

GE-D 152 – Interpersonal Communication

Course Materials

Prepared by

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for

Southern Illinois University at Carbondale

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

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

POLICIES

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

Incompletes will be given only in the case of serious illness and only when requested by the Dean of a student's college and cleared by the Course Director.

Plagiarism will not be tolerated. Plagiarism is the use of some one else's work, ideas, quotes, etc. without due credit. The penalty for plagiarism may include failing the assignment, failing the course, or expulsion from the University depending on the severity of the infraction.

Cheating will not be tolerated. The penalty for cheating may include failing the assignment, failing the course, or expulsion from the University depending on the severity of the infraction.

All other University policies will be followed.

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 up to two (2) class periods before points are deducted from the final grade. On the third and subsequent absences, two (2) percentage points will be deducted from the final grade. For example, if your final score is 81, but you missed three class periods, your final grade will be 79. If you are absent, for whatever reasons, and a class exercise occurs during your absence, you are responsible for obtaining and completing assignments by the due date in order to receive full credit. Copies of all assignments will be made available. 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 conditions: (a) **documentation** - I must have written proof of reason, (b) **legitimacy** - the reason for absence must be acceptable, such as a medical emergency, (c) **advance notice** - unless absolutely impossible, students should tell 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. Make-up assignments will receive no more than half credit. Attendance is mandatory at the final exam.

ASSIGNMENTS

Examinations: Examination format will consist of a variety of types of questions: multiple choice, true-false, identification - fill in the blank, short answer, and essay. 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.

Reports: There will be four short written assignments which will be analyses of in-class exercises or out-of-class observations. These reports will require synthesis of the material from class with individual understanding and will be one and a half to two typed double-spaced pages.

Oral Presentations: Students will be required to present the findings of one of the assignments to the class. The presentation will be two to three minutes in length. Furthermore, students will participate in a group assignment which will require group oral presentation.

Group Project: Students will participate in a group observation/research project. This assignment will examine some aspect of daily communication.

Communication Analysis Paper: A formal research/analysis paper is required in the course and will be due prior to final exams. It should be comprehensive and will relate to subject matter covered in the course outline. The instructor will hand out a complete description of the assignment well in advance of its due date. However, it will require a journal of personal experiences. This journal will be started at the beginning of the semester and will contain descriptions of events as they occur in personal relationships.

DIVISION OF ASSIGNMENTS

40% EXAMINATIONS:

- 10% Test One (Chapters 1 - 3)
- 10% Test Two (Chapters 4 - 5)
- 10% Test Three (Chapters 6 - 9)
- 10% Test Four (Chapters 10 - 11)

GRADING SCALE:

91 - 100:	A
81 - 90:	B
71 - 80:	C
61 - 70:	D

25% SHORT ASSIGNMENTS:

- 5% Exercise One. Written Report
- 5% Exercise Two. Oral Report
- 5% Exercise Three. Written Report
- 5% Exercise Four. Written Report
- 5% Exercise Five. Written Report

BELOW 61: F

15% GROUP PROJECT AND PRESENTATION

20% RELATIONSHIP ANALYSIS PAPER

Grades will be calculated on a cumulative scale. You will be given a grade monitoring form to calculate your grades. 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 1000 point scale. For example, if the relationship analysis paper is worth 20% of the final grade, then the total number of points that can be achieved on the paper is 200. Each test is worth 100 points. Therefore, a raw score of 78 on a test is 7.8% of the final grade, or a score of 50 on Report One is 5% of the final grade.

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.

REFERENCES

The following books are used for additional materials in the course.

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

Bettinghouse, E. P., & Cody, M. J. (1987). Persuasive communication. New York: Holt, Rinehart and Winston.

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.

Langer, E. J. (1989). Mindfulness. Reading, MA: Addison-Wesley.

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.

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.

Smith, M. J. (1982). Persuasion and human action: A review and critique of social influence theories. Belmont, CA: Wadsworth.

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 to Course. Foundations for Interpersonal Communication.

- a) Student Information.
- b) Interviews and Introductions.

Week Two: Defining Interpersonal Communication. Interpersonal Processes. Chapters 1 & 2.

- a) Communication Contexts Exercise: Oral Report.

Week Three: Perception of Self and Other. Development of Self-identity. Chapter 3.

- a) Self-concept Exercise: Written Report One.
- b) Test One.

Week Four: Verbal Communication. Language. Chapter 4.

Week Five: Nonverbal Communication. Chapter 5.

- a) Group Project: Observation of Nonverbal Behaviors.
- b) Presentations.

