

SPCM 2010 – Interpersonal Communication

Course Materials Handbook

(4th Edition)

Prepared by

H. Paul LeBlanc III

for

Louisiana State University

Department of Speech Communication

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## SYLLABUS

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### **COURSE OBJECTIVES**

This course is designed facilitate understanding of the basic concepts and vocabulary, theories, empirical knowledge and processes relevant to the study of initiating, developing, maintaining, and terminating relationships through interpersonal communication. An equally important function of this class is to foster students' insight into their own communication behavior and to develop students' repertoire of behavioral choices so that students are able to apply course-related concepts to their own experience and relationships.

Lectures, discussion, classroom exercises, written assignments, oral presentations, and in-class and out-of-class observations will be used to aid the development of knowledge and skills relating to the study of interpersonal communication.

The aim is to merge theory and practice throughout the classroom experience. To this end, we will maintain a stimulating, interactive, open, and friendly classroom environment that fosters self and other insight, critical thinking, intellectual growth and communicative competence.

### **TEXT**

Trenholm, S., & Jensen, A. (2000). Interpersonal communication (4th ed.). Belmont, CA: Wadsworth.

### **POLICIES**

All course requirements must be fulfilled in order to successfully pass the course.

**Students must sign the daily attendance roster.** Incompletes will be given only in very limited cases and only when requested by the Dean of a student's college and cleared by the Course Director. Please see the attendance policy below.

**Neither cheating nor plagiarism will be tolerated.** Plagiarism is the use of someone else's work, ideas, quotes, etc. without due credit. The penalty for plagiarism or cheating may include failing the assignment, failing the course, or expulsion from the University depending on the severity of the infraction. Please see the University's Code of Student Conduct for information regarding this policy.

All other University policies will be followed.

Please see your Course Materials Handbook (4th ed.) for further information on class policies, assignments, and schedule.

## ATTENDANCE AND PARTICIPATION

In order for this course to be a successful learning experience for you, active and committed participation on your part is crucial; therefore, **attendance is mandatory**. Students may miss only one (1) class period before points are deducted from the final grade. Two (2) percentage points will be deducted from the final grade for each unexcused absence. For example, if your final score is 81, but you have one unexcused absence, your final grade will be 79. If you are absent, for whatever reasons, you are responsible for obtaining and completing assignments by the due date in order to receive full credit. In general, no make-up assignments, presentations, or exams will be allowed. Make-up assignments will be allowed only in extreme circumstances and according to the following requirements for an excused absence: (a) **documentation** - I must have written proof of reason presented within two days of return to class, (b) **legitimacy** - the reason for absence must be acceptable, such as an authorized University activity as specified in PS-22, (c) **advance notice** - unless absolutely impossible, students should contact me or leave a message in the main office in advance, and (d) **prior conscientiousness of student** - you must allow me the benefit of the doubt. All assignments are due according to the Schedule of Assignments. Each late assignment will result in a letter grade drop for each class day past the due date. Assignments more than four class days late will receive no credit. No assignments, extra credit or absence documents will be accepted after the last day of class for any reason. Attendance is mandatory at the final exam. Please see the General Catalog for policies regarding attendance.

## ASSIGNMENTS

**Examinations:** Examinations will consist of a variety of types of questions: multiple choice, true-false, and identification - fill in the blank. Students are expected to take examinations at the scheduled times. Make-up exams will be allowed only in very limited cases, as noted above, which must be approved in advance, and will be essay in format. Students who miss an examination due to an authorized University activity should make arrangements to take the examination in advance, which includes approval from the student's Dean.

**Exercises and Reports:** There will be four in-class or out-of-class exercises which will require short written reports involving synthesis of the material from the class with individual experience and understanding. The reports should be 500 to 750 words typed and double-spaced. Two of the four exercises involve in-class interaction among students.

**Group Research Project:** Students will participate in a group research project which examines some aspect of nonverbal communication. Each group will be required to **orally present** its findings to the class.

**Relationship Analysis Essay:** A formal essay is required in the course and will be due prior to final exams. The essay should analyze some aspect of a current personal relationship by relating personal experience to subject matter covered in the course. Students will be required to keep a journal starting at the beginning of the semester which will contain descriptions of events as they occur in personal relationships.

A full description of each of these assignments can be found in the Course Materials Handbook, which is located in Semester Book, or through the Student Section at <http://www.hpleblanc.com/>.

## DIVISION OF ASSIGNMENTS

### EXAMINATIONS (100 pts each):

- Test 1 (Chapters 1, 3 - 4)
- Test 2 (Chapters 2, 5 - 6, 13)
- Test 3 (Chapters 8, 7, 9)
- Test 4 (Chapter 10 - 12)

### GRADING SCALE:

91.0 - 100:	A
81.0 - 90.9:	B
71.0 - 80.9:	C
61.0 - 70.9:	D
BELOW 61:	F

### EXERCISES AND REPORTS (25 pts each):

- Exercise 1 (Written Report).
- Exercise 2 (Written Report).
- Exercise 3 (Written Report).
- Exercise 4 (Written Report).

### GROUP RESEARCH PROJECT (50 pts)

### RELATIONSHIP ANALYSIS ESSAY (100 pts)

Grades are earned and will be calculated on a cumulative scale. Grades can be calculated by dividing the raw score of the assignment by the total points possible for the assignment. Grades are calculated using a 650 point scale. For example, if the total number of points that can be achieved on the Relationship Analysis Essay is 100, then the paper is worth 15.4% of the final grade. Each test is worth 100 points. Therefore, a raw score of 78 on a test is 12% of the final grade. A score of 20 on the written report for exercise 1 is 3.7% of the final grade. Furthermore, you may obtain your current grade for assignments in Semester Book through the University PAWS system. Please see the [Grade Monitoring Form](#) located in the [Course Materials Handbook](#) for more information.

## GRADING RATIONALE

- A** Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.
- B** Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.
- C** Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)
- D** Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives, and methods, and unorganized effort.
- F** Failure to complete assignment during the scheduled time through lack of evident effort.

The Americans With Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require special accommodations, please see a coordinator in the Office for Disability Affairs (112 Jonston Hall) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

## REFERENCES

The following books are used for additional materials in the course. Please also see the bibliography of sources available through the Student Section at <http://www.hpleblanc.com/>.

Adler, R. B., Rosenfeld, L. B., & Towne, N. (1992). Interplay: The process of interpersonal communication (5th ed.) Fort Worth, TX: Harcourt Brace Jovanovich.

Duck, S. (1991). Understanding relationships. New York: Guilford.

Fisher, B. A. (1987). Interpersonal communication: Pragmatics of human communication. New York: Random House.

Goss, B., & O'Hair, D. (1988). Communicating in interpersonal relationships. New York: Macmillan.

Hickson III, M. I., & Stacks, D. W. (1989). Nonverbal communication: Studies and applications. Dubuque, IA: Wm. C. Brown.

Littlejohn, S. W. (1989). Theories of human communication. Belmont, CA: Wadsworth.

Noller, P., & Fitzpatrick, M. A. (1993). Communication in family relationships. Englewood Cliffs, NJ: Prentice-Hall.

Pearson, J. C. (1989). Communication in the family: Seeking satisfaction in changing times. New York: Harper and Row.

Rawlins, W. K. (1992). Friendship matters: Communication, dialectics, and the life course. New York: Aldine de Gruyter.

Reardon, K. K. (1987). Interpersonal communication: Where minds meet. Belmont, CA: Wadsworth.

Ruesch, J., & Bateson, G. (1987). Communication: The social matrix of psychiatry. New York: W. W. Norton.

Stewart, J., & Logan, C. (1993). Together: Communicating interpersonally (4th ed.). New York: McGraw-Hill.

Weaver, R. L. (1993). Understanding interpersonal communication (6th ed.). New York: Harper Collins.

Wilmot, W. W. (1987). Dyadic communication. New York: Random House.

Wilson, G. L., Hantz, A. M., & Hanna, M. S. (1992). Interpersonal growth through communication. Dubuque, IA: Wm. C. Brown.

## SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Introduction and Outline of the Course.

- Student Information. Using PAWS, Semester Book, and Online Course Materials.

Week Two: Foundations for Communication. Chapter 1.

- Group Discussion on the Nature of Interpersonal Communication.

Week Three: Nonverbal Communication. Chapter 3.

- Peer Interviews and Introductions.
- Group Research Project: Observation of Nonverbal Behaviors (group assignments).

Week Four: Verbal Communication. Language. Chapter 4.

- Group Research Project Presentations.

Week Five: Characteristics of Healthy Relationships. Chapter 2.

- Test One.
- Listening Exercise.

Week Six: Relational Competence. Chapter 5.

- Listening Exercise/Report One.

Week Seven: Mardi-Gras Holiday. No Class.

Week Eight: Perception. Chapter 6. Social and Cultural Contexts. Chapter 13.

- Group Discussion on the Influence of Culture in Communication.

Week Nine: Development of Self-esteem, Concept and Identity. Chapter 8.

- Test Two.

Week Ten: Relationship Roles and Expectations. Chapter 7.

- Relationship Analysis Essay First Draft.

Week Eleven: Interpersonal Persuasion and Conflict. Chapter 9.

- Relationship Self-awareness Exercise/Report Two.
- Assertiveness Exercise.

Week Twelve: Family Communication. Chapter 10.

- Test Three.
- Assertiveness Exercise/Report Three.

Week Thirteen: Intimate Relationships and Communication. Chapter 11.

Week Fourteen: Professional Relationships and Communication. Chapter 12.

- Relationship Analysis Essay Final Draft.

Week Fifteen: Unresolved issues if time allows.

- In-class analysis of a relationship from the film "Parenthood"/Report Four.

Final Exam Week:

- Test Four. (Date for each section to be announced).

LIST OF IMPORTANT DATES

January 16:	Classes begin.
January 23:	Final date for dropping the course without receiving a grade of “W”.
January 25:	Final date for adding the course.
February 6:	Group Research Project presentations.
February 13:	Test One.
February 26-28:	Mardi Gras Holiday.
March 13:	Test Two. Midterm grades due.
March 20:	First draft of Relationship Analysis Essay due in class by 5:10pm.
March 26-April 1:	Spring Break.
April 9:	Final date for dropping course.
April 10:	Test Three.
April 13:	Good Friday Holiday.
April 24:	Final draft of Relationship Analysis Essay due in class by 5:10pm.
May 1:	Last Day of Class (no assignments accepted after this class).
May 7-12:	Final Exam Week. Test Four. (Date to be announced for your section).
May 15:	Final grades due.

Dates for class activities and tests one through three are tentative and may be moved to accommodate any events that may occur. However, the due date for the final draft of the Relationship Analysis Essay and the Test Four date will not be altered. We will meet during the Final Examination period for this section. Short reports for in-class exercises are due at the beginning of the next class period.

