CJT 631: Survey of Interpersonal Communication
Spring 2013

Laura Stafford   Office Hours: Tuesday 4:30 – 5:45, or by appt.
laura.stafford@uky.edu   Office Phone: 257-3662
                                         Office Location: Grehan 228

Course Description:
This graduate proseminar provides an intensive examination of topic areas, theories, and current developments in the area of interpersonal communication.

Course Goals:
- To provide a broad overview of the history and current trends and topics within IPC.
- To examine fundamental units of study within IPC.
- To examine fundamental processes of IPC (e.g., influence, conflict management).
- To facilitate continued development of scholarly abilities (e.g., critical thinking, writing, intellectual curiosity).

Required Readings:

APA Manual 6th edition.

Knapp, J.A., & Daly, J.A. (Eds.) (2011). *Handbook of interpersonal communication* (4th ed).

      Beverly Hills, CA: Sage.

Goffman, E. (1959). *Presentation of self in everyday life*. Garden City, NY: Harper & Row.

Watzlavick, P., Beavin., J.H., & Jackson, D.J. (1967). *Pragmatics of human Communication: A*

      study of interactional patterns, pathologies, and paradoxes. New York: W.W. Norton.

Roloff, M.E. (2008). What an interpersonal communication scholar should know.

      Communication Monographs, 75, 112-118. (on Bb).

.Supplemental articles selected by Skype Scholars TBA (will be on Bb).

Expectations and Policies

Attendance
It is truly in your best interest to attend every class. You should be on time and stay for the entire time during each class period. You may have 2 absences. If you choose to use these absences you should give advanced notice.

Participation

You are expected to read all of the assigned readings prior to coming to class. Class discussions will extend the information covered in the assigned readings. You are responsible for knowing this information to the extent that you are able to fully discuss it. You will engage fully in every discussion demonstrating knowledge and critical thought about readings, lecture materials, and asking thought provoking questions. Your participation in the classroom is valued and benefits the entire classroom.

Written Work

As graduate students, you are expected to have developed a strong foundation in writing at this point in your academic career. Further, as graduate students, you are expected to demonstrate continued improvement of your writing skills. **All** papers must follow APA 6th edition. The writing style, mechanics, and content are equally important.

Team Work

You will be working on a research project as a team in this course. This experience should simulate a realistic collaborative research project. As a team, you will be expected to a) self-manage, direct, and motivate, b) negotiate conflict and differences, and c) contribute to the project equally.

Oral Presentations

As graduate students, you are expected to have developed a strong foundation in oral communication skills. Throughout the course, you will have multiple opportunities to demonstrate your oral communication competencies (e.g., classroom discussion, team presentation). Your oral presentations should consider the purpose, topic, audience, and message in order to effectively create shared meaning in a clear and concise manner.

Assignment Submission

All assignments should be submitted via Blackboard Assignments. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open through the Blackboard application. Any file that is attached, but unable to be opened, will be treated as if it were not submitted.

Late/Make Up Work

Late work will NOT be accepted. Any work that is turned in late will receive ZERO points. Work may only be made up if the absence is pre-approved by the instructor (at least 48 hours notice). You may not use one of your reaction/discussion question papers for a day you are absence as part of their purpose is to stimulate class discussion.

Student Behavior

You are expected to arrive to class on time and stay the entire time. We will maintain an open, yet respectful, and engaged, classroom environment. The respect should extend to those who are in the classroom (e.g., myself, other students) as well as those who are not a typical classroom member (e.g., other professors, guest speakers). A respectful and engaged environment is one where electronic devices are put away and side conversations do not occur. Students who

engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

For the purposes of this class, this policy on behavior must also extend to the electronic classroom on Blackboard, or appropriate behaviors otherwise known as netiquette. Your interactions should remain professional and focused on learning without resorting to personal attacks, unsupported claims, or irrelevant conversations.

If you are ever uncomfortable or upset by something that happens in the classroom or on Blackboard, please come see me.

