

Syllabus

COMM 611: Interpersonal Communication
Indiana State University
Winter/Spring 2022: 1/11/22 – 5/6/22 (Online)

Professor

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Course Number: COMM 611 Course Title: Interpersonal Communication

Catalog Description: Study of the major theories and approaches related to interpersonal communication; specifically key features, processes, functions, and contexts that impact communication on an interpersonal/relational level.

Longer Description: This course is designed to give you a working map of important theories in interpersonal communication. The course surveys major theoretical issues and propositions in interpersonal communication, particularly as they relate to health communication and other communication contexts. The course begins with consideration of the ways in which theories are constructed and have been broadly applied to human communication and then moves on to consider specific theories about particular interpersonal communication activities and enterprises.

Course Learning Outcomes:

By the end of this class you will be able to:

- Describe the concerns of *theory* and theoretical scholarly research in the study of interpersonal communication;
- Accurately outline the process of creating, developing, and testing theories of interpersonal communication;
- Apply interpersonal communication concepts and principles to the understanding of health and/or other communication contexts
- Successfully use the language of communication theory in speaking and writing.

Course Policy Information

1. Academic Dishonesty: All written assignments and exams are expected to be a student's own work. Evidence of cheating will result in a failing grade for an assignment or exam and a report forwarded to Student Judicial Programs (Receipt of two such reports by SJP will generate basis for a conduct hearing that can result in your suspension or expulsion from Indiana State University). Please review the University's Academic Dishonesty Policy found at www.indstate.edu/academicintegrity/studentguide.pdf >

2. Disability Policy: Indiana State University recognizes that students with disabilities may have special

needs that must be met to give them equal access to college programs and facilities. If you need course adaptations or accommodations because of a disability, please contact me as soon as possible in a confidential setting either after class or in my office. All conversations regarding your disability will be kept in strict confidence. Indiana State University's Student Support Services (SSS) office coordinates services for students with disabilities: documentation of a disability needs to be on file in that office before any accommodations can be provided. Student Support Services is located on the lower level of Normal Hall in the Center for Student Success and can be contacted at 812-237-2700, or you can visit the ISU website under A-Z, Disability Student Services and submit a Contact Form. Appointments to discuss accommodations with SSS staff are encouraged.

3. Laptop Policy: Laptop Required for Course: Regular Usage

For the purposes of this course, it will be assumed that you are in compliance with the mandatory laptop policy of the University. You will be expected to maintain your laptop and be ready to use it for all class assignments. Usage of the laptop must conform to the provisions of this course as laid out in this syllabus as well as the Code of Student Conduct. Note that it is expected that you will use it for taking notes or assisting with group activities in this course.

It is the responsibility of all students to have equipment sufficient to participate in all their classes. All students must have a computer/tablet with audio and video capability. Students will follow the appropriate instructions of their faculty regarding the muting (or unmuting) of audio and video as they would in any classroom setting.

4. Academic Freedom: Academic freedom is a principle that allows teachers the ability to discuss their subject as they see appropriate in order to insure student learning, which includes not only the learning of facts, but the ability to think critically about those facts and to discuss their meaning from a variety of perspectives. This principle is essential to this course. Some discussions may be controversial, but it is important that we are able to have them in order to understand the people that we are and that we want to be.

5. Statement on Discrimination, Sexual Harassment, and Sexual Misconduct: Indiana State University [Policy 923](#) strictly prohibits discrimination on the basis of: age, disability, genetic information, national origin, pregnancy, race/color, religion, sex, gender identity or expression, sexual orientation, veteran status, or any other class protected by federal and state statutes in ISU programs and activities or that interferes with the educational or workplace environment.

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex, including sexual harassment. Sexual harassment includes quid pro quo harassment, unwelcome verbal or physical conduct, sexual assault, dating violence, domestic violence, and stalking.

If you witness or experience any forms of the above discrimination, you may report to:

Office: Equal Opportunity & Title IX; (812) 237-8954; Rankin Hall, Room 426

Email: ISU-equalopportunity-titleix@mail.indstate.edu

Online: https://cm.maxient.com/reportingform.php?IndianaStateUniv&layout_id=10

Disclosures made to the following confidential campus resources will not be reported to the Office of Equal Opportunity and Title IX:

ISU Student Counseling Center: (812) 237-3939; Gillum Hall, 2nd Floor

Victim Advocate: (812) 237-3829; HMSU 7th Floor

UAP Clinic/ISU Health Center: (812) 237-3883; 567 N. 5th Street

6. It's on Blue Training: ISU is committed to the prevention of sexual harassment, sexual violence, intimate partner violence and stalking. Degree-seeking graduate and undergraduate students must complete the It's On Blue online education program in order to register for classes. For additional information about the It's On Blue go to www.indstate.edu/itsonblue. Questions about the It's On Blue initiative should be directed to itsonblue@mail.indstate.edu

7. Your Responsibilities: Your responsibilities to this class, and to your education as a whole, include attendance and participation. This syllabus details specific expectations the instructor may have about attendance and participation. You have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and the instructor and treat them with the courtesy you hope to receive in return. Specifically, racist, sexist, homophobic or other discriminatory language or behavior will not be tolerated.