STUDENT INFORMATION REQUEST FORM

On an index card, or through the Student Section at <http://www.hpleblanc.com/>, please supply the following information:

1. Your full name:
2. The name you go by:
3. Your e-mail address:
4. Course:                      Interpersonal                      Business                      Public Speaking
5. Classification:                      Freshman      Sophomore      Junior      Senior      Other
6. College or program:
7. Major:
8. Academic interests other than your major:
9. Is this course required for your major?                      Yes / No
10. Taken any previous Psychology courses?                      Yes / No
11. Taken any previous Sociology courses?                      Yes / No
12. Taken any previous Communication courses?                      Yes / No
13. If yes, which:      Public Speaking      Interpersonal      Business      Performance      Other
14. Unique attributes: (List three things that describe you.)
15. Hobbies:
16. Hometown:                      State:                      Country:
17. What do you hope to learn from this course?
18. Finally, what do you expect of me as an instructor?

GRADE MONITORING FORM

Name: \_\_\_\_\_ SSN: \_\_\_\_\_

ATTENDANCE AND PARTICIPATION:

Number of Unexcused Absences (see syllabus): \_\_\_\_\_ (multiplied by -13) = - \_\_\_\_\_  
Date Absent: (Each unexcused absence is worth 2 percentage points)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GRADING SCALE:

91.0 - 100: A  
81.0 - 90.9: B  
71.0 - 80.9: C  
61.0 - 70.9: D  
BELOW 61: F

EXAMINATIONS:

* Test 1:	Total: _____	Possible: <u>100</u>	
* Test 2:	Total: _____	Possible: <u>100</u>	* Midterm Subtotal: _____
Test 3:	Total: _____	Possible: <u>100</u>	
Test 4:	Total: _____	Possible: <u>100</u>	Tests Total: _____

EXERCISES:

* Report 1: (Written)	Total: _____	Possible: <u>25</u>	
* Report 2: (Written)	Total: _____	Possible: <u>25</u>	* Midterm Subtotal: _____
Report 3: (Written)	Total: _____	Possible: <u>25</u>	
Report 4: (Written)	Total: _____	Possible: <u>25</u>	Reports Total: _____

GROUP RESEARCH PROJECT:

\* Total: \_\_\_\_\_ Possible: 50

RELATIONSHIP ANALYSIS ESSAY:

Total: \_\_\_\_\_ Possible: 100

-----  
\* MIDTERM: Total: \_\_\_\_\_ Possible: 300 Percent: \_\_\_\_\_ Grade: \_\_\_\_\_

FINAL: Subtotal: \_\_\_\_\_

ATTENDANCE: \_\_\_\_\_

FINAL GRADE: **Total:** \_\_\_\_\_ Possible: 650 Percent: \_\_\_\_\_ Grade: \_\_\_\_\_

TEST ONE REVIEW

Chapter 1:

pp. 4-5, 10-18, and lecture notes

Interpersonal Communication

Encoding  
Decoding  
Feedback  
Noise  
Field of experience

Communication competence

Interpretive competence

Role competence

Self competence

Goal competence

Message competence

Verbal competence  
Nonverbal competence  
Relational competence

Chapter 3:

pp. 53-71, and lecture notes

Nonverbal Communication

Comparison of verbal and nonverbal, vocal  
and nonvocal communication

Functions of Nonverbal communication

Repetition  
Substitution  
Complementation  
Accentuation  
Regulation  
Contradiction

Types of NV Communication

Paralanguage  
Kinesics  
Facial expressions  
Oculesics  
Proxemics  
Territoriality  
Haptics  
Olfaction  
Artifacts  
Chronemics  
Environment

Chapter 4:

pp. 88-94, and lecture notes

Verbal Communication

Semantics

Denotation

Connotation

Syntax

Pragmatics

Speech acts

Tag questions

Qualifying terms

Language style

Lexical diversity

Convergence

Language distortion

Ambiguity

Vagueness

Equivocation

Leveling

Sharpening

Assimilation

TEST TWO REVIEW

Chapter 2: pp. 23-25 & 28, 34-42, and lecture notes	Perception Selective exposure Selective attention Selective retention
Characteristics of healthy relationships	Mental economy Mindfulness Mindlessness
Chapter 5: pp. 114 - 132, and lecture notes See Table 5.1	Schema Cognitive differentiation Cognitive simplicity Cognitive complexity
Content messages	Personal constructs
Relational messages	Physical constructs
Confirming messages	Role constructs
Recognition	Interactional constructs
Acknowledgment	Psychological constructs
Endorsement	
Disconfirming messages	Prototype
Complaints	Stereotype
Verbal aggression	Scripts
Impervious responses	Cultural scripts
Interruptions	Sub-cultural scripts
Irrelevant responses	Family scripts
Tangential responses	Psychological scripts
Impersonal responses	Rules
Ambiguous responses	
Incongruous responses	
Communication climate	Chapter 13:
Spiral	pp. 363 - 380, and lecture notes
Complementary pattern	Culture
Symmetrical pattern	Worldview
Competitive symmetry	Collectivist culture
Submissive symmetry	Individualist culture
Paradoxical injunction	Cross-cultural communication
Double bind	Ethnocentrism
Relational definition	Prejudice
Empathy	Bigotry
Chapter 6: pp. 144 - 146, 152 - 165, and lecture notes, See Table 6.2	Discounting Polarization Fundamental attribution error

TEST THREE REVIEW

Chapter 8:

pp. 201 - 202, 207 - 218, and lecture notes

Self-concept  
Self-awareness  
Reflected appraisal  
Self-monitoring  
Self-esteem  
Self-disclosure  
Deception  
Impression management  
Face  
Presenting self  
Relational self  
Rhetorical sensitivity  
Communication apprehension

Chapter 7:

pp. 177 - 181, 183 - 186, 192 - 194, and lecture notes

Role  
Status  
Role repertoire  
Role conflict  
Role congruence  
Role performance

Chapter 9:

pp. 225 - 227, 231 - 238, and lecture notes

Maslow's Hierarchy of Needs  
Values  
Attitudes  
Consistency principle  
Balance theory  
Congruity theory  
Cognitive dissonance theory  
Power  
    Coercive  
    Reward  
    Legitimate  
    Referent  
    Expert  
Compliance-gaining  
Compliance-resisting  
Assertiveness  
Nonassertiveness  
Aggressiveness  
Conflict  
Conflict management strategies  
    Avoidance  
    Accommodation  
    Competition  
    Negotiation  
    Collaboration

TEST FOUR REVIEW

Chapter 10:

pp. 255 - 270, 276 - 284, and lecture notes

Family

Family system

Family subsystem

Spousal

Parent-child

Sibling

Dyadic coalitions

Family function

Family structure

Boundaries

Communication networks

Gatekeeper

Cohesion

Adaptability

Family life cycle stages

Engagement

Marriage

Marital roles

Traditional

Independent

Separate

Authoritarian parenting style

Permissive parenting style

Authoritative parenting style

Support messages

Control messages

Chapter 11:

pp. 293 - 296, 300 - 319, and lecture notes, See Table 11.2

Nature of relationships

Goal of relationships

Intimacy

Affinity

Attraction

Attitudinal similarity

Communication similarity

Social Exchange theory

Social Penetration theory

Filtering theory

Characteristics of friendships

Stages of development in friendships

Stages of development in romantic relationships

Uncertainty Reduction theory

Secret tests

Interpersonal trust

Predictability

Dependability

Faith

Chapter 12:

pp. 334 - 349, and lecture notes

Types of professional relationships

Group identity

Leadership

Groupthink

Organizational culture

Natural (organizational) roles

Role dysfunction

Upward distortion

Intervention

Mediation

Fact-finding

Arbitration

### INTERVIEWS AND INTRODUCTIONS EXERCISE

Objective: To practice informal interviewing techniques, and to introduce all students to the class. This exercise will facilitate comfort in participating in class discussion.

Directions: Your instructor will pair you with a classmate whom you do not know. In dyads, partners will take turns interviewing each other. The interview should take the form of an informal interview such as that which occurs when you meet someone at a social function. In the class period following, each student will have an opportunity to introduce the person he or she interviewed to the class. Sample questions for the interview may include:

1. Tell me about yourself?
2. Why did you choose this school?
3. What special skills or qualities can you contribute?

Sample responses to the interview may include:

1. Name, Major, Hometown, etc.
2. Reason why you chose this school, i.e. program, location, reputation, etc.
3. Interesting or unique qualities or honors, marketable skills or characteristics, etc.

Report: In a one to two minute oral presentation, begin by telling the class your name. Then introduce the person you interviewed using the information you gathered from the interview. Both persons should stand at the front of the class for this introduction.

## LISTENING EXERCISE

Objective: To demonstrate the difficulty in remembering the exact content of messages, and to demonstrate listening effects on accuracy.

Step One: In dyads, Partner One (P1) will tell a story. Partner Two (P2) will repeat back verbatim (exactly word-for-word) the story told by P1. It is the responsibility of P2 to stop P1 at the point of saturation (the point at which P2 cannot recall verbatim), so that P2 can repeat the phrase, within the story, verbatim. For example, many times a listener can only repeat back a sentence at a time word-for-word and not the whole story. P2 can stop P1 by means of a signal such as raising a hand. After P2 has repeated the phrase word-for-word, P1 must acknowledge that the phrase given was verbatim. If the repeated phrase was not verbatim, then P1 must restate it. This process should go back and forth until P2 is able to repeat back the phrase verbatim. This sequence will continue until P1 is finished telling his or her story, then partners will change roles.

Step Two: Following Step One, P2 will retell the story told by P1 in its entirety. P2 will include in the retelling of the P1's story his or her perception of the feelings of P1 regarding the events and circumstances surrounding the events in the story. P1 should not interrupt P2 at any point during the retelling. Nor should P1 correct P2 with details before or after the retelling of the story. When P2 completes the retelling of P1's story, partners will change roles.

Report: In a typed report (500 - 750 words), describe how important effective listening is to a significant current relationship of yours. What are the specific characteristics of your listening style? Considering the class exercise, how effective are you with different listening styles in your relationships? What effect might parroting have on a relationship? When have you used it? When might parroting be important? How effective are you in comprehending the content and meaning of stories in your significant relationships? How do stories get mistold?

For this assignment and all other written assignments with the exception of the Relationship Analysis Paper, you may e-mail the assignment to the address listed on the syllabus. Grades for assignments turned in via e-mail will be posted on the PAWS system following the schedule for grade posting (grading of all assignments first, hard copies returned, then posting to PAWS). However, a word of caution regarding e-mailing assignments is necessary: E-mail is notorious for not working as planned. The instructor is not responsible for missed deadlines for turning in assignments through e-mail or any other means.

### RELATIONSHIP SELF-AWARENESS EXERCISE

Objective: To assess your understanding of and behavior in your interpersonal relationships, and to increase your self-awareness.

