SPEECH 381 - INTERPERSONAL RELATIONS
Tuesdays and Thursdays 10:30 - 11:45 am
Webster 203

PROFESSOR: Dr. Amy S. E. Hubbard
OFFICE: George Hall, Room 333
OFFICE HOURS: TR 12:00 - 1:00 pm & by appt.

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E-MAIL ADDRESS: aebesu@hawaii.edu
SPEECH HOMEPAGE: www.hawaii.edu/speech/

REQUIRED TEXTBOOKS & MATERIALS


2. Iclicker response pad

3. Some assignments, class materials, outlines of powerpoint lectures, and announcements may be distributed to the class via Laulima. It is your responsibility to regularly check your Laulima account. For this, you must go to: https://laulima.hawaii.edu and enter your UH identification and password to be admitted into your Laulima 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.

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.

Attendance Policy: Attendance will not be taken. However, I expect you to be in class, be punctual, and be ready to contribute to the class. 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).

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.
**Student Counseling:** The Counseling and Student Development Center offers free and confidential counseling services. They can be reached at (808) 956-7927 and are located at 2440 Campus Road, QLCSS 312, University of Hawaii, Honolulu, Hawaii 96822.

**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.”

**Alternate Locations:** In the event of disturbances that interfere with holding class at our scheduled location (e.g., bomb threats), meet the instructor at Varney Circle near the fountain. 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.

**Paper Requirements:** In general, all work turned in for credit must be typewritten, use left-justification, 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. Multiple copies of your work will sometimes be required. All group papers submitted to this class should list the group member names in alphabetical order. Every Project Paper should have the following declaration on the first page or cover:

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“I certify that this project and paper is my own work.”

_____________________________ ____________________
Student signature Date
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**All work that does not conform to these requirements will be considered late.** In addition, students should avoid language that is sexist, racist, and ageist in their writing (and speaking).

**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 and grammatical errors before I evaluate them. All work submitted for this course should show critical thinking, thoughtful writing, and careful editing.

**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.
MAJOR PROJECTS

I. MODEL OF INTERACTION STAGES PROJECT: For this project, you will analyze a relationship using Knapp and Vangelisti’s Model of Interaction Stages.

A. Choose a past or present romantic relationship or friendship to analyze. Be sure to select a relationship that is memorable to you because you will need to include specific details in your paper.

B. On a sheet of paper, create a time line of the turning points in the relationship, from its beginning to its current state. Turning points are critical events that signal a change, either for “good” or “bad”, in a key aspect of your relationship (e.g., more or less commitment to each other, increased/decreased satisfaction, and increased/decreased uncertainty).

C. Write a paper which describes the development (along with its deterioration, if applicable) of the relationship using the interaction stages presented in the Knapp and Vangelisti text. The paper should address: (1) how the specific interaction sequences in your relationship exemplify the processes of each interaction stage you went through, (2) what specific communication events signaled to you and your partner that the relationship was developing/deteriorating, (3) how the turning points you identified fit or do not fit within the interaction stage sequences, (4) examples of specific interaction sequences that demonstrated that you and your partner developed a larger and more diverse repertoire of communication behaviors as the relationship progressed and a smaller and more limited repertoire of communication behaviors as the relationship dissolved, (5) examples of how the communicative dimensions were affected and under what circumstances you and your partner did not manifest higher levels on some dimensions even though you had in the past, (6) any interaction stage that was skipped and why that occurred, (7) whether you believe your relationship entered a stage not identified in the model, what you would call that stage, and why you think it should be a stage, and (8) if you wavered between stages or circled back to previous stages.

D. The overall analysis should (1) be 3-5 pages (2) contain an introduction, an organized body with main ideas developed, and a thoughtful conclusion, (3) accurately apply the interaction stages, (4) demonstrate insight into the relationship by addressing, in some way, all of the areas identified in section “C”, (5) show evidence that the model/concepts were understood by defining each aspect of the model/concept throughout the paper, (6) have an appendix that contains the time line of turning points, and (7) follow the paper requirements for this class, including the declaration of own work statement.

E. Turn in TWO COPIES of the paper on THURSDAY, FEBRUARY 12.

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 your performance date preference (either March 31 or April 2). Turn in a neatly printed or typed list of your names and your performance date preference to the instructor by THURSDAY, FEBRUARY 19. Performance dates will be determined based on the order in which they are received.

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 songs with your group members.