Week Six: Listening and Feedback. Conversation. Chapter 6.

- a) Test Two.
- b) Listening Exercise: Written Report Two.

Week Seven: Interpersonal Persuasion. Attitudes and Values. Beginning Chapters 7 thru 9.

- a) Prioritizing Values Exercise: Written Report Three.

Week Eight: Self-presentation. Assertiveness and Expression of Emotions. Continuing 7 thru 9.

- a) Assertiveness Exercise: Written Report Four.

Week Nine: Communication Climate.

Week Ten: Self-disclosure. Continuing 7 thru 9.

- a) Test Three.

Week Eleven: Interpersonal Conflict and Conflict Management. Chapter 10.

- a) Interpersonal Relations Survey.

Week Twelve: Family Relationships and Family Socialization. Beginning Chapter 11.

- a) Relationship Analysis Paper First Draft.

Week Thirteen: Development of Interpersonal Relationships. Continuing Chapter 11.

Week Fourteen: Continuing Development of Interpersonal Relationships. Continuing Chapter 11.

- a) Relationship Analysis Paper Final Draft.

Week Fifteen: Unresolved issues if time allows.

- a) In-class analysis of a relationship from the film "Parenthood."

Final Exam Week:

- a) Test Four. (Date to be announced).

GRADE MONITORING FORM

Name: _____ SSN: _____

ATTENDANCE AND PARTICIPATION:

Number of Absences (over two): _____ (multiplied by -20) = - _____

Date Absent: (Each absence over two is worth 2 percentage points)

GRADING SCALE:

91 - 100: A
81 - 90: B
71 - 80: C
61 - 70: D
BELOW 61: F

40% EXAMINATIONS:

* Test One: Total: _____ Possible: 100
* Test Two: Total: _____ Possible: 100 Midterm Subtotal: _____
Test Three: Total: _____ Possible: 100
Test Four: Total: _____ Possible: 100 Tests Total: _____

25% SHORT ASSIGNMENTS:

* Oral Report: Total: _____ Possible: 50
* Written Report 1: Total: _____ Possible: 50
* Written Report 2: Total: _____ Possible: 50
Written Report 3: Total: _____ Possible: 50 Midterm Subtotal: _____
Written Report 4: Total: _____ Possible: 50 Reports Total: _____

15% GROUP PROJECT AND PRESENTATION:

* Total: _____ Possible: 150

20% RELATIONSHIP ANALYSIS PAPER:

Total: _____ Possible: 100

* MIDTERM: Total: _____ Possible: 500 Percent: _____ Grade: _____

FINAL GRADE: Total: _____ Possible: 1000 Percent: _____ Grade: _____

STUDENT INFORMATION

On an index card, please supply the following information:

1. Social Security Number
2. Your full name
3. The name you go by (Nickname)
4. Classification (Grade)
5. College or Program (If you are a freshman, list the program to which you are applying)
6. Major
7. Academic Interests
8. Hobbies
9. Have you taken any previous Speech courses? Yes / No
10. Have you taken any previous Psychology courses? Yes / No
11. Have you taken any previous Sociology courses? Yes / No
12. Unique attributes: List three things that describe who you are.
13. Hometown

Also, on the back supply the following information:

14. What is your purpose for taking the course: Is it required?
15. What do you expect of me as an instructor?
16. What grade do you expect to achieve (be reasonable)?

COURSE FEEDBACK

I have enjoyed discussing the characteristics of interpersonal communication in this course. However, I would like to know what particular areas you liked or did not like. Please answer the following questions:

1. What area do you remember most about communication as discussed in class, and why?

2. Please go back and carefully examine the topics listed on the daily syllabus.
 - 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: number of assignments, group project, the paper, form of tests, etc.

4. What do you think about the textbook, or other course materials?

5. What do you think about me as an instructor of communication?

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

GROUP PROJECT

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

1. To begin, your group will select a specific nonverbal communication phenomena 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 handout *Outline for a Research Report*. You may choose to copy a previous study or devise your own.
3. Your group will then perform a study of the communication phenomena, carefully recording the results of your study.
4. When the research is completed, your group will then compose 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 that they want to replicate this study. You decide you will go to the library and have one of your group members sit too close to 40 different people in the library. The rest of the group will observe to see what happens. After you get the results you can compose the class presentation. The presentation should include the following elements:

1. An explanation of your group's nonverbal communication phenomenon.
2. An explanation of each of the two articles that your group chose.
3. An explanation of your research project including:
 - What did you decide to study?
 - How did you plan the study?
 - Is this study a replication or an original?
 - How did you carry out the study?
 - Did you have any problems carrying out the study?
4. A discussion of the results including:
 - What were your results?
 - Did the results surprise you?
 - If you replicated a study, were the results of your study the same?
 - What do you think the results mean?