Directions: Complete the Interpersonal Relations Survey on the following pages using the Answer Sheet on the back of this page for your responses. Upon completion of the survey, use the Answer Key to determine your profile, then interpret your profile using the explanation for the four basic profiles on the back of the Answer Key.

Report: In a typed report (500 - 750 words), discuss your findings for the Interpersonal Relations Survey. Do the findings match your perceptions of yourself and how you deal with events in your relationships? If not, what are the differences? How might being aware of how you deal with situations be helpful in maintaining your personal relationships?

INTERPERSONAL RELATIONS SURVEY

ANSWER SHEET

Comments:

- |     |          |          |
|-----|----------|----------|
| 1.  | A. _____ | B. _____ |
| 2.  | A. _____ | B. _____ |
| 3.  | A. _____ | B. _____ |
| 4.  | A. _____ | B. _____ |
| 5.  | A. _____ | B. _____ |
| 6.  | A. _____ | B. _____ |
| 7.  | A. _____ | B. _____ |
| 8.  | A. _____ | B. _____ |
| 9.  | A. _____ | B. _____ |
| 10. | A. _____ | B. _____ |
| 11. | A. _____ | B. _____ |
| 12. | A. _____ | B. _____ |
| 13. | A. _____ | B. _____ |
| 14. | A. _____ | B. _____ |
| 15. | A. _____ | B. _____ |
| 16. | A. _____ | B. _____ |
| 17. | A. _____ | B. _____ |
| 18. | A. _____ | B. _____ |
| 19. | A. _____ | B. _____ |
| 20. | A. _____ | B. _____ |

INTERPERSONAL RELATIONS SURVEY

This survey is based upon a managerial effectiveness survey developed by Jay Hall. There are no "right" or "wrong" answers. Rather, the best answer is simply the one which comes closest to representing your practices in your quest for good interpersonal relationships.

Directions: For each item on the survey you are requested to indicate which of the alternative reactions could be more characteristic of the way you would handle the situation described. Some alternatives may be equally characteristic of you or equally uncharacteristic. While this is a possibility nevertheless, choose the alternative which is relatively more characteristic of you. For each item, you will have five points that you may distribute in any of the following combinations:

- |  | A | B |
|--|---|---|
| 1. If A is completely characteristic of what you would do and B is completely uncharacteristic, write a "5" on your survey answer sheet under A and a "0" under B thus:  | 5 | 0 |
| 2. If A is considerably characteristic of what you would do and B is considerably uncharacteristic, write a "4" on your survey answer sheet under A and a "1" under B thus:  | 4 | 1 |
| 3. If A is only slightly more characteristic of what you would do than B is, write a "3" on your survey answer sheet under A and a "2" under B thus:   | 3 | 2 |
| 4. Each of the above three combinations may be used in the converse order: that is, for example, should you feel B is slightly more characteristic of you than A, write a "2" on your survey answer sheet under A and a "3" under B, thus: | 2 | 3 |
| 5. And so on for A = 1, B = 4, or A = 0, B = 5.  |   |   |

Thus there are six possible combinations for responding to the pair of alternatives presented to you with each survey item. Be sure numbers you assign to each pair sum to 5. In general, try to relate each situation in the survey to your own personal experience. Take as much time as you need to make a true and accurate response. There is no right or wrong answer. Attempts to give a "correct" response merely distort the meaning of your answers and render the test results valueless. **BE HONEST WITH YOURSELF.** Please answer these questions with particular relationships in mind. It may be helpful to consider your reaction in general by comparing how you would react with intimate (close) friends versus non-intimate friends.

1. If a friend of mine had a "personality conflict" with a mutual acquaintance of ours with whom it was important for him or her to get along, I would:
  - A. Tell my friend that I felt he or she was partially responsible for any problems with this other person and try to let him or her know the person was being affected by the conflict.
  - B. Not get involved because I wouldn't be able to continue to get along with both of them once I had entered it in any way.
2. If one of my friends and I had a heated argument in the past, and I realized that my friend was ill at ease around me from that time on, I would:
  - A. Avoid making things worse by discussing my friend's behavior and just let the whole thing drop.
  - B. Bring up the behavior and ask my friend how he or she felt the argument has affected our relationship.
3. If a friend began to avoid me and act in an aloof and withdrawn manner, I would:
  - A. Tell my friend about the behavior and suggest that he or she tell me what was on his or her mind.
  - B. Follow my friend's lead and keep our contacts brief and aloof since that seems to be what my friend wants.
4. If two of my friends and I were talking, and one of my friends slipped and brought up a personal problem of mine that involved the other friend, of which the other was not yet aware, I would:
  - A. Change the subject and signal my friend to do the same.
  - B. Fill my uninformed friend in on what the other friend was talking about and suggest that we go into it later.
5. If a friend of mine were to tell me that, in his or her opinion, I was doing things that made me less affective than I might be in social situations, I would:
  - A. Ask my friend to spell out or describe what he or she has observed and suggest changes that I might make.
  - B. Resent the criticism and let my friend know why I behave the way I do.
6. If one of my friends aspired to an office in our organization for which I felt he or she was unqualified, and if this friend had been tentatively assigned to that position by the president of that group, I would:
  - A. Not mention my misgivings to either my friend or the president and let them handle it in their own way.
  - B. Tell my friend and the president of my misgivings and then leave the final decision up to them.
7. If I felt that one of my friends was being unfair to me and other friends, but none of them had mentioned anything about it, I would:
  - A. Ask several of these people how they perceived the situation to see if they felt my friend was being unfair.
  - B. Not ask the others how they perceived our friend but wait for them to bring it up to me.

8. If I were preoccupied with some personal matters and a friend told me that I become irritated with him or her and others and that I was jumping on him or her for unimportant things, I would:
  - A. Tell my friend I was preoccupied and would probably be on edge for a while and would prefer not to be bothered.
  - B. Listen to the complaints but try not to explain my actions.
9. If I had heard some friends discussing an ugly rumor about a friend of mine which I knew would hurt my friend, and the friend asked me what I knew about it, if anything, I would:
  - A. Say I didn't know anything about it and tell my friend no one would believe a rumor like that.
  - B. Tell my friend exactly what I had heard, when I had heard it, and from whom I had heard it.
10. If a friend pointed out the fact that I had a personality conflict with another friend with whom it was important for me to get along, I would:
  - A. Consider the comments out of line and tell my friend I didn't want to discuss the matter further.
  - B. Talk about it openly with my friend to find out how my behavior was being affected by this.
11. If my relationship with a friend had been damaged by repeated arguments on an issue of importance to us both, I would:
  - A. Be cautious in my conversations with my friend so the issue would not come up again to worsen our relationship.
  - B. Point out the problems the controversy was causing in our relationship and suggest that we discuss it until we get it resolved.
12. If in a personal discussion with a friend about his or her problems and behavior, my friend suddenly suggested we discuss my problems and behavior as well as his or her own, I would:
  - A. Try to keep the discussion away from me by suggesting that other closer friends often talked to me about such matters.
  - B. Welcome the opportunity to hear what my friend felt about me and encourage his or her comments.
13. If a friend of mine began to tell me about his or her hostile feelings about another friend whom my friend felt was being unkind to others (and I agreed wholeheartedly), I would:
  - A. Listen and also express my own feelings to my friend so he or she would know where I stood.
  - B. Listen, but not express my own negative views and opinions because my friend might repeat what I said to him or her in confidence.
14. If I thought an ugly rumor was being spread about me and suspected that one of my friends had quite likely heard of it, I would:
  - A. Avoid mentioning the issue and leave it to my friend to tell me about it if he or she wanted to.
  - B. Risk putting my friend on the spot by asking him or her directly what he or she knew about the whole thing.

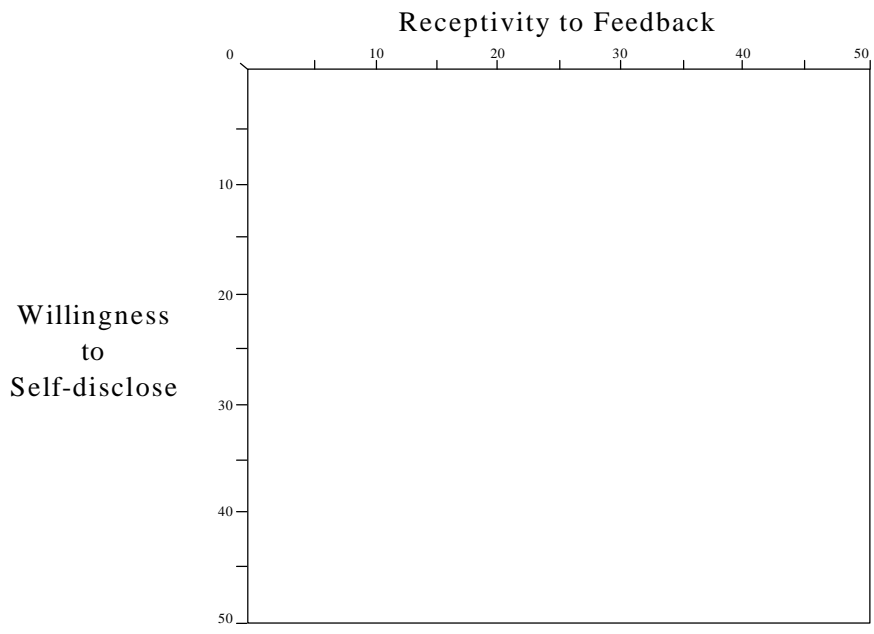
15. If I had observed a friend in social situations and thought that this friend was doing a number of things that hurt his or her relationships, I would:
  - A. Risk being seen as a busybody and tell my friend what I had observed and my reactions to it.
  - B. Keep my opinions to myself rather than be seen as interfering in things that are none of my business.
16. If two friends and I were talking and one of them inadvertently mentioned a personal problem which involved me, but of which I knew nothing, I would:
  - A. Press them for information about the problem and their opinions about it.
  - B. Leave it up to my friends to tell me or not to tell me, letting them change the subject if they wished.
17. If a friend seemed to be preoccupied and began to jump on me for seemingly unimportant things, and to become irritated with me and others without real cause, I would:
  - A. Treat my friend gently for a while on the assumption that he or she was having some temporary personal problems which were none of my business.
  - B. Try to talk to my friend about it and point out to him or her how the behavior was affecting people.
18. If I had begun to dislike certain habits of a friend to the point that it was interfering with my enjoying my friend's company, I would:
  - A. Say nothing to my friend directly, but let my friend know my feelings by ignoring him or her whenever the annoying habits were obvious.
  - B. Get my feelings out in the open and clear the air so that we could continue our friendship comfortably and enjoyably.
19. In discussing social behavior with one of my more sensitive friends, I would:
  - A. Avoid mentioning my friend's flaws and weaknesses as not to hurt his or her feelings.
  - B. Focus on my friend's flaws and weaknesses so my friend could improve his or her interpersonal skills.
20. If I knew I might be assigned to an important position in our group, and my friends' attitudes toward me had become rather negative, I would:
  - A. Discuss my shortcomings with my friends so I could see where to improve.
  - B. Try to figure out my own shortcomings by myself so I could improve.

