

SPEECH 381 - INTERPERSONAL RELATIONS O, WI

Oral Communication & Writing Intensive Focus

Tuesdays and Thursdays 12:00 - 1:15 pm

George Hall 214

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REQUIRED TEXTBOOKS & MATERIALS

1. Knapp, M. L., & Vangelisti, A. L. (2005). *Interpersonal communication and human relationships* (5th ed.). Needham Heights, Massachusetts: Allyn & Bacon
2. Iclicker response pad
3. Some assignments and announcements may be distributed to the class via WebCT. It is your responsibility to regularly check your WebCT account. For this, you must go to: <http://webct.hawaii.edu> and click on "log in to" my WebCT. Then enter your UH username and password to be admitted into your "MyWebCT" account.

OBJECTIVES

This course is designed to acquaint you with the major theories, concepts, principles, and research findings in interpersonal communication. Toward that end, we will examine how we perceive ourselves and others, how we use information we gather about ourselves and others to guide our interactions, how our interactions are influenced by social roles and expectations, and the essential role of communication in the development, maintenance, and dissolution of human relationships. In this course, we will work to develop a theoretical understanding of the human communication process and to improve our interpersonal communication skills.

After completing this course:

1. You will have a better understanding of some of the factors affecting communication in relationships,
2. You will appreciate the impact of communication in our relational lives,
3. You will be able to critically examine interpersonal communication events, drawing on theories of communication and essential concepts in the literature,
4. You will be able to evaluate your own interpersonal communication skills, and
5. You will have ample opportunities to develop and demonstrate competency in interpersonal communication.

ORAL COMMUNICATION & WRITING INTENSIVE HALLMARKS

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| O1. Engage in a minimum of three oral communication assignments worth at least 40% of grade. | W1. Use writing to promote learning class concepts. |
| O2. Receive explicit training in oral communication. | W2. Have interaction between instructor and students while students do assigned writing. |
| O3. Receive specific feedback and grading of oral communication assignments by instructor. | W3. Written assignments contribute significantly to each student's course grade. |
| O4. Class restricted to 20 students. | W4. Write a minimum of 4,000 words or 16 pages. |
| | W5. Class restricted to 20 students. |

CLASS FORMAT

This class will involve lecture, discussions, and activity-based learning. Because we want to develop both a theoretical and practical understanding of interpersonal communication, we will need to analyze and practice what we are learning. To do this successfully, you will need to complete the readings by the date in which the chapter is first assigned and you will have to participate in class discussions. In most cases, the readings are designed to complement the lecture content. However, you are responsible for reading material that is not covered in class.

CLASS POLICIES

Academic Integrity: The mission of a university can only be accomplished in an environment where academic integrity is valued. The Code of Student Conduct states that academic dishonesty includes both cheating and plagiarism. Plagiarism, in particular, is using someone else's words or ideas without giving proper credit to the source. These include, but are not limited to, word-for-word copying of another's work without the use of quotation marks and the citation of the source, paraphrasing another person's ideas without proper citation of the source, lack of reference to the sources (i.e., reference pages) from which the information was obtained, and misleading citations. A paper given to an instructor with the student's name on it is assumed to be in the student's own words and to represent his or her original ideas, unless certain words and ideas are specifically credited to another source. A paper bearing a student's name that does not do this is plagiarized and will be considered academically dishonest.

The penalties for academic dishonesty are severe, and I will do all I can to see that violators are punished. **If anyone is determined to have cheated, plagiarized, or misrepresented work in this class, the best he or she can hope for is failure in the course. I will additionally recommend to the Department Head or hearing committees that the person be suspended or expelled from the University.** Papers submitted for credit in other classes may **NOT** be submitted for credit in this course. You are expected to have full knowledge of the University's Student Conduct Code. A copy of the code may be obtained from the Vice Chancellor for Students, QLC Student Services, Room 409, or you can visit the website, <http://www.hawaii.edu/student/conduct/>.