The group presentations should follow these guidelines:

1. All group members must participate in the presentation.
2. The presentation can include visual aids and/or handouts to help clarify the research project.
3. Be creative in the presentation of your group's information.
4. The day your group presents, you must turn in a complete copy of each of the articles that you used for the project.
5. The time limit for the presentation is 10 to 15 minutes.

This presentation should include information such as: (a) the phenomena the experiment was designed to observe, (b) the actions taken by the group to make observations, (c) your responsibility to the group, (d) the findings of the group, and (e) your findings which may be different from the group. Also, describe your reaction to the experiment. Did the exercise teach you anything new about the phenomeron you observed? Provide analysis of the findings, the experimental design, or other relevant factors.

COMMUNICATION ANALYSIS PAPER

This essay assignment requires reflection and analysis based on personal experience and current research. The purpose is to try to synthesize some of the ideas and key concepts derived from this course within the context of a personal relationship. This essay should be an in-depth look at a particular topic area. The type of relationship is not important provided it is of a personal nature; the type of relationship used for analysis could include a business relationship, a friendship, a family relationship, or a romantic relationship. However, it is important 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 a minimum of two major concepts in the paper. For instance, consider self-disclosure, self-monitoring, cognitive complexity, language meanings, conversational rules, nonverbal communication, etc., within the context of the relationship chosen. Most concepts that we will discuss in class are inter-related. 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 can choose as topics for the paper. However, you may need to discuss your choices with me before writing the paper.

To this end, you are required to consult a minimum of two outside sources (not including the textbook for this class). These sources can be located in books or scientific journals, although journals tend to be written toward researchers and contain technical jargon that can be difficult to understand. Try to use fairly recent books published within the past five years. Avoid pop psychology that you may encounter in places such as Parade or People Magazine, etc. Do not define terms by citing a dictionary. 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. Consider 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 style according to a style manual, i.e. APA, MLA, or Turabian. (You may use your grammar text.) It does not matter which style manual used as long as you are consistent. Consider the work as an extension of the self. For example, turn in work that one could use as a basis for future employment: be as professional as possible. Paper should be a full five to six double-spaced, typed pages not including the title page and the reference page. Evaluation of the paper will be based on these criteria:

- I. Treatment of Topic (correct definitions, elaboration of concepts, balance). 35%
- II. Citation of Sources (number of sources, lack of sources, correct sources). 10%
- III. Mechanics and Delivery (grammar, spelling, neatness, title page). 10%
- IV. Style (correct use of style manual, clarity of writing style, use of references). 20%
- V. Organization (introduction, body, conclusion). 25%

The paper should consist of approximately thirty percent research and definitions of the concepts and seventy percent argument based on personal experience, to support or refute those definitions. The balance between research and personal experience will be considered under treatment (I). Evidence for assertions will be assessed under (II). Mechanics and delivery (III), style (IV) and organization (V) will be assessed in accordance with the handout: Tips for Writing Research Papers and Essays. A late penalty of 5% will be assessed for each day past the due date.

OUTLINE FOR A RESEARCH REPORT

I. Introduction and rationale:

- A. Identification of general area of study
- B. Importance of the investigation
- C. Review of previous research and thinking that is relevant to the question
- D. Reasoning and evidence that leads to the hypothesis
- E. 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

II. 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)

III. 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

IV. Discussion:

- 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

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

How does high or low self-esteem impact relationships? How does it affect communication patterns or relational patterns between partners?

#3 Self-concept

How is self-concept developed? Give examples. What is connection between self-concept and self-monitoring, mindfulness, or cognitive complexity?

#4 Cognitive Complexity, Mindfulness, Self-monitoring

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.

#5 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?

#6 Interpersonal Deception

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.

#7 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?

#8 Psychological Consistency

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?

#9 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?

#10 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?

#11 Nonverbal Communication

Discuss nonverbal communication and its impact on interpersonal relationships. Give examples of messages sent nonverbally within the context of a particular relationship. How does the Family of Origin affect the nonverbal communication patterns of a partner in a relationship? It may be helpful to choose only a few types of nonverbal communication.

#12 Convergence/Speech Accommodation Theory

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?

#13 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.