Plagiarism
Part II of Student Rights and Responsibilities (6.3.1; online at http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self–expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Assignments and Evaluation

REACTION PAPERS WITH DISCUSSION QUESTIONS:
Due Tuesday's at 8:00 a.m. via Bb.

Note: You may choose any 7 weeks during the semester to complete a reaction paper with discussion questions.
A two-three page reaction paper will demonstrate that you have critically read, analyzed, processed, and critiqued ALL of the assigned readings for a given class period, including those assigned by the Skype scholars (these are not listed on the syllabus). The paper will be primarily focused on one night's readings. However, it is expected that every paper will show some

linkage to other readings. Also, links should be made to a variety of readings across the course (i.e., don't always link things back to one other particular reading!). In other words, the two-three page reaction paper should demonstrate your full engagement with the readings. You may be asked to discuss your reaction paper in class as part of your participation expectations. This should be APA style with a title page and a reference page.

As an Appendix (APA style) you will write 5-7 discussion questions based on the assigned readings for that day. The discussion questions should show your full engagement with, and critical thinking about, the assigned readings for that day. The questions should be open-ended and neutral, pulling from the assigned reading, to create a thought provoking discussion within the classroom. The questions you write may be used in class

MAJOR PROJECT (See schedule below for all due dates. Please note these are often Thursdays).

In this class, you will work with in a team to conceptualize and operationalize your own study in interpersonal communication. Team's should meet with me as a group multiple teams during the semester to make sure you are on target.

The Partnering Process
As you know, this class is pre-requisite to the Relational Communication course to be taught in Fall of 2013. We will design a way to bridge a major research project between the two classes. In other words, if you plan to take that class you will be partnered with someone else who plans to take that class. Second, we will attempt to pair at least one Ph.D. student with M.A. student(s) or first year M.A. students with second year M.A. students. This is a successful mentoring model used in other doctoral programs. Finally, we will work to partner based on similar research interests.

Project Overview
For this class, you will write a rationale, method section, and submit an IRB application to Dr. Don Helme at the end of the semester (after your graded draft has been returned). After this class, if you desire to continue this project, you should get IRB approval during the summer so you have the option of continuing this project in fall in CJT 731. If you do not plan to take CJT 731 in the fall, and you desire to continue this project, you may to do with me as a directed study or negotiate with another professor to do the same.

If you are in a particularly ambitious partnership and you can move beyond that, then your group should meet with me early in the semester to negotiate your work and expectations for the purposes of grading in this class. This is highly dependent on the topic and type of study you would like to do.

Project Assignments
Team Topic Area Proposal: You will write a three page topic proposal for a study in interpersonal communication. The topic proposal should briefly introduce the topic area and

establish the significance of studying this topic. A minimum of five sources (beyond the The Handbook) should be included. We should also see what the text has to say on the topic.

Individual Annotated Bibliographies and Conclusions: This assignment is two-fold. 1) For your chosen topic, you will individually write **six** annotated bibliographic entries, at least four of these must be empirical research studies. A good review piece can also help bring you up to speed. This should be in appropriate APA form. You should coordinate with your partners to ensure you are not covering the same pieces! (Redundancies will hurt your grade). 2) Individually, devise a list of main points. What are the issues or controversies? What are the points of agreement ? What are the major findings? This portion should be 3-4 pages**. It should be written as a formal paper** (Although you do not need a reference list. That would be redundant.).

This assignment should serve as a jumping off point to write your literature review. You should share articles with your team. More information on annotated bibliographies is found at the end of this syllabus.

Team Lit. Review and Rationale: Based on your topic proposal and team abstracts, you will submit a 10-12 page prospectus for your study that includes an introduction and literature review. This section should serve as a rationale that reviews the main concepts, theory, and relationship to be studied while logically building to the research questions/hypotheses and building a compelling argument for the completion and importance of your study. See the end of the syllabus for more information.

Team Method Proposal: Based on what you have learned from doing a thorough literature review, you will propose a method for studying your topic. The proposed method section should include recruitment procedures, study procedures, a description of the instrumentation/interview protocol to be used (attach the instruments as an appendix), and a data analysis plan. The method section should be 5-6 pages long. (You might find the methods chapters in The Handbook Helpful).