Iclickers: Students are expected to use the Iclicker response pad to key in their own responses. If you are caught with more than one Iclicker response pad in your possession, you will be deducted 100 points off of your grade. Additionally, if you use the Iclicker response pad to enter in a response for another student, you both will be deducted 200 points off of your grades.

Students with Disabilities: Students with disabilities are encouraged to contact the KOKUA Program for information and services. Services are confidential and free for students. Contact KOKUA at 956-7511, kokua@hawaii.edu, or Student Services Center, Room 13.

Cellular/Digital Phones and Other Electronic Devices: Before attending class, turn off all cellular/digital phones and other portable electronic devices that can ring or "sing" and generally disrupt the class. During examinations, using or the act of looking at your phone will be considered cheating and appropriate disciplinary action will be taken.

Laptop Computers and Other Electronic Devices: You will only be allowed to have a laptop computer or a related electronic device during class if it is not distracting to other students and if you are using it for our class. If you are discovered to be using your computer or related device to play games, prepare work for another class or activity, listen to music, and the like, during class time, you will not be allowed to use your computer or related device for the entire semester.

Alternate Locations: In the event of disturbances that interfere with holding class at our scheduled location (e.g., bomb threats), meet the instructor at the **Zone 2 Parking Lot at the intersection of the Business Administration Building, George Hall, and the Architecture Building**. You will be given further instructions at that point. On days of scheduled exams, you will be directed to an alternate classroom to take the exam.

E-mails: The University of Hawaii e-mail has been declared an official means for communication with students. Executive Policy E2.213 reads: “Students are responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages.”

Paper Requirements: In general, all work turned in for credit must be typewritten, use double-spacing throughout, use a standard font type and size, and contain one inch margins on the left, right, top, and bottom of each page. All work that does not conform to these requirements will be considered late. Students should avoid language that is sexist, racist, and ageist, in their writing, and diligently proofread each paper submission. In addition, every paper should have the following declaration on the first page or cover:

I certify that this project (paper) is my own independent work.

Student signature

Date

Drafts: In general, drafts will be accepted up to a week before the due date, and I will review them (focusing primarily on stylistic concerns, structuring of ideas, and major content flaws). It is **STRONGLY** recommended that students review each other's drafts for spelling, stylistic, and grammatical errors before I evaluate them. All work submitted for this course should show critical thinking, thoughtful writing, and careful editing.

Appointments and Office Hours: Appointments are a privilege. Do not abuse it. You must come prepared with materials and questions to ask prior to meeting with the instructor. Otherwise, it wastes the instructor's time and other student's time. Plan early for appointments. Last minute appointments may NOT be accommodated.

Attendance Policy: Attendance will not be taken. However, it will be impossible to do well in this course without regularly attending and participating in class every day. If you miss class, it is advisable to get notes for that day from a classmate prior to asking the instructor for assistance (assistance does not include office lectures).

Late Papers/Assignments: Class activities are due when the instructor collects them. This is usually in the beginning of class. Activities not turned in at this time will be given ZERO credit. All other types of assignments not turned in when they are due will be considered LATE. Late work will not be accepted without explanation. It is the student's responsibility to find out about missed work due to tardiness or an absence. Ask a fellow student for information regarding any missed assignment BEFORE approaching the instructor for clarification.

Late papers/assignments can expect a full grade reduction per class period late. Exceptions may be made for MAJOR medical and MAJOR personal problems when the instructor has been given notification at the first possible opportunity. Excused absences must be documented (e.g., doctor's note on official stationery) and turned in on the first day of your return to class. All missed work due to an excused absence must be turned in within one week of your return to class. No papers will be accepted after the last day of instruction.

Except for illness or other emergencies, there will be no late exams given. Failure to take an exam without prior explicit exemption by the instructor may result in a failing grade for that exam. There will also be no incompletes given, except in the case of unforeseeable and uncontrollable events preventing completion of the assigned work before the term's end.

GRADING SYSTEM

ASSIGNMENTS

Examinations: There will be a midterm and a final examination. The midterm exam will cover lecture, activities, and reading material from the first half of the course. The final exam will be given during the regularly scheduled final exam period and will cover lecture, activities, and reading material from the second half of the term. Examination questions will consist of multiple choice, true/false, fill-in, and short answer items.