D. Discuss the following questions in your group (for each song and considering all songs together, as applicable).

For Each Song:
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 role do emotions play in the relationship and the dissolution of the relationship?
6. How is the communication between the couple portrayed?
Considering All Songs:
7. Was there a difference in how men and women approached the break-up?
8. What is the secret to long lasting relationships?
9. What can be learned about real-life 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, and (4) follow the paper requirements for this class, including the declaration of own work statement.
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.
   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. Evaluate each person by answering the following questions.
   1. What were ____________ contributions to the group project?
   2. 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.).
   3. 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]
   4. Additional comments?
I. Due Dates:
   1. Turn in TWO COPIES of your group analysis paper on TUESDAY, MARCH 31.
   2. Group presentations will be given on TUESDAY, MARCH 31 & THURSDAY, APRIL 2.
   3. ONE COPY of your individual evaluations is due on TUESDAY, APRIL 7.

III. INTERPERSONAL COMMUNICATION SHOW PROJECT: This project will be conducted in groups of approximately 4-5 people. You and your group members will produce a contemporary TV talk show or game show that deals with interpersonal communication and then analyze the interpersonal communication aspects in an oral and written report.
A. Decide on your group members and your performance date preference (either April 23, 28, or 30). Turn in a neatly printed or typed list of your names and a rank order your performance date preferences to the instructor by THURSDAY, FEBRUARY 19. Performance dates will be determined based on the order in which they are received.
B. Research: In order to develop a successful performance and analysis, review the textbook used in the course. Additionally, each group member should photocopy and read at least one journal article from the last 10 years (1999 - current) that deals with an aspect of interpersonal communication.
1. Choose a journal article from the following journal titles.
   a. Communication Monographs
   b. Communication Reports
   c. Communication Research Reports
   d. Human Communication Research
   e. Journal of Nonverbal Communication
   f. Journal of Social and Personal Relationships
   g. Personal Relationships
   h. Western Journal of Communication
2. Summarize the article. The summary should be 1-2 pages, be accompanied by a copy of the article, capture the rationale and hypotheses/questions, methods, findings reported, and discussion section of the article, and follow the paper requirements for this class.

C. Performance and Oral Report: Your group will be allotted a total of 13-15 minutes of class time to perform your planned TV talk show or game show (e.g., “The Jerry Springer Show” or the “Love Connection”).
   1. As a general rule, do not do anything that will embarrass your peers (or me!).
   2. Try to portray the talk shows or game show as realistically as possible.
   3. Develop a script which will utilize a variety of concepts/theories examined in class and in your research.
      a. Incorporate at least 3 concepts from the class lecture,
      b. Incorporate at least 3 concepts from the Knapp and Vangelisti textbook, and
      c. Incorporate at least 3 findings from the articles each group member summarized.
   4. Integrated throughout the performance or as a separate component, provide an Oral Report that identifies the concepts utilized in the show and how they apply to what was performed. As a rule-of-thumb, use about half of the time allotted to discuss the interpersonal communication concepts/findings.

D. Written Report: Develop a written version of the Performance and Oral Report presented to the class. In both the Oral and Written Reports, be sure to fully describe how the concepts/findings are being applied.
   1. Elements of Application: (a) Describe the aspect/event/example in your interpersonal communication show, (b) Define and explain the interpersonal communication concept/finding, principle, or theory you will be applying; (c) Reference and document where you obtained your information on the concept/finding, principle, or theory--e.g., lecture notes on a particular day (Lecture Notes, January 15, 2009) and authors and page numbers in the textbook or journal article (Knapp & Vangelisti, 2009, p. 82); (d) Analyze the aspect/event/example in terms of the concept/finding, principle, and theory; and (e) Make sure that your analysis clearly shows that you understood the concepts/finding, principles, and theories that you are applying.
   2. 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, “language” 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 (2009, 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.

E. In an appendix attached to your group’s Written Report, turn in one copy of the journal article per group member with the 1-2 page summary of the article.
F. 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. Evaluate each person by answering the following questions.

1. What were __________ contributions to the group project?
2. 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.).
3. 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]
4. Additional comments?

H. Due Dates:
1. Turn in TWO COPIES of the Written Report with journal article summaries and ONE COPY of each of the journal articles on THURSDAY, APRIL 23.
2. Group presentations will be given on APRIL 23, 28, OR 30.
3. ONE COPY of your individual evaluations is due on TUESDAY, MAY 5.

ALTERNATIVES TO GROUP PROJECTS: INDIVIDUAL OPTIONS

BREAK-UP SONGS PROJECT [Analysis Paper = 100 points]
A. Turn in a neatly printed or typed note telling the instructor that you will be doing the Break-Up Songs Project by yourself. Due: THURSDAY, FEBRUARY 19.
B. Find at least 5 songs 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 each song.
C. Analyze each song and type up your answers to the following questions for each song or considering all of the songs selected, as applicable:

For Each Song:
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 role do emotions play in the relationship and the dissolution of the relationship?
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Considering All Songs:
7. Was there a difference in how men and women approached the break-up?
8. What is the secret to long lasting relationships?
9. What can be learned about real-life break-ups by listening to break-up songs?
D. Order the songs in terms of the break-up. In other words, organize the songs in the order that they should be heard during a break-up.
E. Analysis Paper: Write a paper which describes the most interesting findings from your analysis of the 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 and answers to the questions specified under “C”, and (4) follow the paper requirements for this class, including the declaration of own work statement.