"The Sycamore Standard": Indiana State University Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association, April 17, 2002.

8. Masks/Shields: Masks/Shields will be worn by all students and faculty in classrooms as well as in buildings (unless you are alone in an office). What is said/printed on a mask will be held to the same Student Code of Conduct standard as if it were printed on a shirt or hat. As a result, a political statement such as MAGA, BIDEN2020, or BLM is not grounds for demanding that it be removed/replaced. In judging what constitutes an offensive statement on a mask, the determination will be made by Student Affairs using the Student Code of Conduct. If there is a question about a mask, the faculty member will refer the matter to Student Affairs and only insist upon its immediate removal if there is no doubt that it violates the Code. Medical waivers will be made through Student Affairs and students with such a waiver are expected to carry the documentation with them and present it when asked.

Required Texts:

All articles will be posted on Canvas.

List of Assignments and Grading Scheme:

Weekly Discussion Board Participation	35%
Unit Short Papers	25%
Final Paper/Presentation	40%
• TOTAL	100%

A = $\geq 93\%$	C = $\geq 73\%$
A- = $\geq 90\%$	C- = $\geq 70\%$
B+ = $\geq 87\%$	D+ = $\geq 67\%$
B = $\geq 83\%$	D = $\geq 63\%$
B- = $\geq 80\%$	D- = $\geq 60\%$
C+ = $\geq 77\%$	F = $\leq 59\%$

Assignment Descriptions

Weekly Discussion Board Participation:

Weekly discussion board prompts will be set up for you to engage the weekly material through interaction. Since we will not be meeting regularly in person, this is the space where you can create something of a seminar interacting with your class and myself as instructor. Substantive weekly interaction in the space is an expectation for participation in the course. I minimally expect you to contribute 5 substantive posts each week (**a substantive post develops a complete idea, refers to material from the readings, and engages posts from other classmates**, i.e. is in response to another post, or prompts a question that invites others to respond to it. "I agree" will not cut it).

Discussion boards will be open for the entire week and I expect you to check the discussion board daily. Your 5 posts should be spaced out throughout the week with the initial response to the prompt due by Wednesday each week and the complete 5 posts (including the initial response) are then due by Sunday each week.

I hope the discussion board will be a useful tool in working through the material. However, I would encourage you to also use this as a general discussion space to interact with your classmates and me. I will be present in these discussions so if there are assignment questions or there seems to be some general confusion about something in the course I can provide feedback here as well and participate in discussions over reflection papers, readings etc..

ISU COVID syllabus language:

Students are expected to adhere to course attendance/participation policies, as stated in the course syllabus. Students must complete the Sycamore Symptom Assessment by email before arriving on campus each day unless they have documented their COVID immunization and have been exempted from the program. **Documented COVID-related absences will be treated like any other serious medical issue. Following University policy, students with a documented, serious medical issue must contact the Office of the Dean of Students for assistance.** The Office of the Dean of Students will supply documentation for faculty. Students with a documented serious medical issue should not be penalized and will be given a reasonable chance to complete exams or assignments. Once notification is made, faculty will make reasonable efforts to accommodate the student's absence and will communicate that accommodation directly to the student. Please note that faculty are not required to accommodate a serious medical issue with virtual content options, like streaming or recorded lectures. Students who have been notified by contact tracers of a close contact who has tested positive for COVID must abide by their instructions, which will include a mandatory period of quarantine, especially if the student is unvaccinated, and/or mandatory testing. To avoid the potential of missing significant class time, students are strongly encouraged to receive the COVID vaccination that has been made available on campus. For more information about the vaccines or to find a vaccination site, go to: ourshot.in.gov. The ISU Health Center also administers COVID-19 vaccines by appointment.

Students should contact the Office of the Dean of Students with questions by calling 812-237-3829.

Unit Short Papers:

Throughout the semester, you will have short papers due at the end of each unit. Each short paper should provide a synthesis of ideas and concepts covered in that unit. Additionally these short papers should include at least two recent (2017 or newer) outside scholarly sources that you identify related to the readings from that unit. For these papers you will need to:

- Read each of the assigned reading for the unit
- Locate 2 additional recent scholarly articles related to the concepts from the unit
- Write a 2-3 page **synthesis** that addresses the connections across the readings. i.e. how do these readings compare and/or relate to each other?
- Write a 1 page reflection that concludes the paper. The reflection could address any of the following:
 - What are the strengths/weaknesses of these articles/theories/research?
 - How could we take this theory/research a step further?
 - What are the real world implications for the readings in this unit?
 - Was there a particular quote or passage from the readings that made an impact on you? What was it and what was your reaction?