Class Projects: The class projects will involve analysis of key stages of relationships and application of course concepts to relationships. The major project involves developing and analyzing a new relationship and a secondary project involves analyzing break-up songs.

Class Activities & Participation: Throughout the semester, there will be numerous activities conducted inside and outside of the classroom. Assessment of your work will be based on a check plus (✓+), check (✓), check minus (✓-), and minus (-) system; that is, whether you exceeded expectations for the assignment, you did a good job on the assignment, you did an adequate job on the assignment, and you did not meet the criteria for the assignment, respectively. The total number of points earned for activities and participation will be determined once all activities and assignments are completed.

POINT SYSTEM: Each graded assignment earns points, not letter grades. However, your final grade will be a letter grade. This grade will be awarded as follows:

Excellent	A = 1000 - 900	A+ (970)	A (930)	A- (900)
Above Average	B = 899 - 800	B+ (870)	B (830)	B- (800)
Average	C = 799 - 700	C+ (770)	C (730)	C- (700)
Minimal Passing	D = 699 - 600	D+ (670)	D (630)	D- (600)
Failure	F = 599 - 0	F (0)		

	POSSIBLE POINTS	POINTS EARNED
I. MIDTERM EXAMINATION	250	_____
II. FINAL EXAMINATION	250	_____
III. NEW RELATIONSHIP PROJECT	400	_____
A. Comm. Record, Journal, & Application (8 entries x 25 pts each) - 200 pts		
B. Transcript Analysis (2 analyses x 25 pts each) - 50 pts		
C. Overall Analysis - 120 pts		
D. New Relationship Presentation - 30 pts		
IV. BREAK UP SONGS	50	_____
A. Analysis Paper - 25 pts		
B. Presentation - 25 pts		
V. CLASS ACTIVITIES & PARTICIPATION	50	_____
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GRAND TOTAL POINTS	1000	_____

DEVELOP & ANALYZE A NEW RELATIONSHIP PROJECT

- I. Partner Selection and Communication Requirements
- A. You are required to meet a stranger to serve as your partner for your new relationship.
 - B. All meetings with your partner, for class credit, must be **FACE-TO-FACE** and should generally not include other individuals for at least the first 4 meetings. You are required to meet with the same person throughout the semester. Discuss exceptions with the instructor.
 - C. Find a person who can serve as a partner for your new relationship. This person should be someone who might benefit from the process of communicating with an undergraduate student (e.g., an elderly citizen, an international student on campus, and an at risk youth). You cannot choose a roommate, a teammate, a classmate, and the like. All partner selections must be approved by the instructor before the person can be used for this class project. When contacting potential partners, make sure that you and your partner are clear about the academic requirements for this class project. That is, this project requires you to meet with your partner for **at least once a week, for at least 40 minutes per week, for 8 times**. You must have at least **8 SEPARATE MEETINGS** with your partner.
 - D. Submit a TYPED paper that identifies your partner's full name, lists your partner's contact information, and describes how you found your partner by **TUESDAY, SEPTEMBER 4**.
- II. Communication Documentation
- A. You will keep a journal of all interactions and provide detailed evidence of actual communication with the new person you meet.
 1. Communication Record: Complete the Communication Record.
 2. Journal: Write about and document anything and everything associated with communicating with this new person (e.g., topics of your conversations and the content, breadth and depth of self disclosures, all of your personal thoughts and feelings both experienced and expressed, and information about the process and the logistics of getting to know someone). Include as many direct quotations as possible.
 - a. Be sure that you clearly indicate when you are describing what happened and when you are interpreting what happened.
 - b. Journals should be written immediately after or soon after each interaction.
 3. Application: In addition to documenting your communication with your partner, you will apply a concept, principle, or theory from this course to an aspect or event that occurred in your new relationship.
 - a. Elements of Application: (a) Describe the aspect/event/example in your relationship so that readers can understand all of the important elements without actually having to read your journal entry or having to be present in the interactions with your partner; (b) Define and explain the interpersonal communication concept, principle, or theory you will be applying; (c) Reference and document where you obtained your information on the concept, principle, or theory--e.g., lecture notes on a particular day (Lecture Notes, August 30, 2007) and authors and page numbers in the textbook (Knapp & Vangelisti, 2005, p. 100); (d) Analyze the aspect/event/example in terms of the course concept, principle, and theory; and (e) Make sure that your analysis clearly shows that you understood the concepts, principles, and theories that you are applying.
 - b. Example: *During the Oprah Winfrey Show on February 12, 1997, actor Jim Carrey and his then wife, actress Lauren Holly were talking about the special language they use with each other. They mentioned saying, "anguage" instead of "language" and "mantic" instead of "romantic," and "sgreat" instead of "that's great." This special language is called, personal idioms. According to Knapp and Vangelisti (2005, pp. 273-275), personal idioms develop in more intimate relationships. It is a secret language code known and shared by intimate partners. Jim and Lauren were sharing some of their personal and private language with the audience.*