F. Turn in TWO COPIES of your analysis paper on TUESDAY, MARCH 31.
ALTERNATIVES TO GROUP PROJECTS: INDIVIDUAL OPTIONS

INTERPERSONAL COMMUNICATION SHOW PROJECT [(Journal Article Summaries) 30 points + (Interpersonal Communication Show Clips) 10 points + (Written Report) 60 points = 100 points]

A. Turn in a neatly printed or typed note telling the instructor that you will be doing the Interpersonal Communication Show Project by yourself. Due: THURSDAY, FEBRUARY 19.

B. Research: In order to develop a successful analysis, review the textbook used in the course. Additionally, you should photocopy and read 5 journal articles from the last 10 years (1999 - current) that deal with some aspect of interpersonal communication.

1. Choose a journal article from the following journal titles.
   a. Communication Monographs
   b. Communication Reports
   c. Communication Research Reports
   d. Human Communication Research
   e. Journal of Nonverbal Communication
   f. Journal of Social and Personal Relationships
   g. Personal Relationships
   h. Western Journal of Communication

2. Summarize each article. Each summary should be 1-2 pages, be accompanied by a copy of the article, capture the rationale and hypotheses/questions, methods, findings reported, and discussion section of the article, and follow the paper requirements for this class.

C. Interpersonal Communication Shows: Find video clips of various talk shows or game shows that deal with interpersonal communication. The clips you select should be related to:
   1. At least 3 concepts from the class lecture,
   2. At least 3 concepts from the Knapp and Vangelisti textbook, and
   3. At least 3 findings from the articles you summarized.

D. Written Report: Develop a written report that analyzes the clips and describes how the concepts/theories are being applied, correctly or incorrectly.

   1. Elements of Application: (a) Describe the aspect/event/example in your interpersonal communication show clip, (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, January 15, 2009) and authors and page numbers in the textbook or journal article (Knapp & Vangelisti, 2009, p. 82); (d) Analyze the aspect/event/example in terms of the concept/finding, principle, and theory; and (e) Make sure that your analysis clearly shows that you understood the concepts/findings, principles, and theories that you are applying.

   2. 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 (2009, 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.

E. In an appendix attached to your Written Report, turn in 5 journal articles with summaries for each article.

F. Turn in TWO COPIES of your written analysis paper and journal article summaries, ONE COPY of the journal articles, and a videotape (or DVD) of the interpersonal communication show clips on THURSDAY, APRIL 23.
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: There will be three projects (Model of Interaction Stages, Break-Up Songs, and the Interpersonal Communication Show) involving analysis and application of course concepts to key stages of relationships.

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 your participation in Iclicker activities and on a check plus (✓+), check (✓), check minus (✓–), and minus (–) system; that is, whether you exceeded expectations, you did a good job, you did an adequate job, and you did not meet the criteria, respectively, for activities that are turned in to the instructor. 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:

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<th>Grade</th>
<th>Points Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>1000 - 900</td>
<td>A (970)</td>
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<tr>
<td>Above Average</td>
<td>899 - 800</td>
<td>B+ (870)</td>
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<tr>
<td>Average</td>
<td>799 - 700</td>
<td>C+ (770)</td>
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<tr>
<td>Minimal Passing</td>
<td>699 - 600</td>
<td>D+ (670)</td>
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<tr>
<td>Failure</td>
<td>599 - 0</td>
<td>F (0)</td>
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POSSIBLE POINTS | POINTS EARNED
I. MIDTERM EXAMINATION | 300 __________
II. FINAL EXAMINATION | 300 __________
III. MODEL OF INTERACTION STAGES | 100 __________
IV. BREAK-UP SONGS | 100 __________
A. Analysis Paper - 50 pts
B. Presentation - 50 pts
V. INTERPERSONAL COMMUNICATION SHOW | 100 __________
A. Journal Article Summary - 10 pts
B. Performance - 30 pts
C. Oral Report - 30 pts
D. Written Report - 30 pts
VI. CLASS ACTIVITIES & PARTICIPATION | 100 __________
GRAND TOTAL POINTS | 1000 __________
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.)

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<th>INTERPERSONAL COMMUNICATION SHOW PROJECT DUE ON APRIL 23*</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 5</td>
<td>The Future of Interpersonal Relationships, Catch-Up; Course Evaluations</td>
</tr>
<tr>
<td>May 14</td>
<td>FINAL EXAMINATION - 9:45 - 11:45 AM</td>
</tr>
</tbody>
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