Team IRB Protocol: You will submit a complete IRB application draft with all forms to me. For more information see the ORI website (http://www.research.uky.edu/ori/). I will provide feedback on this draft to be incorporated before you may turn the IRB application in to Dr. Helme. This will be submitted on Blackboard by April 18th at 8 am.

Final Presentation: The final presentation should simulate a conference style panel presentation. You will prepare and present for 10-12 minutes per person. At the conclusion of your panel presentation, there will be a question and answer session. I will serve as the "panel chair" and introduce panelists. ****_This panel should be submitted to a regional, national, or international conference_**

Point Chart

Assignment	Points	Points Earned
Reaction paper with discussion questions.	7 @ 10 points each, 70 points	#1 _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____
Team Topic Proposal	20	
Individual Annotated Bibs	30	
Team Rationale	100	
Team Method	100	
Team IRB Protocol	30	
Final Presentation	50 (25 team, 25 individual)	
Total		

SKYPE SCHOLAR SERIES

I have invited several scholars to Skype with our class for 20-30 minutes of certain class meetings. The scholars are all authors of one of the handbook chapters. They will provide insights about the chapters. Some will also provide an addition reading. **You should be prepared to interact and to ask questions about the chapters and any additional assigned readings.** These are some of the top scholars in our field and this will allow you to have your questions addressed by the authors of the readings.

Highly Tentative Schedule

Class	Topic	Readings and Assignments*	Skype Series
1-15	Introduction	Readings: Handbook: Ch. 1	
1-22	CMC & What IPC scholars should know.	Readings: Handbook Ch. 14; Roloff (2008)	Dr. Joe Walther, Michigan State
1-29	Presentation of Self	*Presentation of Self* (whole book!)	
2-5	Methods	Readings: Handbook Ch. 4 **DUE 2-7 (Thursday)** **8:00 AM: TOPIC AREA PROPOSAL**	Dr. Kory Floyd, Arizona State
2-12	Conflict	Readings: Handbook Ch. 13.	Dr. Michael Roloff, Northwestern University
2-19	Influence and Relationship Uncertainty	Readings: Handbook Ch. 12 & 8. **DUE 2-21 (Thursday)** **8:00AM: ANNOTATED BIBS**	Dr. Leanne Knobloch, University of Illinois; Dr. Valerie Manusov, University of Washington
2-26	Health	Readings: Handbook Ch. 19 (Dr. Stafford out of town all week).	Dr. Allison Scott, University of Kentucky (in person).
3-5	Support and Affection and Personal Networks	Readings: Handbook Ch. 10 & 11	Dr. Erina MacGeorge, Purdue
3-12		No class: Spring Break	
3-19		Readings: *Pragmatics* Chapters 1-4 & 6 **DUE 3-21 8:00 AM: RATIONALE**	
3-26	Personality and Skills	Readings: Handbook Ch. 5 & 15	Dr. John Daly, University of Texas
4-2	Romantic Relationships	Readings: Handbook Ch. 18; Huston (2009).	Dr. Anita Vangelisti, University of Texas
4-9	Family	Handbook Ch. 20 **DUE 4:11 (Thursday)** **8:00 AM: METHOD PROPOSAL**	Dr. John Caughlin Illinois State University
4-16		*TBD*	
4-23		**FINAL PRESENTATIONS**	
Finals		**PARTNERS/INSTRUCTOR MEET**	

Some Skype Scholars have/will assign additional readings. Always check with me and/or Blackboard for such readings. These are NOT included on this syllabus. Such readings should be included in your weekly papers.

Guidelines for annotations:

The following guidelines are lifted and adapted from Cornell's and Purdue's writing websites.

ANNOTATIONS VS. ABSTRACTS

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical.

THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to empirical research articles that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Ideally you will have identified most, if not all, of your pieces and as least skimmed the abstract, before you write any annotations. Then choose those works that seem most relevant to your project. This isn't a "state of the art" handbook chapter.