- B. Each journal and application entry should (1) be a combined minimum of 2 pages, (2) be typewritten, (3) use double-spacing throughout, (4) use a standard font type and size, (5) contain one inch margins on the left, right, top, and bottom of each page, (6) include the declaration of own work statement, and (7) be labeled with the following information at the top of the first page: Your Name, the Entry Number, and the Date.
- C. Transcript Analysis
1. During (a) one of the first four meetings and (b) one of the last four meetings with your new acquaintance, record part of the conversation. Make sure that you gain approval from the person before recording.
 2. Transcribe 5 minutes of the conversation (write out word-for-word what was said and indicate in brackets any other relevant pieces of information, especially nonverbal aspects)
 3. Write a 1-3 page typed paper that documents your observations and analytic insights of the nature of your interpersonal relationship based on the conversation.
 4. Turn in two copies of your paper and transcript of your conversation.
- D. Generally, new relationship assignments will be collected every 2-3 weeks.
- E. Due Dates for Communication Documentation
1. Communication Documentation 1: **THURSDAY, SEPTEMBER 13**
 - a. Turn in **TWO COPIES** of Communication Record, Journal, and Application
 - b. Email Journal and Application 1 in MS Word, WordPerfect, or as a text document
 2. Communication Documentation 2: **TUESDAY, SEPTEMBER 25**
 - a. Turn in **TWO COPIES** of Communication Record, Journal, and Application
 3. Communication Documentation 3 and 4: **TUESDAY, OCTOBER 9**
 - a. Turn in **TWO COPIES** of Communication Record, Journal, and Application
 - b. Turn in **TWO COPIES** of Transcript Analysis
 4. Communication Documentation 5 and 6: **THURSDAY, OCTOBER 25**
 - a. Turn in **TWO COPIES** of Communication Record, Journal, and Application
 5. Communication Documentation 7 and 8: **THURSDAY, NOVEMBER 8**
 - a. Turn in **TWO COPIES** of Communication Record, Journal, and Application
 - b. Turn in **TWO COPIES** of Transcript Analysis

III. Overall Analysis

- A. At the end to the semester, you will submit an overall analysis of the development of the new relationship.
- B. Criteria for Evaluation
1. Accurately applied interaction stages and discussed communication strategies for dealing with difficulties in relationship
 2. Analysis was not superficial, but showed depth and breadth of insight, and was applied accurately
 3. Showed evidence that the concepts/theories were understood (i.e., defined and explained concepts/theories and referenced/documented source of concepts/theories with citations for lecture notes on a particular day and authors and page numbers from the textbook)
 4. Included specific examples from journals and included all journal entries in an appendix
 5. Viewed a single example of a communication episode or event from multiple perspectives and was able to analyze it in a variety of ways
 6. Additional Paper Requirements: (a) Wrote in a scholarly manner—not a letter-writing or conversational style, wrote in the third person—as an outside observer; (b) Paper was free of spelling, grammatical, and typographical errors; (c) Used a clear and effective organization pattern—introduction, body with main ideas, and conclusion, and (d) Wrote between 5-8 pages of insightful analyses

