**COMMUNICATION ARTS 272**

**Introduction to Interpersonal Communication (3 credits)**

Fall 2016

Tuesdays & Thursdays, 9:55 – 10:45 am, 4070 Vilas Hall

**Instructor:**

Dr. Catalina Toma

6144 Vilas Hall

[ctoma@wisc.edu](mailto:ctoma@wisc.edu)

Office hours: Tue. & Thu., 11 am – 12 pm, and by appointment

**Teaching Assistants (TA’s):**

Mina Choi

6166 Vilas Hall

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Office hrs: Tue. 2 – 4 pm

Xinle Jia

6166 Vilas Hall

[xjia37@wisc.edu](mailto:xjia37@wisc.edu)

Office hrs: Wed. 2:30 – 4:30 pm

Miranda Kolb

6051 Vilas Hall

[mrkolb@wisc.edu](mailto:doroshenko@wisc.edu)

Office hrs: Thu. 12 – 2 pm







**Sections:**

**301** Wed. 9:55 – 10:45 am 348 Birge Hall Xinle

**302** Wed. 9:55 – 10:45 am 4212 Helen C. White Hall Mina

**303** Wed. 11:00 – 11:50 am 4212 Helen C. White Hall Mina

**304** Wed. 12:05 – 12:55 pm 4020 Vilas Hall Xinle

**305** Wed. 1:20 – 2:10 pm 4020 Vilas Hall Xinle

**306** Wed. 1:20 – 2:10 pm 4046 Vilas Hall Mina

**307** Wed. 2:25 – 3:15 pm 4212 Helen C. White Hall Miranda

**308** Wed. 3:30 – 4:20 pm 4004 Vilas Hall Miranda

**309** Wed. 4:35 – 5:25 pm 4004 Vilas Hall Miranda

## Course Description

Interpersonal communication refers to the use and effects of communication, both verbal and nonverbal, within personal relationships. This type of communication is fundamental to the human experience. By communicating with the people around us, we develop a sense of self and we establish a network of relationships that is critical for our survival, success, and emotional well-being. This course will introduce you to the key theories and research findings in the field of interpersonal communication. We will read and discuss both classical works in the field and cutting-edge, emerging findings. We will also work on connecting theory with practical applications in view of developing your own competencies as an interpersonal communicator.

CA272 is designated as a **Comm-B course** at the University of Wisconsin-Madison. As such, it provides instruction in writing, public speaking, and library research as part of the curriculum.

## Course Objectives

## By the end of this course, you will:

* Become familiar with the major theories and research findings in the field of interpersonal communication
* Understand how interpersonal communication affects vital relationships, such as those with family, friends, and romantic partners
* Become reflective of your own interpersonal communication patterns within these relationships, and become better attuned to the needs, motivations, and communication styles of relational partners
* Develop your own interpersonal communication skills, such as emotional intelligence, active listening, and conflict management
* Hone writing, public speaking, and library research skills

## Course Prerequisites

There are no prerequisites for this course.

**Readings**

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| --- | --- |
| http://ecx.images-amazon.com/images/I/51VQdMhCRGL._SY300_.jpg | * Textbook: Steven McCornack, 2012. *Reflect & relate: An introduction to interpersonal communication* (3rd Edition). Boston: Bedford/St. Martin’s. * Additional readings are available through Learn@UW (<https://learnuw.wisc.edu>). |

**Course Organization**

**Lectures**

Twice a week, I will deliver a lecture on important theories, concepts, research findings, and practical applications of the material. The purpose of lectures is to clarify and supplement the readings, not to replace them. **Please complete all assigned readings prior to lecture and be prepared to discuss them!**

Each of my lectures will be accompanied by PowerPoint slides. To help you follow along and study for exams, I will post my slides on Learn@UW prior to each lecture. Please feel free to download them on your computer or bring print-outs to class.