THE ENTRIES

For each entry, provide the complete APA style reference and write a one paragraph annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) summarizes (b) assesses (c) reflects.

Summarize: What are the main arguments? What is the point of this book or article? What topics are covered? What were the main research questions and hypotheses and the findings concerning them.

Assess: After summarizing a source, evaluate it. Is it a useful source? Is the information reliable? Is this source biased in some way? Are the methods appropriate to the questions asked? Are they claims advanced in the discussion appropriate to the findings in the results?

Reflect: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? Does it help you shape an argument? Has it changed how you think about your topic? How does it compare with other sources in your bibliography? For example you might note that this piece reveals contradictory finding to X piece and could used to illustrate that there is more than one view of X in the field). You might note that it is consistent with another piece or tackles a slightly different angle than another piece.

Why should I write an annotated bibliography?

To learn about your topic: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

Literature Review and Rationale: Your task is to define a problem and to review what published materials say about the issue and build a rationale for hypotheses or research questions.

What is a literature review?

A literature review is a report of the published information on an issue or topic. A researcher studies the literature in an effort to determine what is known and to determine varying viewpoints. The purpose of the literature review is to help solve a problem or win support or determine what further research needs to be conducted. Thus, the literature review is more than a collection of information: it includes analysis and interpretation of the significance and implications in light of a problem that the researcher defines. A literature review may be a complete report or it may be a part of another report. **For the purposes of this class, the literature review is also a rationale leading to specific research questions and/or hypotheses**. In essence many literature reviews serve as proposals for subsequent research. In their guide to writing research proposals, Marshall and Rossman (1989, pp. 34-43) argue that good proposals contain 1) an introduction section previewing the general research questions or topic, 2) a statement of significance, and 3) the literature review itself - the conceptual body of the proposal.

Overall a literature review synthesizes existing answers to the same or similar questions. The literature review should not include every work under the sun that is related to your topic. You are not doing a state of the art literature review. The literature review is not the same as an annotated bibliography. Your literature review should be integrated. It should be organized around some theme or argument. Think of the literature review as the place to orient your reader to the intellectual terrain of your topic (i.e., the fields of pertinent scholarly discourse on your subject matter). Drawing on the work of others, your literature review should make clear the assumptions, reasoning, and arguments that inform your thinking (i.e. your hypotheses or research questions). Writers should show how they are studying a case of a larger phenomenon. By linking the specific research questions to larger theoretical constructs (though not all literature reviews will be linked directly to theory) you show that the particulars of the study

serve to illuminate larger issues and, therefore, are of significance. Here you show that you know the important work that has been done in the field and what is currently being undertaken. If you know of other people doing research which sounds very similar to your own, explain the crucial differences, and the additional advantages of being able to compare the findings of the studies.

In brief the purpose is to show the path of prior research and how a current project is linked to it. A review outlines the direction of research on a question and shows the development of knowledge. A good review places a research project in a context and demonstrates its relevance by making connections to a body of knowledge. A good review points out areas where prior studies agree, where they disagree, and where major questions remain. It collects what is known up to a point in time and indicates the direction for future research. In our case, it builds to specific hypotheses and or research questions.

Literature Review Evaluation Criteria

The primary criteria used to evaluate your paper will include completeness, organization, clarity, and validity. **Completeness** refers to the extent to which you provide an adequate description of the literature. This will include the extent to which you describe the existing research and theory development relevant to your topic. **Organization** refers to the extent to which your various ideas flow together. Sentences should blend effectively into paragraphs, while paragraphs should blend well in the major sections of your paper. **Clarity** refers to the extent to which you present your ideas in an understandable manner. This would include the extent to which you word your own (and other researchers' and theorists') ideas clearly. The purpose/goal should be clearly stated. Conceptual definitions of key concepts should be made known. Finally, **validity** refers to the extent to which the arguments you provide follow in a clear and organized manner. A critical part of a research proposal is building the rationale for the study (problematize) in general and for each H and/or RQ in particular. Evaluation will also tap the technical (or stylistic) issues including APA style issues.