- C. The following questions are meant to help you think about your analysis.
1. Using the interaction stages presented in the text as a model, describe the development of the relationship.
 - a. What specific interaction sequences exemplify the processes of each stage you went through?
 - b. What specific communication events signaled to you and your partner that the relationship was developing?
 2. Describe three situations that were most difficult for you and your friend to deal with.
 - a. What specific communication strategies did you use in trying to solve these problems?
 - b. Which of the strategies were successful? Why?
 - c. Which of the strategies were unsuccessful? Why?
 3. After the first meeting, what were your impressions of your partner?
 - a. What characteristics about the setting, the individual, and the conversations helped you form these impressions?
 - b. How did these impressions influence the next few meetings?
 - c. How did these impressions change throughout the semester? Why?
 4. What specific interaction sequences provided evidence that you and your partner developed a larger and more diverse repertoire of communication behaviors as the relationship progressed?
 - a. Provide examples for at least four communicative dimensions discussed in class.
 - b. Under what circumstances did you and your partner not manifest higher levels on some dimensions even though you had in the past? Why?

D. The overall analysis should (1) be typewritten, (2) use double-spacing throughout, (3) use a standard font type and size, (4) contain one inch margins on the left, right, top, and bottom of each page, and (5) include the declaration of own work statement.

E. Turn in **TWO COPIES** of the overall analysis on **THURSDAY, NOVEMBER 29**.

F. Presentation. You will be allotted 3-5 minutes of in-class time (maximum) to share with the class a summary of your new relationship project. Be sure to include in your presentation any challenges you faced and what you learned about yourself and how you communicate with others. You will be graded on your ability to give a well-organized and coherent presentation, to provide interesting and insightful information about communication in developing relationships, and deliver a presentation in a credible and professional manner. **DUE DATE: NOVEMBER 29 OR DECEMBER 4**.

II. **BREAK-UP SONGS PROJECT:** This project will be conducted in groups of approximately 4-5 people. You and your group members will compile a selection of break-up songs, write a paper which analyzes the songs, and give a presentation to the class on your findings.

A. Decide on your group members and turn in a neatly printed or typed list of your names to the instructor by **THURSDAY, OCTOBER 18**.

B. Individually find at least one song that you enjoy which deals with breaking up or relationship disengagement (e.g., songs about how to make a relationship last despite the challenges, problems in relationships, and being in love with the “wrong” person). Type up the lyrics to the song.