INTERPERSONAL RELATIONS SURVEY

ANSWER KEY

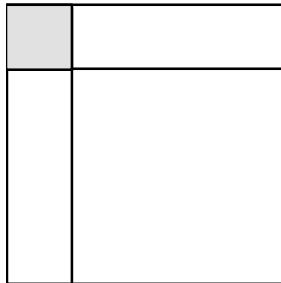
In the Interpersonal Relations Survey there are ten questions which deal with your receptivity to feedback and ten questions which are concerned with your willingness to self-disclose, be very open, or give feedback. Transfer your scores to this Survey Answer Key. Add the scores in the "receptivity to feedback" column; then add the scores in the "willingness to self-disclose" column. Do not count any points for the alternatives which measure neither receptivity to feedback nor willingness to self-disclose.

Receptivity to Feedback	Willingness to Self-disclose
2.B _____	1.A _____
3.A _____	4.B _____
5.A _____	6.B _____
7.A _____	9.B _____
8.B _____	11.B _____
10.B _____	13.A _____
12.B _____	15.A _____
14.B _____	17.B _____
16.A _____	18.B _____
20.A _____	19.B _____
_____	_____
TOTAL	



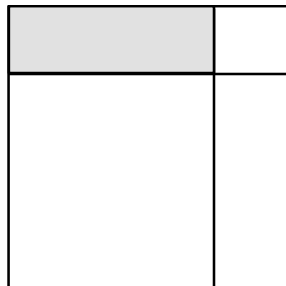
INTERPERSONAL RELATIONS SURVEY

How to interpret your JOHARI window:



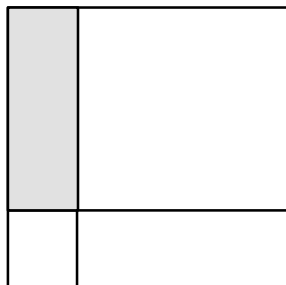
Neither feedback receptive nor responsive

- \* Takes few risks
- \* Appears aloof, therefore uncommunicative



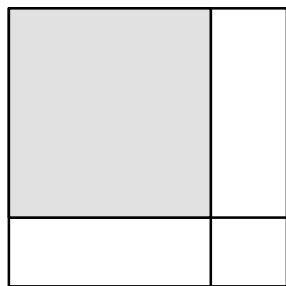
Solicits feedback but rarely responds to it

- \* Fears exposure (Probably does not trust others)
- \* Appears supportive at first (seeking feedback), but ultimately seen as distrustful and detached



Discourages feedback but exposes self often

- \* Possibly mistrusts others' opinions
- \* Self-centered
- \* Lacks self-awareness (large blind area)
- \* Creates resentment (others are not encouraged to respond)



Feedback receptive and responsive

- \* Trusts others — so seeks opinions and shares own
- \* Likely to get initial defensiveness (we are not used to openness)
- \* End result = Openness, trust — a productive relationship

\*\* Extrapolate meaning from the above descriptions for findings which vary. For example, panes which align toward the middle describe an individual who is more open than description one, but less open than description four.

### ASSERTIVENESS EXERCISE

**Objective:** To demonstrate how assertive behavior may work in various situations which may occur in real life. This exercise will help students understand the characteristics of assertive behavior and how it differs from aggressive and nonassertive behavior.

**Directions:** Select volunteer students and assign into groups of two. In dyads, partners will role play conflictual scenes for the class. A scene from the list below will be assigned randomly to each dyad. The dyad will be given five minutes to mentally rehearse the scene.

**Scene One (Romantic Partners):** In this scene, one partner wishes to become more serious and intensify the relationship. The other partner wants to maintain the current, noncommitted quality of the relationship.

**Scene Two (Roommates):** In this scene, one partner is frustrated with his or her roommate's lateness in paying shared bills. The other partner is responsible for writing the checks, but has to wait until he or she gets his or her monthly paycheck, which is deposited on the fifteenth.

**Scene Three (Best Friends):** In this scene, one partner wants to include a new friend in activities previously only shared with his or her best friend. The other partner is resistant to including someone new in his or her activities with the best friend because he or she already has very little time for activities.

The class will evaluate each scene to determine if the role-players used assertive, nonassertive, or aggressive tactics. Questions the instructor may want to ask to determine the nature of the scene include:

1. Did either of the partners specifically describe the situation?
2. Were the feelings of both partners clearly expressed?
3. Was the communication that occurred effective?
4. Did the participants specify what they wanted?
5. Were the consequences detailed for meeting or not meeting the desires?
6. Did participants act in a consistent and appropriate manner?

**Report:** In a typed report (500 - 750 words), describe your opinion on the necessity of assertiveness in a relationship. Give examples, from personal experience, where assertiveness was or would have been helpful. Give examples when assertiveness was used but not warranted. How might you be more assertive? What specific communication tactics might you personally use to be more assertive? Defend your answer.

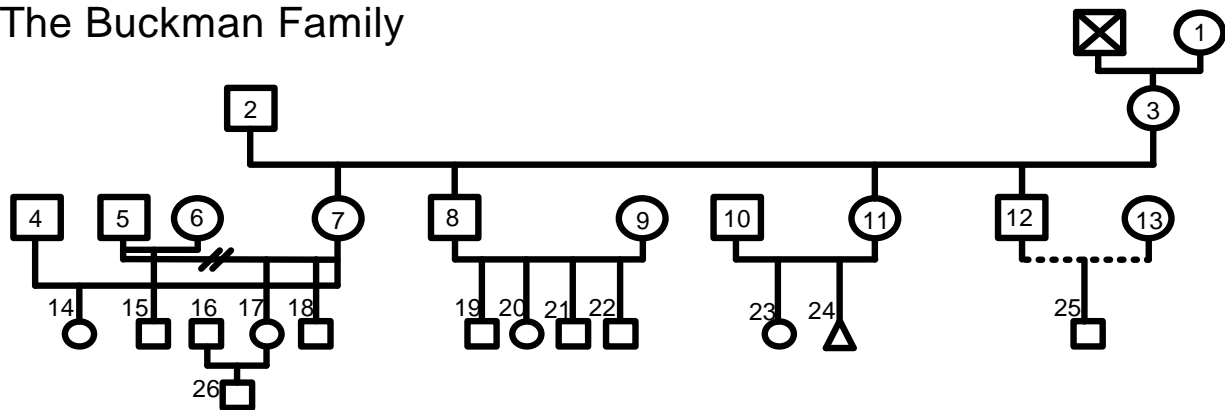
## ANALYSIS OF RELATIONSHIPS IN “PARENTHOOD” EXERCISE

Objective: To synthesize ideas and key concepts derived from this course within the context of a fictional relationship.

Directions: The class will have an opportunity to view the movie “Parenthood”. In this movie, several different family relationships are demonstrated including parent/child, sibling, spousal, grandparent/grandchild, romantic, and friendship. Choose a relationship from the movie to analyze according to key course concepts we have discussed in class. A genogram of the family depicted in the movie is provided below.

Report: In a handwritten report (two pages, single-spaced), describe the relationship in terms of the key concepts you chose to discuss in your Relationship Analysis Essay. How is the relationship depicted in the movie similar to or different from your relationships? What kind of issues or conflicts need to be resolved in this relationship? Are they resolved in the movie? Are they as easily resolved in “real life”? How have you experienced these type of issues? Give examples. This report is to be written in class and turned in during the last class period.

### The Buckman Family



- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. Grandma                        | 14. Baby Bowman (Name not known)  |
| 2. Frank Buckman                  | 15. Joey Lampkin                  |
| 3. Marilyn Buckman                | 16. Tod                           |
| 4. George Bowman                  | 17. Julie (Lampkin)               |
| 5. Edward Lampkin                 | 18. Gary Lampkin                  |
| 6. Mrs. Edward Lampkin            | 19. Kevin Buckman                 |
| 7. Helen Buckman-Bowman           | 20. Taylor Buckman                |
| 8. Gil Buckman                    | 21. Justin Buckman                |
| 9. Karen Buckman                  | 22. Baby Buckman (Name not known) |
| 10. Nathan                        | 23. Patty                         |
| 11. Susan (Buckman)               | 24. Unborn baby                   |
| 12. Larry Buckman                 | 25. Cool Buckman                  |
| 13. Vegas Dancer (Name not known) | 26. Baby Tod (Name not known)     |

## GROUP RESEARCH PROJECT

Objective: To demonstrate the use and effects of nonverbal communication in the social world, and to familiarize students with basic communication research.

Directions: For this assignment, your group will be responsible for conducting and orally presenting an observational research study of a nonverbal communication phenomenon.

1. To begin, your group will select a specific nonverbal communication phenomenon to study. You can draw from areas such as proxemics, space regulators, spatial cues, eye contact, gender differences in nonverbal communication, artifacts, facial expressions, visual cues, or any other areas of nonverbal communication in which your group is interested.
2. Once your group selects a phenomenon to study, the group then needs to find two (2) articles that present research on the phenomenon. These articles will help you with the next step, which is to design a method for researching your phenomenon. To assist you, please see the Sample Research Report, the Outline for a Research Report and the List of Communication Research Journals located in the Course Materials Handbook. (Please also see the Research Bibliography available through the Student Section at the website <http://www.hpleblanc.com/>). You may choose to copy a previous study or devise your own.
3. Your group will then perform a study of the communication phenomenon, carefully recording the results of your study.
4. When the research is completed, your group will then compile your research findings and present them to the class.

Example: Your group decides that they want to study the use of personal distance. Your group goes to the library and finds several articles on personal space. One of the articles deals with violations of personal space. The author of the article believes that people do not like their personal space invaded and that people will back up when someone invades their personal space. The researcher tests this assumption by invading people's personal space and seeing how many people back up. The researcher finds that 32 of 40 people approached do back up. Your group decides to replicate this study: the group goes to the Student Union and observes as one of your group members sits too close to 40 different people. After collecting data, your group meets to discuss the results and plan the presentation.

This presentation should include information such as: (a) the phenomenon the experiment was designed to observe, (b) the actions taken by the group to make observations, and (c) the findings of the group. Also, describe the group's reaction to the experiment. Did the exercise teach you anything new about the phenomenon you observed? Provide analysis of the findings, the experimental design, or other relevant factors.

