

Part II Course Details

1. Abstract

This course is about the scientific study of love, sex and relationships with an emphasis on the impact of psychological factors in shaping love, sexuality and relationships in humans in different cultures. The content is divided into three parts: the evolutionary perspective on sex and mating, psychological theories of love and intimate relationships, and cultural diversities. Students will be required to engage in active learning activities every week to work out tentative solutions to challenging issues related to love, sex, or relationships in the contemporary world, individually as well as in small groups. As this field of knowledge is far from being adequately developed, for many questions there are not yet any definite answers. Therefore, it provides a particularly good setting for students to develop and exercise their critical and creative thinking.

2. Course Intended Learning Outcomes (CILOs)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe and explain the dynamics of human relationships and sexuality across cultures from psychological perspectives.	20%	✓		
2.	Analyze and appreciate the diversities and cultural differences in human relationships in order to build healthy and long-lasting interpersonal relationships both for romance and for work.	20%	✓		
3.	Integrate psychological knowledge in human relationships, with professional ethics in different disciplines, to deal with interpersonal and work-related issues.	20%		✓	
4.	Generate practical and creative solutions to human relationship problems using social scientific methods.	40%			✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Concepts and theories on human love, sex, and relationships across cultures will be introduced. Students will be guided to critically analyze the related contemporary issues.	✓						
Weekly Challenges	This refers to group-based, guided independent learning. Every week in class, the instructor will hand out one or more "thought questions", which are to guide students to carry out a systematic investigation of a selected issue. This will lead to the Term Project as described in the following. Students will form groups of 5 - 6 to discuss the thought questions every week.		✓					
In-class activities and discussion	In-class activities which promote the integration of psychological knowledge with professional work ethics of different disciplines will be conducted during class.			✓				
Term project	Students are required to work in a group of 5 to 6 to carry out a project that involves a systematic investigation of a question or issue selected by the group. The group will formulate a question for investigation and use a scientific method such as survey or experiment to seek answers to the question. Students are required to (1) collect data, summarize and describe the data, and (2) interpret and discuss findings with reference to concepts and theories learned in the course.				✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Quizzes	✓	✓	✓	✓			40%	Two short quizzes (each with about 25 mc questions) are scheduled to assess students' understanding of major theories and principles covered in the lectures.
Progress Report		✓	✓				20%	Students are required to provide the rationale of selecting a particular issue or question for investigation and outline the method to be used to

								address the selected issue or question. Each group is required to summarize their "thoughts" in the form of a progress report.
Project Report				✓			40%	Upon completion of the investigation, each group is required to hand in a project report, describing the rationale, method, and results of the investigation. A discussion of the results in relation to current psychological knowledge on the topic must be included in the report. The report is about 8 to 10 pages (or 2000 words) in length.
Examination: (duration: , if applicable)								
							100%	