**Sections**

Sections are taught by TA’s and serve three primary functions: 1) to clarify course material through discussions, exercises, and practical applications; 2) to help you fulfill Comm-B requirements through writing, public speaking, and library research instruction; and 3) to help you complete all written and oral assignments for the course. **Please expect a significant portion of section time to be spent on assignments and Comm-B aspects of the course.**

Sections are meant to provide a supportive, caring, and personalized environment for your learning. You are encouraged to get to know your classmates and TA, and to play an active role in your own learning process by asking questions, seeking clarifications, offering personal examples (if you feel comfortable), and providing feedback to your peers. You are encouraged to engage with your peers and to learn from one another. Sections can be fun and can help significantly with your learning, but only if you participate actively!

**Office hours & Consultation**

Most of the material covered in this class is based upon social-scientific research and sometimes statistical analyses. You will be required to think and write in ways that may be unfamiliar and challenging. You should never hesitate to seek assistance from me or from one of the TAs during office hours. We are always happy to help. It is best to seek assistance **before** exams and assignments, and generally as soon as you feel that you are struggling. You are welcome to attend any of the TA’s office hours, not just those of your own TA.

You are required to meet with me or any of the TA’s during office hours **at least once during the semester.** This fulfills the consultation requirement for the course. At that time we will discuss your progress and any issues with which you may be struggling.

**Assignments & Grading**

**Grade breakdown**

Research paper project: 40%, as follows

1. Annotated bibliography: 5%
2. Research paper proposal: 5%
3. Research paper, first draft: 10%
4. Research paper, final draft: 10%
5. Oral presentation: 10%

Exam #1: 15%

Exam #2: 15%

Final Exam: 20%

Attendance & Participation: 10%

Extra-credit: up to 3% (optional)

**Exams**

Two non-cumulative exams will be administered during the course of the semester, and one cumulative exam at the end of the semester. The exams will include multiple-choice, true/false, short-answer, and essay questions, and will be based on both lectures and readings. To help you study, I will provide a study guide prior to each exam, and your TA will prepare a review session during section.

**Make-up exams will not be offered,** except in cases of an unforeseen emergency. Appropriate documentation will be required to confirm the circumstances of the emergency. Please check the timing of the exams in the beginning of the semester. If you have a conflict that cannot be resolved, please take this class a different semester.

**Research paper project**

Over the course of the semester, you will work on a research paper on a topic of your choice within the field of interpersonal communication. The research paper contains a series of assignments that build upon each other, culminating in a final paper. Your TA will provide ample feedback every step of the way. Since you will be working on this paper throughout the semester, you are encouraged to select a topic that interests you passionately.

Detailed information about the assignments, as well as tips for success, will be provided in section. **All assignments are due in section**.

**Attendance & participation**

Regular attendance is mandatory and will be recorded both in lecture and sections. You are allowed up to **three unexcused absences**. For any additional absences, your participation grade will be lowered unless you provide written documentation about the circumstances preventing your attendance.

You are also required to **participate actively and thoughtfully in section and lecture**. Please note that a perfect attendance record does not guarantee a high participation grade. You must contribute substantially to class discussion by asking and answering questions, volunteering your opinions, engaging with your peers, etc. Please do not take participation credit for granted.

During all interactions with your peers and teaching team, you are expected to act respectfully and politely. Please listen actively and seek to understand others’ perspectives, particularly when they are very different from yours. Please offer constructive criticism, and aim your criticism at specific arguments, not at the person making those arguments. Derogatory comments regarding race, ethnicity, national origin, gender, sexual orientation, age, or disability are not acceptable.

**Extra-credit**

There will be opportunities to earn up to 3 % points of extra credit in this course by participating in research studies. A half hour of research participation corresponds to 0.5 % point added to your final grade in the class. Instructors will not know which studies (if any) students participate in; they simply receive a list of total points earned.

All research opportunities are administered through the SONA website, <http://wisc-commarts.sona-systems.com>, which will be available for log-in after September 19th. The student guide to using SONA is on Learn@UW. Address all questions to Paul Ahn, the SONA Administrator, at [hahn36@wisc.edu](mailto:hahn36@wisc.edu).