The group oral presentations should follow these guidelines:

1. All group members must participate in the presentation.

2. The presentation may include visual aids and/or handouts to help clarify the research project.
3. The day your group presents, you must turn in a complete copy of each of the articles that you used for the project.
4. The presentation of your group's information should be creative and interesting.
5. The time limit for the presentation is 10 to 12 minutes.

Evaluation of the project will be based on the following criteria:

1. A definition of the communication phenomenon and rationale for the study. (20%)
2. An description of each of the two articles and a statement of hypothesis. (20%)
3. An explanation of the methods of your research project including: (20%)
  - a. An identification of the subjects, variables, and procedures.
  - b. Whether your group's study is an original or a replication.
4. A discussion of the results including: (20%)
  - a. A description of the data.
  - b. The implications of the findings.
  - c. An evaluation of the group's methods.
5. A full copy of the research articles used. (10%)
6. The group's overall presentation of the project including the participation of all members and the creativity of the presentation. (10%)

Each member of the group will receive a grade based on the performance of the group. It is your responsibility as a member of the group to make sure the group completes the project adequately. The purpose of the project includes not only investigating communication phenomena, but also practicing collaboration and teamwork. To better function as a group, consider these suggestions:

1. Pick a leader; often good leaders emerge as persons who are able to delegate responsibilities among the group according to talents and abilities of group members.
2. Determine your goals and objectives. Achieve consensus on the project to be undertaken, i.e. the phenomenon to be observed.
3. Decide on a strategy to accomplish your goals and objectives. Delegate specific tasks to specific members of the group.
4. Choose a time limit or schedule to accomplish tasks, and stick to it.
5. Communicate with each other regularly. One 50 minute class period will be set aside for group work. One 50 minute class period will be devoted to group project presentations. All other project time must be conducted outside of class. Consider using e-mail or the discussion forum available through Semester Book.

Individuals not participating in a group presentation will be required to conduct an observation or experiment and turn in a four-page typed report following the guidelines of the group project and will be assessed in accordance with [Tips for Writing Essays and Research Reports](#).

Consider this project to be a mock trial of group projects in which you will likely have to participate as a member of the working world. You have a goal, a task and a deadline.

## RELATIONSHIP ANALYSIS ESSAY ASSIGNMENT

Objective: To synthesize ideas and key concepts derived from this course within the context of a personal relationship.

Directions: This essay assignment requires reflection and analysis based on personal experience and current research. This essay should be an in-depth look at a particular topic area. The type of relationship used for analysis is not important provided it is significant and of a personal nature. The relationship may be a business relationship, a friendship, a family relationship, or a romantic relationship. However, it is important that the relationship be current and that you keep an accurate record of the communicative events which occur in the relationship you choose to write about. Therefore, you are required to keep a journal, which should be written in daily.

It is important to address at least one major course concept in the essay. For instance, consider self-disclosure, listening, conflict, nonverbal communication, etc., within the context of the relationship chosen. Most concepts that we will discuss in class are interrelated. On the following pages you will find a list of possible paper topics. This list is not exhaustive. Many other issues may exist in personal relationships which you may choose as topics for the assignment. However, you may need to discuss your choices with me before writing the essay.

To this end, you are required to consult a minimum of two credible outside sources (not including the textbook for this class). These sources can be located in books or scientific journals. You **MAY NOT** rely on the world wide web (the internet) for your outside sources. Although the internet may be used for supplemental material, your primary sources must be from printed materials located in the Library. Please see the List of Communication Research Journals located in the Course Materials Handbook. (Please also see the Research Bibliography available through the Student Section at the website <http://www.hpleblanc.com/>). Try to use fairly recent books or journal articles published within the past ten years. Avoid pop psychology that you may encounter in places such as Parade, People Magazine, or the Internet, etc. Do not define terms by citing a dictionary or an online encyclopedia. Focus on the findings of the research. If you have difficulty finding your topic in the library, feel free to ask for tips in locating information. Consider a unique angle to the subject matter. Study the topics from the text and class discussion, as well as the research, and integrate these ideas with original thought and personal experience.

This paper should be written in formal essay style according to the American Psychological Association (APA) style manual. An abbreviated version of the APA manual is available in the Tips for Writing Essays and Research Reports located in the Course Materials Handbook. The essay should be typed (1500 - 2000 words) not including the title and reference pages.

Consider the work as an extension of the self: be as professional as possible. For example, turn in work that one would be proud to use as a basis for future employment.

Evaluation of the paper will be based on these criteria:

1. Treatment of Topic (correct definitions, elaboration of concepts, balance). 30%
2. Citation of Sources (number of sources, lack of sources, correct sources). 10%
3. Mechanics and Delivery (grammar, spelling, neatness, title page). 15%
4. Style (correct use of style manual, clarity of writing style, use of references). 20%
5. Organization (introduction, body--including length, conclusion). 25%

The paper should consist of approximately seventy percent argument based on personal experience and thirty percent research and definitions of the concepts to support or refute your argument. The balance between research and personal experience will be considered under Treatment (1). Evidence for assertions will be assessed under Citation of Sources (2). Mechanics and Delivery (3), Style (4) and Organization (5) will be assessed in accordance with Tips for Writing Essays and Research Reports. A late penalty of 5% will be assessed for each day past the due date. Please also see the Sample Analysis Essay, as well as the handout on organization, Outline for a Research Report, located in the Course Materials Handbook for assistance in the development of your essay.

Suggestions for conducting a relationship analysis:

1. **Be Precise** - Accurately assess events by journaling or making notes about what was said in conversation, discussion or argument. Note circumstances surrounding the event; what brought the discussion to the fore? Pay particular attention to mood, nonverbal cues, and external stressors.
2. **Be Objective** - Consider the context of the relationship including your expectations and the expectations of the other person. Consider your own miscommunication as well as that of your partner.
3. **Be Sincere** - Have a genuine desire to improve your choices of communication strategies for the benefit of your relationship with the other person.

The goal of this paper, as in the class, is to increase your awareness of your own and others communication behaviors. Do not use this assignment to vent your frustrations about a troubled relationship. Be honest!

## LIST OF POSSIBLE PAPER TOPICS

### #1 Culture and Semantics

How does the culture one is raised in determine the meaning of language? Does this affect cross-cultural communication? What about the affect on bigotry? How does one's cultural background affect perception of self and others, and consequently interpersonal communication?

### #2 Self-esteem and Listening

Why is listening important in relationships? What determines effective or ineffective listening? What is the connection between listening and intimacy, or listening and trust? How does listening affect the development of high or low self-esteem in partners? How does self-esteem affect communication patterns between partners?

### #3 Self-concept, Cognitive Complexity and Self-monitoring

How is self-concept developed? Give examples. What is connection between self-concept and self-monitoring, mindfulness, or cognitive complexity? How do these concepts affect interaction and consequently relationships? What are the advantages/disadvantages to being mindful? Does reflected appraisal mean people pleasing? In what other ways might an individual improve his or her communication? Defend your answer.

### #4 Self-disclosure and Interpersonal Trust

How are these two concepts related? Examine the connection between these concepts within a present relationship. How might both the quantity and quality of disclosure be determined by the level of trust in the relationship? How is trust developed?

### #5 Deception and Interpersonal Trust

Should white lies be used in relationships? Why or why not? What effect might deception have on the development of trust? How might deception be justified, if it can be? Give examples of its use and the effects on the relationship.

### #6 Compliance Gaining/Assertiveness

What compliance gaining tactics are used most often in your relationship(s)? What are the advantages/disadvantages to particular tactics? How might victims of abusive relationships use compliance gaining tactics to change the situation? What is Learned Helplessness? What effect does assertiveness have on compliance?

### #7 Psychological Consistency and Interpersonal Persuasion

How can the Consistency Principle be used for interpersonal persuasion? Give examples where this has been used in a particular relationship? How do persons use guilt in relationships? What other forms of communicative manipulation can be used in relationships? What effects might these tactics produce?

### #8 Minimal Responses and Interruptions

How does the existence of minimal responses or interruptions in conversation affect the relationship? What messages do minimal responses or interruptions communicate? Give examples. What is the relationship between minimal responses and disconfirmation?

#9 Nonverbal Communication and Relational Messages

Discuss nonverbal communication and its impact on interpersonal relationships. Give examples of messages sent nonverbally within the context of a particular relationship. How does nonverbal communication carry the relational message? Give examples. It may be helpful to choose only a few types of nonverbal communication.

#10 Convergence and Interpersonal Attraction

How does attractiveness affect trustworthiness and credibility? Why does proximity affect attractiveness? What effect does immediacy have on attraction? How does convergence increase attractiveness? Give examples of convergence in a relationship. What types of characteristics do dyads converge, or not converge? How do members of dyads converge and why?

#11 Social Roles and Male/Female Communication

How do social dictates affect male or female communication patterns? What are the advantages/disadvantages of social dictates on relationships between the sexes, or on personal identity as a member of a gender group? Give examples of social expectations which can contribute to the acceptance of a communication pattern within one's own gender identity.

#12 Knapp's Stages of Relational Development and Dissolution

Consider Knapp's stages within the context of a particular relationship. Note the development of the relationship with examples which describe each stage. This topic works well with romantic dyads.

#13 Relational Dialectics

How are relationships defined by dialectic tensions such as the need for intimacy versus the need for autonomy? How are these dialectic tensions experienced in a particular relationship? How are these tensions demonstrated communicatively?

#14 Conflict in Relationships

What types of conflicts can occur in relationships? Give examples. Is it always necessary or desirable to resolve conflicts? What are effective and ineffective strategies for resolving conflicts used within a particular relationship?

#15 Marital Roles and Relational Types

What are the advantages/disadvantages of traditional versus contemporary roles in marriages? Have traditional roles changed over the past several decades, and if so how? What are the roles for children in the family? How might these roles affect non-marital romantic relationships? How do roles demonstrate power, dominance and submission by relational types: complementary, competitive or accommodative symmetrical, or parallel relationships?

#16 Communication Networks

What type of communication network exists in your family? Who is the gatekeeper? How does this network affect your ability to talk to other individuals in the family? Who talks to whom? What factors play a role in determining family communication patterns, i.e. age, birth order, size of family?

## TIPS FOR WRITING ESSAYS AND RESEARCH REPORTS

This quick reference may be useful for helping writers catch common problems. This quick reference should not supplant a style manual to which writers (including students) should have access. The most common style manuals currently in use by researchers and writers in the fields of Communication, Psychology, Sociology, and Education are:

American Psychological Association. (1991). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.

Gibaldi, Joseph, and Walter S. Achert. MLA Handbook for Writers of Research Papers. 3rd ed. New York: The Modern Language Association of America, 1988.

The APA manual (the first reference above) is by far the most common, and it is the style manual used by journals in the social sciences. The references above are typed in the form appropriate for the manual to which they refer. For example, the reference for the APA manual is typed in APA style, whereas the reference for the MLA manual is typed in MLA style. For purposes of social scientific research, preference should be given to APA style. All of the following examples will be given in APA style, which is required for this course.