** The weightings should add up to 100%.*

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes	(a) Understanding of the theories, concepts, and issues covered in the entire course (b) Ability to critically analyse issues covered in the course	Exhibit a substantial understanding of the issues covered in the entire course; demonstrate a superior capacity for analyzing the issues critically	Exhibit a good understanding of the issue covered in the entire course; demonstrate a good capacity for analyzing the issue critically	Exhibit a fair understanding of the issues covered in the entire course; demonstrate an adequate capacity for analyzing the issues	Exhibit little understanding of the issues covered in the entire course; demonstrate a limited capacity for analyzing the issues	Exhibit no understanding of the issues covered in the entire course and demonstrate little capacity for analyzing the issues
2. Progress Report	(a) Capability to integrate relevant concepts and theories in solving human relationship problems from different cultural perspective (b) Ability to elaborate ideas extensively and justify opinions with ample evidence from different cultures (c) Ability to incorporate ideas of group members	<ul style="list-style-type: none"> Show a strong capability to integrate relevant concepts and theories in solving human relationship problems from different cultural perspectives Elaborate their ideas extensively and justify their opinions with ample evidence from different cultures Demonstrate excellent ability in incorporating the ideas of group members 	<ul style="list-style-type: none"> Show a good capacity to integrate relevant concepts and theories in solving human relationship problems from different cultural perspectives Elaborate their ideas sufficiently and justify their opinions with abundant evidence from some cultures Demonstrate excellent ability in incorporating the ideas of group members 	<ul style="list-style-type: none"> Show an acceptable capability to integrate relevant concepts and theories in solving human relationship problems; Elaborate their ideas reasonably and justify their opinions with some examples from one single cultures Demonstrate little ability in incorporating the ideas of group members 	<ul style="list-style-type: none"> Show a marginal capability to integrate relevant concepts and theories in solving human relationship problems; Provide little elaboration of their ideas and illustrate their thoughts with few examples Low ability in incorporating ideas of group members 	<ul style="list-style-type: none"> Show no capability to integrate relevant concepts and theories in solving human relationship problems Provide no elaboration of their ideas and illustrate their thoughts with no example No ability in incorporating ideas of group members
3. Project Report	(a) Demonstration of creative ideas (b) Soundness of hypotheses	<ul style="list-style-type: none"> Creative ideas are shown in at least 2 of the following aspects: (1) 	<ul style="list-style-type: none"> Creative ideas are shown in at least 1 of the following aspects: (1) 	<ul style="list-style-type: none"> Creative ideas are shown in none of the following aspects: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of 	<ul style="list-style-type: none"> The performance is below what is described above; or basic requirement of the 	

	<p>(c) Use of relevant knowledge (d) Presentation of ideas</p>	<p>formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings</p> <ul style="list-style-type: none"> • Sound logic of hypothesis testing with no flaw or only trivial flaws can be found • Relevant knowledge is used to support at least 3 of the following: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings • Clear presentation of ideas with all necessary information provided. The style of writing makes information readily comprehensible 	<p>formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings</p> <ul style="list-style-type: none"> • Design and analysis are done properly by flaws in hypothesis testing can be found • Relevant knowledge is used to support at least 2 of the following: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings • Ideas are in general clearly presented by not all necessary information is given 	<p>findings</p> <ul style="list-style-type: none"> • Design and analysis are not logical relevant to the hypotheses; although there is an attempt to test the hypotheses, flaws can be identified • Relevant knowledge is used to support only 1 of the following: (1) formulating hypotheses or research questions, (2) research design, (3) method of analysis, and (4) interpretation of findings • Ideas are sketchy and not clearly presented; a large portion of important information is not reported 	<p>assignment is not met; or part or most of the work is found to be plagiarized</p>
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Love

Personality and loving style, evolution and love, attachment and desires, theories of love (e.g., love as cognition, love as emotion, love as attribution), computer dating, affections, evolutionary perspective

Sex

Homosexuality, mating, gender differences, sex attractiveness, development and growth, cultural diversities, evolutionary perspective

Relationships

Interpersonal behaviour, stereotypes, trust, cultural diversity, communal relationships, impression management, commitment, relationship maintenance, positive illusions, empathic accuracy, self, others, motivation, transference, social relationships, collective interdependence, relational interdependence, distressed couples, marital problem, self-fulfilling prophecy, sensitivity, rejection, patriarchal terrorism, perceptual derogation, pre-conflict anger, post-conflict anger

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Coursepack GE2109
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Buss, D. M. (2012). <i>Evolutionary psychology: The new science of the mind</i> (4th ed.). Boston, MA: Allyn & Bacon.
2.	Erber, R., & Erber, M. W. (2011). <i>Intimate relationships: Issues, theories, and research</i> (2nd ed.). Boston, MA: Allyn & Bacon.
3.	Guerrero, L. K., Anderson, P. A., & Afifi, W. A. (2011). <i>Close encounters: Communication in relationships</i> . Thousand Oaks, CA: Sage.
4.	Regan, P. C. (2008). <i>The mating game: A primer on love, sex, and marriage</i> (2nd ed.). Thousand Oaks, CA: Sage.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1
PILO 3: Demonstrate critical thinking skills	2, 3
PILO 4: Interpret information and numerical data	1
PILO 5: Produce structured, well-organised and fluent text	
PILO 6: Demonstrate effective oral communication skills	
PILO 7: Demonstrate an ability to work effectively in a team	4
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	4

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Term Project Report