TA's.
Week #13 4/12 – 4/18	The Four Horsemen	<b>Watch:</b> Four Negative Patterns that Predict Divorce (Part 1 & 2) <b>Work On:</b> 2 <sup>ed</sup> Draft of Five Love Languages Book Report revisions by instructor and TA's.

<p>Week #14</p> <p>4/19 – 4/25</p>	<p>Work Week</p>	<p><b>Read:</b> Supplemental readings. See Canvas Check List.  <b>Work On:</b> 2<sup>ed</sup> Draft of Five Love Languages Book Report revisions by instructor and TA's.</p> <p><b>Due:</b>  Discussion #5 – <b>John Gottman</b> Four Negative Patters that Predict Divorce.</p>
<p>Week #15</p> <p>4/26 – 5/2</p>	<p>Wrap-Up/Finals</p>	<p><b>Read:</b> Supplemental readings. See Canvas Check List.</p> <p><b>Due:</b> Final Draft of Five Love Languages Book Report</p>

**Note: This syllabus is not a binding contract. As the instructor, I reserve the right to modify this document at any time if I believe it will improve the quality of your education at the University of Utah. Your learning is priority. If modifications are made, students will be notified.**