### Common Errors:

1. Typographical errors: please proofread your paper. It would serve you well to organize your time in such a way as to give yourself ample time to proofread before the paper due date. If you are using a computer or word processor, this process will go much quicker. However, do not rely on the word processing program's spell checker to do your proofreading. Spell checkers only check spelling, they do not check context or usage (See number two below). Sometimes it may be helpful to read the paper out loud to catch phrases that do not sound correct.
2. Proper usage: be sure to use the proper word within the context. The most common usage problems involve the words: (a) of / have, (b) affect / effect, (c) accept / except, (d) then / than, (e) no / know, and (f) to / too / two, etc. These errors may be considered misspellings.
3. Agreement: be sure that subjects and verbs within sentences agree in number. Plural verbs should be used with plural subjects. Also, be sure that personal pronouns agree in number with their antecedents.
4. Bigoted language: try to avoid the use of terms which might offend your audience. Audience analysis is important to achieve the goal of communicating ideas. The use of sexist, racist, or otherwise bigoted language may offend the audience and sabotage your goal as a communicator.
5. Use of the apostrophe ('): do not use contractions in a formal paper, unless they are used in a direct quote. Apostrophes should only be used in formal papers to signify a possessive, such as Jeff's car, the Jones' yard, etc. (*It's* is a contraction of *it is*. *Its* is the possessive of *it*.)

6. Sentence structure: avoid run-on or fused sentences, comma splices, incomplete sentences or sentence fragments, and otherwise awkward constructions:
- a) A run-on is a construction which contains more than one complete thought, such as several clauses strung together without the proper conjunctive or punctuation.
  - b) A comma-splice occurs when two complete sentences are connected by a comma.
    - with a conjunction (and, but, or, for, nor, so, yet):  
[independent clause], and [independent clause].
    - without a conjunction:  
[independent clause]; [independent clause].
  - c) Incomplete sentences or sentence fragments occur when any one or more of the following components are missing: (A sentence should convey a complete thought.)
    - subject
    - predicate (verb)
    - the idea which the sentence is attempting to convey.
  - d) Awkward constructions occur when the order of components gets in the way of conveying a thought. This occurs most frequently with misplaced modifiers, prepositional phrases, and unclear (vague or ambiguous) references.
7. Tense: use the proper tense, and do not switch tense within a sentence or paragraph unless context demands the switch of tense.
8. Quoting: be sure to quote accurately, and place quotation marks in their proper location in relation to other punctuation. For example, quotation marks should be placed after the period.

Writing Tips:

1. Avoid passive voice: minimize the use of "to be" verbs. Use action verbs.
2. Keep one main idea per paragraph. The paragraph should begin with the thesis statement. Sentences following the thesis statement should modify the thesis. The last sentence should serve as a transition to the next paragraph. This tip implies that paragraphs should contain more than one sentence.
3. Do not use slang, colloquialisms, or clichés in a formal paper (unless in a direct quote).
4. Do not address your reader directly in a formal paper through the use of the second person pronouns *you*, *your*, or *yours*, or indirectly through the use of the first person plural pronouns *we*, *our*, *ours*, or *us*. The author of a paper can never have enough evidence to make claims about all others, including the audience of the paper. (Formal papers are not for giving advice or prescribing behavior.)
5. Use parallel construction within sentences, paragraphs, and the paper as a whole. Do not be afraid to refer back to a statement made earlier in the paper, either directly or indirectly.
6. Do not split infinitives. Modifiers should be placed before or after the "to be" verb form.

Structure of Essays:

Essays such as the Relationship Analysis Essay should follow the basic structure of an argument. This structure requires an introduction in which the thesis of the paper is set forth, a body in which the evidence is presented, and a conclusion in which the argument is summarized. For relationship analysis, the majority of evidence should be from personal experience. This evidence should describe personal attitudes and not make attributions about the other.

1. The introduction should include:
  - a. a setting of context: briefly describe the background information necessary for understanding the thesis statement.
  - b. a statement of the thesis which is to be proved.
  - c. the definition of terms used in the thesis statement.
2. The body should include:
  - a. evidence from research (see below).
  - b. evidence from personal experience.
  - c. a synthesis of the two forms of evidence.
3. The conclusion should include:
  - a. a restatement of the thesis.
  - b. a brief description of the evidence presented in the body.
  - c. a concluding statement affirming the thesis statement given the evidence.

The Use of Evidence in Research:

When writing an essay or research paper, evidence will be required to provide proof for declarative statements, or statements of fact. However, not all evidence may be appropriate or valid. The use of evidence in research papers must follow basic the guidelines of source credibility. Evidence, sources of factual information, must be objective, reproducible, and accepted by experts in the field of inquiry. In general, evidence is considered credible when the source of the evidence is considered trustworthy by a consensus of people. For example, scientific evidence must be presented to the community of scholars within the discipline, or field of study, for discussion and possible refutation. For these reasons, research requires careful consideration of the sources of factual information. There are three basic types of evidence: examples, authority, and statistics. (See the table below for a description of these basic types).

Type	Definition	Characteristics	Test of Validity
Examples	case studies or hypothetical instances	1. difficult to generalize 2. provides strong identification 3. adds good will	Is it a typical case?
Statistics	numerical measure of scope or frequency of occurrence	1. easy to generalize 2. limits identification 3. adds expertise	Is the methodology sound? Is the sampling adequate?
Authority	Expert testimony which interprets and draws conclusions, or witness testimony which provides facts	1. depends on authority's expertise 2. depends on witness's trustworthiness 3. depends upon audience perception of source	Is the expert qualified in this area? Is the witness biased in any way?

For sources of evidence, several questions should be asked when assessing the credibility of the source (Ormondroyd, Engle, & Cosgrave, 1999):

1. Author: Who is the author? What are the author's credentials? Is this author cited in other research within the discipline of study? Is the topic of the research within the author's field of expertise?
2. Date of Publication: When was the article published? Is it timely? Is this the first edition or a later revision?
3. Publisher or Title of Journal: Who is the publisher? Is the article refereed or edited by scholars in the field? Is the research found in a scholarly journal? (See the List of Communication Research Journals in the Course Materials Handbook).
4. Audience: Who is the intended audience of the research?
5. Objectivity: Is the evidence presented valid and reliable? Can the evidence be verified? Is the evidence free of bias?
6. Coverage: Does the research corroborate other sources? Does it add to the body of knowledge in the field of study? Is the source primary or secondary in nature?
7. Structure: Does the article follow a logical structure? (See the Sample Research Report and Outline for a Research Report in the Course Materials Handbook).
8. Evaluation: Is the article reviewed or evaluated by other researchers? What is the consensus of scholarly opinion on the evidence presented in the article?

Research begins with a review of literature on the topic. The search for information on a topic may start with class notes or references in the course textbook. Once a topic has been located in the subject index of a book (such as your textbook), a citation of an outside source may accompany the information on the topic.

#### Use of the Internet for Conducting Research:

Generally, internet sources are not allowed in this class without special permission. The internet, and more specifically the World Wide Web, often provides students and scholars many conveniences previously unavailable for conducting research. The convenience is allowed courtesy of the vast amounts of information and the software, or search engines, available for accessing that information. However, the information available on the internet is not always credible. The lack of credibility of internet sources is attributable to the fact that anyone can post or publish information on the internet. (See discussion above on the credibility of evidence). Therefore, special precautions should be taken when accessing and using internet information.

Credible sources on the internet will provide, minimally, information regarding the author, the date of publication, the publisher, and the URL (internet address). Sources which do not provide this basic information should be avoided.

Once a credible source has been located on the internet, the author and date of the source should be cited in the text following the same guidelines specified for traditional paper sources as demonstrated on the next page. The source must also be listed on the reference page. According to the APA, the form of the reference should be:

Author. (Date of Publication). Title. Location: Publisher. (or Journal, Volume, Page(s) for online journals). Date and URL where article was retrieved.

For example, the article by Ormondroyd, Engle, and Cosgrave which was cited in the section titled *The Use of Evidence in Research* would be:

Ormondroyd, J., Engle, M., & Cosgrave, T. (1998). How to critically analyze information sources. Cornell, NY: Cornell University, Olin Kroch Uris Libraries, Reference Services Division. Retrieved December 12, 1999 from the World Wide Web: <http://www.library.cornell.edu/okuref/research/skill26.htm>

The information regarding how to cite internet sources was taken from:

Electronic reference formats recommended by the American Psychological Association. (1999, November 19). Washington, DC: American Psychological Association. Retrieved December 12, 1999 from the World Wide Web: <http://www.apa.org/journals/webref.html>

#### Specific Tips for Papers in H. Paul LeBlanc's Classes:

1. Do not use any form of folder or other device for holding the paper. Use a staple in the upper, left-hand corner only.
2. Use only 10 or 12 point fonts listed below. The font may measured by point size or characters per inch. Monospaced type such as Courier, or type on a typewriter (Pica or Elite) is measured by characters per inch: 10 cpi is normal. Proportionally spaced type such as Times New Roman (the font on this handout) or Arial (Helvetica) is measured by point size: 12 pt is normal.
3. Use a title page following the guidelines specified on the next page. Graphics (including special fonts for the title) on the title page are not necessary and do not enhance the quality of the paper.
4. Use page numbers. Placement of page numbers should follow the style manual guidelines.
5. Use left justification only. Fully-justified text creates large spaces between words which may make the paper hard to read. Also, avoid large spaces between words: neatness counts.
6. Do not place the first or last line of a paragraph on the bottom or top of the page. The command for controlling this is referred to as widow/orphan control in most word processors.
7. Make use of other materials such as the List of Communication Research Journals and the Sample Analysis Essay located in the Course Materials Handbook to help in writing.

## AUTHOR-DATE CITATION

Insert the last name of the author and year of publication in parentheses in the text.

A study of nonverbal behavior (Burgoon, 1984) . . .

If the author's name appears in the text, insert only the year of publication in parentheses.

Burgoon's (1984) study of nonverbal behavior indicated . . .

Second or later mention of the same work: the year within parentheses may be omitted if there will be no confusion.

In the study of nonverbal behavior, Burgoon . . .

Mention of a work by two authors should always include both names separated by an "&" in parentheses or the word *and* in the text.

In a study on interpersonal conflict, (Fitzpatrick & Winke, 1979) . Fitzpatrick and Winke (1979) studied interpersonal conflict . . .

First mention of a work by three or more authors should include all the authors' last names.

Research on loneliness and social interaction (Wheeler, Reis & Nezlek, 1983) . . .

Later mention of a work by three or more authors may be shortened to the last name of first author, et al. and the year of publication only if there is no confusion

In a study on loneliness, Wheeler et al. (1983) . . .

Include initials of authors with the same last names.