You do not have to address all of these questions, nor are these the only possible approaches to the readings that you may wish to pursue in your reflection section.

- The total paper should be 3-4 pages not including

Final Paper and Presentation:

The final paper for this class can take a variety of forms. It could be: a comprehensive literature review of a particular model or theory, an extensive thoroughly documented research proposal, a provocative well-reasoned critique, a concept explication, write up of an empirical study conducted during the semester or some sort of practical research/project that uses theories from the course to test their effectiveness. All papers or projects must include a substantial literature review which cites at least 20 scholarly articles in addition to any class material you might choose to use, and be in appropriate APA format. In addition to the paper, you will informally present your paper for approximately 15-20 minutes as a "work in progress" where you will get feedback from the class on your work.

Weekly Schedule (topics)

Unit 1 Foundations

Week 1: Background and Current Trends in the Study of Interpersonal Communication

Braithwaite, D. & Baxter, L. (2008). Introduction: meta-theory and theory in interpersonal communication research. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 1-18). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483329529.n1

Berger, C. R. (2005). Interpersonal communication: Theoretical perspectives, future prospects. *Journal of Communication, 55*, 415-447.

Craig, R. T. (1999). Communication theory as a field. *Communication Theory, 9*, 119-161.

Assignments Due: Discussion Board

Week 2: Perspectives on Inquiry

Miller, K. Chapters:

3. Post-positivist perspectives
4. Interpretivist perspectives
5. Critical perspectives

Assignments Due: Discussion Board

Week 3: Fundamental Units in Interpersonal Communication

Drew, S., Benson, B., & Goodman, J. A. (2017). Personality and Interpersonal Communication.

Knapp & Daly Knowledge Structures and Social Interaction

Sillars, A. L., & Vangelisti, A. L. (2018). Communication: Basic properties and their relevance to relationship research.

Hubbard, A. S. E., & Burgoon, J. K. (2019). Nonverbal communication. In *An Integrated Approach to Communication Theory and Research* (pp. 333-346). Routledge.

Assignments Due: Discussion Board; Short Paper Unit One

Unit 2 Personal Contexts

Week 4: Interpersonal Processes in Romantic Relationships

Knapp & Daly Chapter 18: Interpersonal processes in romantic relationships

Bevan, J. L. (2003). Expectancy violation theory and sexual resistance in close, cross-sex relationships. *Communication Monographs*, 70, 68-82.

Baxter, L. & Braithwaite, D. (2008). Relational dialectics theory: crafting meaning from competing discourses. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 349-362). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483329529.n26

Mongeau, P. & Henningsen, M. (2008). Stage theories of relationship development: charting the course of interpersonal communication. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 363-376). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483329529.n27

Assignments Due: Discussion Board

Week 5: Interpersonal Communication in Family Relationships

Knapp & Daly Chapter 20

Koesten, J., & Anderson, K. (2004). Exploring the influence of family communication patterns, cognitive complexity, and interpersonal competence on adolescent risk behaviors. *The Journal of Family Communication*, 4, 99-121.

Durham, W. T. (2008). The rules-based process of revealing/concealing the family planning decisions of voluntarily child-free couples: A communication privacy management perspective. *Communication Studies*, 59, 132-147.

LePoire, B. A., & Dailey, R. M. (2006). Inconsistent nurturing as control theory: A new theory in family communication. In D. O. Braithwaite & L. A. Baxter (Eds.), *Engaging theories in family communication: Multiple perspectives* (pp. 82-98). Thousand Oaks, CA: Sage.

Assignments Due: Discussion Board

Week 6: IPC and Computer-Mediated Communication

Knapp & Daly Chapter 14: Theories of Computer Mediated Communication and Interpersonal Relations

Walther, J. (2008). Social information processing theory: impressions and relationship development online. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 391-404). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483329529.n29

Bargh, J. A., McKenna, K. Y. A., & Fitzsimons, G. M. (2002). Can you see the real me? Activation and expression of the "true self" on the internet. *Journal of Social Issues, 58*, 33-48.

Gibbs, J. L., Ellison, N. B., & Heino, R. D. (2006). Self-presentation in online personals: The role of anticipated future interaction, self-disclosure, and perceived success in Internet dating. *Communication Research, 33*(2), 152-177.