Please note that the majority of research studies offered through SONA are **not** conducted by the teaching team of this course. Hence, we cannot guarantee that there will be enough studies available for each student. If you want to receive your extra-credit, be sure to monitor the SONA website regularly and sign up for studies as soon as they become available.

**Grade contestations**

Your TA will be grading all of your work. You are entitled to detailed, thoughtful and constructive feedback. If you believe the feedback you have received is inadequate, or there has been a mistake in grading, you must first contact your TA and try to resolve the problem. If you are still dissatisfied with the outcome, you may make a direct appeal to me. You must do so **within 2 weeks** from the date you received your grade. Your appeal must be **written** and must make a compelling case as to why you deserve a different grade. Please be aware that when I re-grade your work, you might earn a **higher or lower** grade than originally assigned.

**Grading scale**

All assignments and exams will be graded on a scale from 1 to 100. We will be using the following score to letter grade conversion:

**A** 93 – 100 %

**AB** 88 – 92.5%

**B** 83 – 87.5%

**BC** 78 - 82.5%

**C** 70 - 77.5%

**D** 60 – 69.5%

**F** < 59.5%

**Course Policies**

**McBurney students**

If you are a McBurney student, you must identify yourself to your TA in the beginning of the semester and present your McBurney visa. We will gladly make special accommodations for your needs. It will be your responsibility to contact your TA prior to every exam to make the necessary arrangements.

**Late assignments**

Time management is an important skill to be developed in this course. Late assignments will only be accepted if submitted within three days of the deadline, and will receive a 10-point penalty for each day of lateness. Exceptions from the penalty rule will be made only if you have obtained **prior approval** from us, or in the case of an unforeseen emergency. Appropriate documentation will be necessary in both cases.

**Incompletes**

**Incompletes will not be offered in this class**. The only exception will be made if circumstances beyond your control (e.g., illness, accident) prevent you from taking the last exam. To qualify for such an incomplete, you must (1) have completed all coursework except the last exam; (2) be in good academic standing in this class (C average or above); and (3) provide appropriate documentation for your unforeseen circumstances.

**Questions**

Questions and comments are welcome at any time during lecture and sections. Just raise your hand!

**Email**

The TAs and I are committed to giving you personalized attention and helping you with whatever issues arise in this class. However, since this is a very large class, we request that you only email us with urgent issues (e.g., unforeseen emergencies that prevent you from taking an exam) or issues that require very short answers (e.g., setting up an appointment). We will get back to you within 2 business days. All other inquiries should be addressed during office hours, or immediately before/after class. **All questions relating to class material should be asked in section, lecture, or during office hours.**

**Cell phones & laptops**

Out of consideration for your classmates, please turn off your cell phones at the beginning of class. Cell phone use during class will result in your dismissal from that class. You may use laptops only for note-taking purposes. Please keep in mind that laptops can constitute an important source of distraction. Since a great deal of learning occurs by paying attention and participating in class, extraneous laptop use during class can impede your learning, hurt your grade, or force you to spend more of your free time catching up.

**Academic integrity**

You are required to abide by University of Wisconsin’s code of academic integrity (<http://students.wisc.edu/doso/students>). While you are encouraged to collaborate with your peers and to draw upon relevant literature, any work that you submit for academic credit must be your own, written entirely in your own words (unless clearly marked as quotations and properly attributed to sources). You must at all cost avoid copying peers’ work or cheating on exams**. All cases of plagiarism will result in an automatic F in the assignment/exam and will be officially reported to the Dean of Students**. There will be no warnings, no second chances, and no opportunities to rewrite.

**WEEKLY SCHEDULE**

**Sept. 6 & 8: Models, principles, and functions of interpersonal communication**

READING: Chapter 1

SECTION: Introduction, tips for success

**Sept. 13 & 15: Culture & Gender**

READING: West, R., & Turner, L. H. (2009). Communication, culture, and identity. In *Understanding*

*Interpersonal Communication*. Wadsworth Cengage Learning, pp. 78 - 110.