All sources cited in the text must be in the reference list.

Conversely, all sources in the reference list must be cited in the text.

## TITLE PAGE

Center the full title on page in upper and lower case, double spacing if more than one line. Double space and center the author's name in upper and lower case. At the bottom of the page center course name in upper and lower case. Single space and center the instructor's name in upper and lower case. Single space and center the due date.

## PAGINATION

Beginning with the second page, place the author's last name followed by the page number in the upper right corner, one half inch from the top of the page and flush with the right margin.

## REFERENCE PAGE

Begin references on a new page. Type the word References centered on the top line. Double space. Type references, as demonstrated by the samples, unnumbered and alphabetized. The first line is indented five spaces. The following lines are flush with the left margin. Double space within and between references.

## MARGINS

Top, bottom, and side margins are 1 inch. Do not increase or decrease spaces between words to make lines even. Do not hyphenate. Allow lines to be shorter; left justify all text. Indent paragraphs five spaces.

## QUOTATIONS

Quotations of 40 words or fewer are not set off from the text but are placed within double quotation marks. Use single quotation marks for a quotation within a short quotation.

For longer quotations, use a colon after the last word of text, double space, indent five spaces and type in block form without paragraph indentation. Do not use quotation marks. Double space quotation. Use double quotation marks for quotations within long quotations. Avoid excessively long quotations. Attempt to paraphrase. Page numbers are necessary for direct quotes. Give the page number for quotations in the form (Author, Date, p. #).

## GENERAL RULES

Periods and commas are placed within quotation marks. Question marks and exclamation marks not originally in the quotation go outside the quotation marks. Place author-date citation prior to direct quote.

Words omitted (ellipses) are shown by three periods with a space between each and a space before the first period and after the last.

## SPECIAL NOTES:

These instructions are based on the APA manual (4th ed.), with some variation for purposes of student papers not intended for publication. Writers may wish to follow the APA manual more closely than suggested on this style sheet.

## APA REFERENCE SAMPLES

### JOURNAL ARTICLE - ONE AUTHOR

Martin, R. (1992). Relational cognition complexity and relational communication in personal relationships. Communication Monographs, 59, 150-163.

### JOURNAL ARTICLE - TWO AUTHORS

Fitzpatrick, M. A., & Winke, J. (1979). You always hurt the one you love: Strategies and tactics in interpersonal conflict. Communication Quarterly, 27, 3-11.

### JOURNAL ARTICLE - PAGINATED BY ISSUE

Beier, E. G., & Sternberg, D. P. (1977). Subtle cues between newlyweds. Journal of Communication, 27(3), 92-97.

### ARTICLE IN AN EDITED BOOK

LeBlanc, H. P., III. (1998). Plurality and Affirmative Action: The social requirement of diversity. In P. Minarik (Ed.), Illinois Consultation: Focus on Affirmative Action (pp. 49-54). Bellwood, IL: Richards Graphic Communications.

### BOOK - ONE AUTHOR

Pearson, J. C. (1989). Communication in the family: Seeking satisfaction in changing times. New York: Harper and Row.

### BOOK - EDITOR INSTEAD OF AUTHOR

Socha, T. J., & Diggs, R. C. (Eds.). (1999). Communication, race and family: Exploring communication in Black, White, and Biracial families. Mahwah, NJ: Lawrence Erlbaum.

### BOOK - CORPORATE AUTHOR

American Psychological Association. (1991). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.

### BOOK - NO AUTHOR

Psychology and you. (1979). New York: Macmillan.

### GOVERNMENT PUBLICATION

National Institute of Mental Health. (1982). Television and behavior: Ten years of scientific progress and implications for the eighties. (DHHS Publication No. ADM 82-1195). Washington, DC: U.S. Government Printing Office.

### DOCTORAL DISSERTATION

Hill, E. (1990). A semiotic-phenomenological analysis of the self-reflexive messages of adult children of alcoholics. (Doctoral dissertation, Southern Illinois University, 1990). Dissertation Abstracts International, 52, 1571-A. (University Microfilms No. DA9129831)

### MASTER'S THESIS

LeBlanc, H. P., III. (1992). Student perceptions of rules for classroom interaction. Unpublished master's thesis, Louisiana State University, Baton Rouge.

### PAPER PRESENTED AT A MEETING

LeBlanc, H. P., III. (1994, November). Building little communities: Relational communication and early parenthood in two young couples. Paper presented at the annual meeting of the Speech Communication Association, New Orleans, LA.

### UNPUBLISHED MANUSCRIPT

LeBlanc, H. P., III. (1990). Minimal responses. Unpublished manuscript, Louisiana State University, Baton Rouge.

SAMPLE ANALYSIS ESSAY

Title (ex: Sibling Relationships  
and My Life with Leslie)

Student Name (ex: H. Paul LeBlanc III)

Course Name (ex: SPCM 2010 Section 1)  
Course Instructor (ex: Dr. LeBlanc)  
Due Date (ex: November 22, 2000)

Student Last Name and Page Number (ex: LeBlanc 1)

Sibling Relationships  
and My Life with Leslie

In my experience of growing up, my relationships with my siblings were sources of conflict and camaraderie. These relationships are fulfilling now. However, the movement from rivalry to affection occurred as a function of our maturity. According to Gold (1989), siblings decrease anger and resentment toward each other and increase acceptance and approval.<sup>1</sup> In my relationship with my sister Leslie, and my other siblings, acceptance has become very important.

There may be many explanations for the characteristics of sibling relationships. Some of these explanations are apparent in my own experience. I contend that relationships which occur within a larger relational system such as a family can be very complex and idiosyncratic. Relationships between siblings are influenced by other relationships in the family. Closeness and trust has allowed me the opportunity to turn to my siblings, and them to me, in times of need.<sup>2</sup>

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All seven of us siblings have grown to adulthood, and most of us have families of our own. Over the years we have become much closer and turn to each in times of need. Shapiro (1984) found that children confide in siblings during times of stress.<sup>3,4</sup>

Recently I have had an opportunity to confide in my siblings due to a family crisis. In August 1998, my sister Leslie informed the family the discovery that her kidneys were failing due to a disease. Her options were to go on dialysis or receive a transplant. She sent a letter to each of her brothers and sisters requesting that we consider being a live kidney donor. She stated in her letter that making such a request was very difficult for her. But within a few days we determined which of us were potential candidates according to matching blood type.<sup>5</sup>

This discovery was very troubling to several of my siblings. For those who did not have a matching blood type, there was a feeling of frustration being unable to do anything about Leslie's condition. The frustration was multiplied by the fact that our

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mother had died of leukemia only five years before. We had all felt powerless over her illness. For the three of us who were compatible, mixed feelings of urgency to help our sister, concern over her needs, and fear of our own mortality due to the risks of major surgery and the lack of a kidney, overcame us. I decided to offer myself as the first candidate before any of my other siblings had a chance to respond.

At the time of my decision, several factors weighed in my mind. My sister Dianne had three children and was the primary caregiver in her family. My younger brother Jacques had a wife and child and had just started his residency. Melanie was not yet pregnant with our child. However, after learning of Melanie's pregnancy, I rationalized my decision by stating that I could not now decide against donating a kidney to my sister after having told her I would. Besides, I was the older brother, and in good health. Adventure and even death had faced me before. The personal risk was small.

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I started my testing last Spring, but the transplant center where Leslie was a patient decided to postpone the transplant until her kidney malfunctioning had reached a certain level. During the summer, Leslie's husband changed jobs, and their family moved back to Baton Rouge. Leslie changed hospitals, and the new transplant team decided to do the surgery as soon as possible, pending final testing. So, this fall I continued my testing.

Leslie requested that I accompany her to visit the team of transplant surgeons. We met with the team who informed us that there was a possibility that I could be eliminated as a donor up to the last minute. I had passed all the tests thus far, so the idea that I could be eliminated seemed remote. However, three weeks after our meeting with the surgeons, I was informed that I could not be the donor for medical reasons.

I felt very disappointed that I could not help my sister Leslie. My biggest concern, however, was for Leslie and

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her fears upon learning of my disqualification. Melanie and my sister Renee agreed to accompany me when I went to tell Leslie the news. I knew she would be disappointed and upset with the setback. Yet I believed it would be best for me to tell her directly and as soon as possible.

Leslie was visibly shaken by the news, but she reassured me and told me not to feel guilty because the results were out of my control. I felt acceptance in her response to me and believe that the trust we developed over the years as siblings will help us through this crisis.

Many times over the years I have turned to her and confided in her about struggles in my life. Any concerns I may have had over her potential emotional response were overshadowed by the belief that we are close enough to overcome any hurdles. I also believe that by being forthright and quick to respond, I assisted in continuing the development of trust and closeness in our relationship which will keep the lines of communication open between us.<sup>6</sup>

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I believe what keeps the family together now, including sibling relationships, is our desire and our common history of trying to work through the relational issues. However, our family did do things together early in our history which allowed us to build bonds of trust and closeness. These examples from my personal experience illustrate how family relationships, and in particular sibling relationships, may be very complex and idiosyncratic. Rivalries do exist, and the particular characteristics of individuals do impact relationships. But, the peculiar issues of interaction in the face of crisis may have more bearing on the qualities of sibling relationships than any rivalry can impair.<sup>7</sup>

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#### References

- Gold, D. T. (1989). Generational solidarity: Conceptual antecedents and consequences. American Behavioral Scientist, 33, 7.32.
- Shapiro, E. K. (1984). Sibling relationships and family structure. Paper presented at the annual meeting of the American Psychological Association, Toronto.

Notes for Students  
(see Tips for Writing Essays or Research Reports):

1. Citation of source # 1
2. Thesis statement
3. Citation of source # 2
4. End of research section
5. Beginning of personal examples section
6. Analysis of relationship given examples
7. Conclusion

SAMPLE RESEARCH REPORT

Title (ex: Chronemics:  
Persons' Nonverbal Reactions  
as They Relate to the Use of Time)  
Student Name (ex: H. Paul LeBlanc III)

Course Name (ex: SPCM 2010 Section 1)  
Course Instructor (ex: Dr. LeBlanc)  
Due Date (ex: September 13, 2000)

Student Last Name and Page Number (ex: LeBlanc 1)

Chronemics:

Persons' Nonverbal Reactions  
as They Relate to the Use of Time

Introduction

Many functions of everyday life are overlooked or taken for granted. These aspects have enormous effects on how persons deal with each other. However, they are taken for granted because they are habituated, routine behaviors. An example of this is the use of time.

When observing chronemics, **which is the use of time as a form of nonverbal communication<sup>1</sup>**, the observer must decide if the behaviors manifested are linked to an attitude, value or belief. **This study will attempt to demonstrate whether differences exist between males and females in responses associated with time.<sup>2</sup>**

Review of Literature

**According to Stewart (1985), North Americans subscribe to the idea of a linear progression of time.<sup>3</sup> This affects one's**

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view on events. With a linear progression of time, relationships are viewed in terms of cause and effect which gives one the appearance of control over the environment, oneself or others.