Assignments Due: Discussion Board; Short Paper Unit 2

Unit 3 Professional Contexts

Week 7: IPC in the Workplace

Knapp & Daly Chapter 16: Interpersonal communication in the workplace

DeKay, S. H. (2012). Interpersonal communication in the workplace: A largely unexplored region. *Business Communication Quarterly, 75*(4), 449-452.

Penley, L. E., & Hawkins, B. (1985). Studying interpersonal communication in organizations: A leadership application. *Academy of Management Journal, 28*(2), 309-326.

Assignments Due: Discussion Board

Week 8: IPC and Health Care

Knapp & Daly Chapter 19: Interpersonal Communication and Healthcare

Kline, S. L., & Ceropski, J. M. (1984). Person-centered communication in medical practice. In G. M. Phillips & J. T. Wood, *Emergent issues in human decision making* (pp. 120-141). Carbondale, IL: Southern Illinois University Press.

Duggan, A. P., & Bradshaw, Y. S. (2008). Mutual influence processes in physician-patient communication: An interaction adaptation perspective. *Communication Research Reports, 25*, 211-226.

Afifi, W. A., & Weiner, J. L. (2006). Seeking information about sexual health: Applying the theory of motivated information management. *Human Communication Research, 32*, 35-57.

Assignments Due: Discussion Board

Week 9: Spring Break

Week 10: IPC and the Classroom

Fei, X., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers in Psychology, 12*, 2623.

Anca, S. (2021). Interpersonal Communication-Determinant Factor in Offline and Online Teaching Activity. *Astra Salvensis-revista de istorie si cultura, 9*(18), 87-95. Charles, S., & Campos, B. (2011).

Titworth, S. (2017). Interpersonal Communication in Instructional Settings: Improving Situational Awareness for Instructional Communication Research: A Forum Response. *Communication Education, 66*(1), 122-125.

Famuła-Jurczak, A., Gejdos, M., & Kobińska, A. (2020). The role of interpersonal communication in education. *Rocznik Lubuski*, 46(1), 175-190.

Assignments Due: Discussion Board; Short Paper Unit 3

Week 11: One on One Meetings

Unit 4 Additional Considerations in IPC

Week 12: Intercultural Perspectives on IPC

Knapp & Daly Chapter 17 Intercultural Perspectives on Interpersonal Communication

Spitzberg, B. H. (1989). Issues in the development of a theory of interpersonal competence in the intercultural context. *International Journal of Intercultural Relations*, 13(3), 241-268.

Ting-Toomey, S. (1994). Face and facework: An introduction. *The challenge of facework: Cross-cultural and interpersonal issues*, 1-14.

Haugh, M. (2007;2008;). The discursive challenge to politeness research: An interactional alternative. *Journal of Politeness Research-Language Behaviour Culture*, 3(2), 295-317. doi:10.1515/PR.2007.013

Assignments Due: Discussion Board

Week 13: IPC Across the Lifespan

Knapp & Daly Chapter 21: Interpersonal Communication Across the Lifespan

Palmer, A. D., Newsom, J. T., & Rook, K. S. (2016). How does difficulty communicating affect the social relationships of older adults? An exploration using data from a national survey. *Journal Of Communication Disorders*, 62131-146. doi:10.1016/j.jcomdis.2016.06.002

Charles, S., & Campos, B. (2011). Age-Related Changes in Emotion Recognition: How, Why, and How Much of a Problem?. *Journal Of Nonverbal Behavior*, 35(4), 287-295. doi:10.1007/s10919-011-0117-2

Holladay, S. J. (2002). 'Have Fun While You Can,' 'You're Only as Old as You Feel,' and 'Don't Ever Get Old': An Examination of Memorable Messages About Aging. *Journal Of Communication*, 52(4), 681.

Assignments Due: Discussion Board

Week 14: The Dark Side of IPC

Perlman, D., & Carcedo, R. J. (2011). Overview of the dark side of relationships research. In W. R. Cupach & B. H. Spitzberg (Eds.), *The dark side of close relationships II*, (pp. 1-37).

Pörhölä, M., Karhunen, S., & Rainivaara, S. (2006). Bullying at School and in the Workplace: A Challenge for Communication Research. *Communication Yearbook*, 30249-301.

Lutgen-Sandvik, P., & Tracy, S. J. (2012). Answering five key questions about workplace bullying: How communication scholarship provides thought leadership for transforming abuse at work. *Management Communication Quarterly*, 26(1), 3-47.

Toma, C. L., Jiang, L. C., & Hancock, J. T. (2016). Lies in the eye of the beholder: asymmetric beliefs about one's own and others' deceptiveness in mediated and face-to-face communication. *Communication Research*, 0093650216631094.

Assignments Due: Discussion Board; Short Paper Unit 4

Week 15: Final Paper Workshops

Week 16: Theory research paper due