Tannen, D. (1991). *You just don’t understand: Women and men in conversation.* New York:

Ballantine Books, pp 110 - 115.

SECTION: Discuss research paper (purpose, structure, timeline and tips for success)

APA formatting workshop

**Sept. 20 & 22: Verbal communication**

READING: Chapter 6

Pennebaker, J.W. & Graybeal, A. (2001). Patterns of natural language use: Disclosure,

personality, and social integration. *Current Directions, 10,* 90-93.

SECTION: Annotated bibliography assignment handed out

Workshop on identifying a topic for the research paper

**Sept. 27 & 29: Nonverbal communication**

READING: Chapter 7

Zebrowitz, L. A., & Montepare, J. M. (2005). Appearance does matter. *Science, 308*,

1565–1566.

SECTION: Library research workshops at Memorial Library

**Oct. 4 & 6: Self (Self-concept, self-disclosure, self-presentation)**

READING: Chapter 2

SECTION: Proposal assignment handed out

Writing workshop

**DUE: ANNOTATED BIBLIOGRAPHY**

**Oct. 11: Impression formation**

READING: Chapter 3

Section: Review for Prelim 1

**Oct. 13: Prelim 1**

**Oct. 18 & 20: Deception**

READING: Hancock, J., Thom-Santelli, J., & Ritchie, T. (2004). Deception and design: The impact of

communication technology on lying behavior. In *Proceedings of the 2004 Conference on*

*Human Factors in Computing Systems*, pp. 129-34. New York: ACM Press.

Ekman, P. (2001). Detecting deceit from words, voice, or body. In *Telling Lies*, New York:

Norton, pp. 81-122.

SECTION: Annotated bibliography handed back

Peer workshop for proposal ideas

**Oct. 25 & 27: Social influence & Social networks**

READING: Christakis, N. A., & Fowler, J. H. (2009). *Connected: The surprising power of our social*

*networks and how they shape our lives*. New York: Little, Brown, & Company, pp. 3 – 32 &

95 – 121.

SECTION: Discussion & exercises

**DUE: THESIS PROPOSAL**

**Nov. 1 & 3: Emotions & Emotional intelligence**

READING: Chapter 4

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books, pp. 33-55 & 96 –

126.

SECTION: Public speaking training

**Nov. 8 & 10: Active Listening & Conflict management**

READING: Chapters 5 & 8

SECTION: Proposal assignment handed back

First draft of research paper assignment handed out

Discussion & exercises

**Nov. 15: Relationships with romantic partners**

READING: Chapter 9

SECTION: Review for Prelim 2

**Nov. 17: Prelim 2**

**Nov. 22: Relationships with romantic partners (continued)**

READING: Miller, R., & Perlman, D. (2009). Love. In *Intimate Relationships*, New York: McGraw-Hill,

246-272.

Buss. D. M. (1994). The strategies of human mating. *American Scientist, 82*, 238 – 250.

SECTION: None (Thanksgiving break)

**DUE: FIRST DRAFT OF RESEARCH PAPER**

**Nov. 29 & Dec. 1: Relationships with family & friends**

READING : Chapters 10 & 11

SECTION: Student presentations

First draft of research paper handed back

**Dec. 8 & 10: Online relationships**

READING : Toma, C. L., Hancock, J. T., & Ellison, N. B. (2008). Separating fact from fiction: Deceptive

self-presentation in online dating profiles. *Personality and Social Psychology Bulletin*, *34*,

1023-1036.

SECTION: Student presentations

**Dec. 13 & 15: Wrap-up & Final Exam Review**

READING: None

SECTION: Student presentations

**DUE: FINAL DRAFT OF RESEARCH PAPER**

**FINAL EXAM:** Saturday, Dec. 17, 12:25 pm – 2:25 pm.

Location TBA.