This view of time has practical consequences. One's allocation of time, judgment of time duration, and attitudes about the use of time are based on the values grounded in one's view of abstract time. **In a study conducted in 1984, Ahmadi found that persons tend to judge time as longer in duration when waiting in unexpected conditions as compared to waiting in expected conditions.<sup>4</sup>**

Cultural or gender-based differences in the use of time seem to be a function of social roles. Further research on these differences can flesh them out. However, in doing such research, the researcher must begin with the perspective that any measurable differences can be attributed to socialization. Therefore the following hypothesis is proposed:

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**H<sub>1</sub> Significant differences exist between males and females in their nonverbal response to waiting.<sup>5</sup>**

Method

**To test the hypothesis, 36 subjects will be randomly selected for observation of nonverbal cues of discomfort in a waiting situation. Of the 36 subjects, half will be female and half will be male. Subjects' ethnic background will also be noted to control for non-gender based socialization.<sup>6</sup>**

**The particular waiting situation will involve standing in line to make an order for food in a busy fast food restaurant.<sup>7</sup>**

Observed subjects must be standing in line alone (without acquaintances) in order to control for the effects of conversational enjoyment. **The length of time spent waiting will be controlled by limiting observations of dependent variables to 30 second intervals. The dependent variables will include: (a) facial expression, (b) body posture, and (c) body movement.<sup>8</sup>**

Body movement entails adaptors but does

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not include movement up in line. (See Appendix A for coding scheme of dependent variables).

Data will be collected and analyzed using comparison of means for length of wait by gender, and chi-square for facial expression, body posture and body movement.<sup>9</sup>

Results

Overall, the results supported the hypothesis that significant differences occur between males and females in their reactions to temporal stimuli. On average females tend to be less agitated than males during waits. For example, males displayed more facial displays of anger ( $\chi^2 (3, N = 36) = 10.21, p < .05$ ), more tense body posture ( $\chi^2 (1, N = 36) = 7.20, p < .05$ ), and more body movement ( $\chi^2 (1, N = 36) = 7.12, p < .05$ ). Furthermore, females tended to smile more while waiting (See Table 1 below). These differences existed regardless of the fact that females on average ( $M = 1.45 \text{ min.}, SD = 0.19$ ) waited longer than males ( $M = 1.04 \text{ min.}, SD = 0.17$ ) ( $F (1, 35) = 46.52, p < .001$ ).<sup>10</sup>

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Table 1

Frequency of significant nonverbal cues of waiting by gender

Gender	Happiness	Anger	Relaxed posture	Tense posture	Frequent movement	Infrequent movement
Male (18)	0	7	5	13	12	6
Female (18)	6	2	13	5	4	14

Discussion

These results suggest that females in our culture are socialized to be more patient than males. While nonverbal displays such as facial expressions, body posture and body movement are not direct indications of attitude regarding the use of time, such nonverbal displays do point to aroused states which may be indicative of cognitive dissonance associated with the violation of expectations regarding time.<sup>11</sup>

This study had a small sample size and was strictly observational. Further studies might survey attitudes to determine whether socialization plays an important role in gender differences in the use of time.<sup>12</sup>

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References

Ahmadi, K. S. (1984). Effects of social influences and waiting on time judgment. Perceptual and Motor Skills, 59, 771-776.  
Stewart, E. C. (1985). Culture and decision-making. International and Intercultural Communication Annual, 9, 177-211.

**Notes for Students  
(see Outline for a Research Report):**

1. Definition of phenomena
2. Rationale for study
3. Citation of source # 1
4. Citation of source # 2
5. Hypothesis
6. Identification of subjects
7. Description of procedures
8. Identification of variables
9. Description of procedures (cont.)
10. Presentation of results
11. Discussion of findings
12. Evaluation of the study

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Appendix A

Coding scheme for dependent variables

A. Facial Expressions (based on Ekman & Friesen, 1976):

0. No Expression
1. Surprise
2. Disgust
3. Happiness
4. Sadness
5. Anger
6. Fear

B. Body Posture

1. Relaxed
2. Tense

C. Body Movement

1. Frequent (3 or more movements per 30 second interval)
2. Seldom (less than 3 movements per 30 second interval)

## OUTLINE FOR A RESEARCH REPORT

### I. Introduction:

- A. Identification of general area of study
- B. Importance and rationale of the investigation

### II. Review of the Literature

- A. Review of previous research and thinking that is relevant to the question
- B. Reasoning and evidence that leads to the hypothesis
- C. Statement in concise terms of each hypothesis (each one should specify a cause leading to an effect or the nature of the relationship between two or more variables).

Examples:

1. an invasion of personal space leads to negative attitudes toward the intruder
2. as eye contact increases, distance increases
3. given an equal status relationship, increased frequency of touch will lead to more liking

### III. Method:

- A. Identification of subjects (how many, how selected, how assigned to experimental conditions)
- B. Identification of independent and dependent variables in operational terms (for example, what constitutes invasion of personal space, how is eye contact defined and measured, how is liking measured)
- C. Identification of experimental procedures of observational methods (carefully explain what, if anything, was manipulated, how it was manipulated, and how it was observed; the setting should also be described)

### IV. Results:

- A. Report results in tabular form or in a summary
- B. Report any statistical tests used
- C. State whether the results confirm the hypothesis

### V. Conclusion:

- A. Discuss the importance of the findings
  1. implications if the hypothesis is confirmed
  2. explanations if the hypothesis is not confirmed
- B. Evaluate the method you used
- C. Make suggestions for future research

LIST OF COMMUNICATION RESEARCH JOURNALS

<b>Journals</b>	<b>Library Location</b>
Communication Education	PN 4071 S74
Communication Monographs	PN 4077 S6
Communication Quarterly	PN 4071 T6
Communication Reports	P 91 .5 U5 C656
Communication Research	P 91 C56
Communication Research Reports	P 87 C65
Communication Studies (formerly Central States Speech Journal)	PN 4001 C45
Discourse Processes	P 302 D55
Human Communication Research	P 91 .3 H85
Journal of Applied Communication Research	HM 258 J67
Journal of Communication	P 87 J6
Journal of Nonverbal Behavior	BF 353 E55
Quarterly Journal of Speech	PN 4071 Q3
Research on Language and Social Interaction	P 1 P365
Southern (Speech) Communication Journal	PN 4071 S65
Text and Performance Quarterly	PN 4145 L55
Western Journal of (Speech) Communication	PN 4071 W45
<b>Related Journals</b>	
American Sociological Review	HM 1 A75
Child Development	HQ 750 A1 C45
Developmental Psychology	BF 699 D46
Family Relations	HQ 1 F36
Family Process	RC 488 .5 A1 F3
Journal of Adolescence	RJ 503 J68
Journal of Applied Social Psychology	HM 251 J52
Journal of Early Adolescence	HQ 796 J624
Journal of Family Issues	HQ 1 J463
Journal of Marriage and the Family	HQ 1 M28
Journal of Personality and Social Psychology	HM 251 J56
Journal of Social Issues	HN 51 J6
Journal of Social and Personal Relationships	HM 1 J67
Journal of Youth and Adolescence	HQ 796 J625
Research in Sociology of Education and Socialization	LC 189 .8 R47
Small Group Research	HM 133 S647
Social Psychology Quarterly	HM 1 S8
<b>Abstracts (Reference)</b>	
Communication Abstracts	P 87 C59735
Sage Family Studies Abstracts	HQ 546 S23
Psychological Abstracts	BF 1 P65
Sociological Abstracts	HM 1 S67

### SELF-CONCEPT EXERCISE

Objective: To encourage students to begin reflecting on their self-concept as they interpersonally relate.

Directions:

Part 1: Write a one page description of a recent interaction you have experienced outside of class with a friend/acquaintance/family member by identifying the who, what, where, when, and why of the interaction. This description needs to be as detailed as possible.

Part 2: Write a second page describing your concept of self (image) influenced this particular interaction. Try to rank the influences either positively or negatively. Also, identify if the following categories influenced this interaction, and if so, how significantly.

1. Physical attributes (age, height, weight)
2. Emotional attributes (basic temperament)
3. Mental attributes (intellectual characteristics — know how)
4. Roles (functions fulfilled in relation to others)
5. Relationship with others (the stance you take toward others — i.e., accessible and open, closed or withdrawn, neutral and moderate)

Which attribute(s) seemed to dominate the conversation more? To what might you attribute this? What did you learn from doing this exercise? Was there anything new that you discovered?

Report: In a typed report (500 - 750 words), describe your self-analysis based on this interaction.

MIDTERM COURSE/INSTRUCTOR EVALUATION

Objective: To advise the instructor on the strengths and weaknesses of the course or his teaching style, and to suggest possible changes for improvement.

Directions: This evaluation is to be administered by a colleague or the course supervisor. The evaluator will introduce him or herself to the class, announce the objective of the evaluation and break the class into groups of four or five students. The evaluator will then ask the groups to discuss the first question and develop a list of responses. After ten minutes, the evaluator will ask the groups to discuss and respond to the second question, followed by the third question. After each of the groups have had an opportunity to discuss and respond to each of the questions, the evaluator will request a report from each of the groups by question. The evaluator will write the responses on the board, and the class will be given an opportunity to respond to the list on the board. The class will be asked to develop a final list for each of the questions. The evaluator will then write the final lists of responses on the form and will complete the form. The evaluator will announce to the class that these responses will be given to the instructor without identifying the sources of the responses, and the instructor will respond to each suggestion.

1. What are the strengths of the course or instructor?

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2. What are some areas of the course or instructor that need improvement?

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3. What are some specific ways the instructor can improve the course or his teaching style?

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Name of Evaluator: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Course Section Number: \_\_\_\_\_

COURSE FEEDBACK FORM

I have enjoyed discussing areas of interpersonal communication in the course. However, I would like to know what particular areas you liked or did not like. Please answer the following questions. (You may also answer these questions through the Student Section at <http://www.hpleblanc.com/>).

1. What do you remember most about interpersonal communication as discussed in class?
  
2. Please go back and carefully examine the topics listed on the Schedule of Assignments.
  - a) What topics did you find most intriguing and why?
  
  - b) Do you wish more time were spent in a particular area or less time in another?
  
3. What do you think about the course structure: the number or type of exercises, the form of tests, the Group Research Project, the Relationship Analysis Essay, etc.
  
4. What do you think about the online course materials or the Course Materials Handbook?
  
5. What do you think about me as an instructor?
  
6. What suggestions do you have for improvements in the course?
  
7. Are there any other issues relevant to the course that you would like to discuss?

Thank you for your feedback.

H. Paul LeBlanc III, PhD