C. Meet as a group, share the lyrics, and listen to the CDs of the songs with your group members.

- D. Discuss the following questions in your group (for each song and considering all songs together, as applicable).
1. What is the song about (provide a synopsis of the song) and how is the break-up portrayed?
 2. Was the de-escalation unilateral or mutual?
 3. Did the relationship pass away or experience sudden death?
 4. What was the cause of the break-up? Who was to blame for the break-up?
 5. What is the role of problems in the dissolution?
 6. What role do emotions play in the relationship and the dissolution of the relationship?
 7. How is the communication between the couple portrayed?
 8. Was there a difference in how men and women approached the break-up?
 9. What is the secret to long lasting relationships?
 10. What can be learned about break-ups by listening to break-up songs?
- E. Order the songs in your group in terms of the break-up. In other words, organize the songs in the order that they should be heard during a break-up.
- F. Analysis Paper: Write a group paper which describes the most interesting findings from your group discussion and analysis of your break-up songs. This analysis paper should (1) be 4-6 pages (2) contain an introduction, an organized body with main ideas developed, and a thoughtful conclusion, (3) include an appendix of the lyrics to each break-up song analyzed in the group, (4) follow the paper requirements for this class, and (5) include the declaration of own work statement. Turn in **TWO COPIES** of your group analysis paper on **TUESDAY, NOVEMBER 13.**
- G. Presentation: Your group will be allotted 8-10 minutes of in-class time (maximum) to present your findings and share your songs with the class. Each group member must present some of the findings to the class. Presentations will be given on **TUESDAY, NOVEMBER 13.**
1. Be sure to follow the principles of designing and delivering effective presentations (e.g., including an attention getter, preview, transitions, clear pattern of organization, and memorable closing).
 2. Include portions of all of the break-up songs your group analyzed (and in the order in which they should be heard during a break-up). Be creative in your presentation of the song clips. For example, your group could play predetermined portions of the songs on a CD, your group could sing the song clips, your group could lip sync to the song clips, and/or your group could act out the scenes with the song clips as the background music.
 3. Make sure that you provide enough information so that the class understands what the songs are about and the lyrics to the songs presented.
 4. Highlight the important aspects of break-ups that are addressed in the songs and provide a coherent explanation of your analysis of the break-up songs.
- H. Evaluations. Write a typed evaluation for *yourself* and *each of your group members*. Evaluate each group member's contributions to the group project and your own contribution to the group project. All responses will be kept strictly confidential.
1. Evaluate each person on a separate sheet of paper by answering the following questions.
 - a. What were _____ contributions to the group project?
 - b. Describe the quality of _____ participation and attitude in doing the group project (e.g., attendance at meetings, getting work done in a timely fashion, etc.).
 - c. On a scale of 0-100 points, estimate how much of the total grade for the group project _____ deserves (I do not want to know what grade you think your group deserves)? [Note, EACH group member should be individually evaluated on a scale of 0-100. Do not divide the 100 points among all of your group members]
 - d. Additional comments?
 2. Turn in **ONE COPY** of your individual evaluations on **TUESDAY, NOVEMBER 15.**

TENTATIVE CLASS SCHEDULE FOR SPEECH 381

(Please note that sometimes it is necessary to make changes in the schedule of material to be covered. Changes will be announced in class.)

<u>DATES</u>	<u>LECTURE TOPICS</u>	<u>READINGS</u>
Aug 21, 23	Overview, Definitions and Basic Issues	K&V - Ch 1
Aug 28, 30, Sep 4	Theoretical Foundations and Approaches PARTNER IDENTIFICATION DUE (SEP 4)	K&V - Ch 2
Sep 6, 11	Nature of Communicators	K&V - Ch 3
Sep 13, 18, 20	Nature of Communication Environment COMM RECORD, JOURNAL, & APPLICATION 1 DUE (SEP 13)	K&V - Ch 4
Sep 25	Perceptions and Attraction COMM RECORD, JOURNAL, & APPLICATION 2 DUE (SEP 25)	K&V - Ch 5
Sep 27	Rules and Norms	K&V - Ch 6
Oct 2, 4	Foundations of Intimacy: Liking and Loving	K&V - Ch 7
Oct 9	Catch Up, Review for Midterm COMM RECORD, JOURNAL, & APPLICATION 3 & 4 DUE (OCT 9) TRANSCRIPT ANALYSIS DUE (OCT 9)	
Oct 11	MIDTERM EXAMINATION	
Oct 16, 18, 23	Self Disclosure and Social Support	K&V - Ch 8
Oct 25, 30	Commitment and Intimacy COMM RECORD, JOURNAL, & APPLICATION 5 & 6 DUE (OCT 25)	K&V - Ch 9
Nov 1, 4, 8	Conflict, Problematic Patterns, Transgressions COMM RECORD, JOURNAL, & APPLICATION 7 & 8 DUE (NOV 8) TRANSCRIPT ANALYSIS DUE (NOV 8)	K&V - Ch 11
Nov 13	BREAK-UP SONGS DUE	
Nov 15, 20	Relational Dissolution	K&V - Ch 10
Nov 27	Friendships	
Nov 29	RELATIONSHIP PRESENTATIONS OVERALL ANALYSIS DUE	
Dec 4	RELATIONSHIP PRESENTATIONS	
Dec 6	The Future of Interpersonal Relationships Catch- Up; Course Evaluations	K&V - Ch 12
Dec 11	FINAL EXAMINATION - 12:00 - 2:00 PM	