#14 Interpersonal Attraction

How does attractiveness affect trustworthiness and credibility? Why does proximity affect attractiveness? What effect does immediacy have on attraction? Are there different types or levels of attractiveness? Are these socially determined? Give examples.

#15 Social Exchange/Social Penetration

Consider the development of a particular relationship using Social Exchange or Social Penetration models. Compare/contrast the two models.

#16 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.

#17 Relational Dialectics

How are relationships defined by dialectic tensions? How are these dialectic tensions experienced in a particular relationship? How are these tensions demonstrated communicatively?

#18 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?

#19 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?

#20 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 RESEARCH PAPERS OR ESSAYS

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. However, MLA style may be used for formal papers.

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 or colloquialisms 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.

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 a 10 or 12 point font only. The font may be 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 is measured by point size: 12 pt is normal.
3. Use a title page following APA guidelines for formal papers. 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.
7. Make use of other materials such as the List of Communication Research Journals and the Outline for a Research Report to help in writing. (See me for these materials if you need them.)

Structure of Essays:

Essays such as the Communication Analysis paper 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 communication 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.
 - 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 for or against the thesis statement given the evidence.

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 (WheelerReis & 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. Double space and 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 title page, place a one or two word header 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

Heath, C. (1989). Talk and reciprocity: Sequential organization in speech and body movement. In J. M. Atkinson & J. Heritage (Eds.), Structures of social action: Studies in conversation analysis (pp. 247-265). Cambridge, UK: Cambridge University.

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

Cody, M. J., & McLaughlin, M. L. (Eds.). (1990). The psychology of tactical communication. Clevedon, England: Multilingual Matters.

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.

LIST OF COMMUNICATION RESEARCH JOURNALS

Journal	Library Floor
Central States Speech Journal	2
Communication Education	4
communication monographs	2
Communication Quarterly	2
Communication Reports	2
Communication Research	3
Communication Research Reports	N/A
Communication Studies	2
Critical Studies in Mass Communication	2
Discourse Processes	2
European Journal of Communication	
Human Communication Research	2
Journal of Applied Communication Research	3
Journal of Communication	4
Journal of Nonverbal Behavior	4
Quarterly Journal of Speech	2
Research on Language and Social Interaction	2
Southern (Speech) Communication Journal	2
Text and Performance Quarterly	2
Western Journal of (Speech) Communication	2
Women's Studies in Communication	2
Related Journals:	
American Sociological Review	3
Child Development	
Developmental Psychology	
Discourse & Society	
Family Relations	
Family Process	
Journal of Adolescence	3
Journal of Adolescent Research	4
Journal of Applied Social Psychology	
Journal of Broadcasting	2
Journal of Consumer Research	3
Journal of Early Adolescence	4
Journal of Family Issues	3
Journal of Family Studies	
Journal of Language and Social Psychology	2
Journal of Marriage and the Family	3
Journal of Personality and Social Psychology	
Journal of Social Issues	3

Journal	Library Floor
Journal of Social and Personal Relationships	3
Journal of Youth and Adolescence	4
Journalism Quarterly	2
Language in Society	2
Management Communication Quarterly	N/A
Research in Sociology of Education and Socialization	4
Small Group Research	
Social Psychology Quarterly	3

Abstracts:

Communication Abstracts	2
Sage Family Studies Abstracts	3
Psychological Abstracts	4
Sociological Abstracts	3
Education Abstracts	4

COMMUNICATION CONTEXTS EXERCISE

Objective: To demonstrate how the environment influences the type of interpersonal communication which exists between persons in a relationship, and to demonstrate how individuals may influence the creation of interpersonal contexts.

Directions: Choose a hypothetical situation from the following:

- A) having a "social drink" with a friend in a bar/restaurant
- B) studying in the library with a classmate
- C) communicating with an instructor after 5pm
- D) giving directions to an international student
- E) taking a walk with a close friend

Based on the variables below, the decide whether each variable affects the communication process and if so, how? What variables are more significant based on the situation?

time of day	weather	touch
noise or distractions	smells	location
how you met	what you talked about	furniture
other people present	what you wore	whether you like each other

What context does the situation you chose demonstrate?

- Social
- Psychological
- Temporal
- Physical
- Cultural

To what degree are we different people in different contexts? To what degree are we able to choose a context? Which contexts are more easy to establish? What are some example of situations in which we choose or "set" the context?

Oral Report: Prepare a 2-3 minute oral report of your analysis. Discuss your answers to the above questions.

SELF-CONCEPT EXERCISE

Objective: To encourage students to begin thinking of themselves 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 the concept of self 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.

- a. physical attributes (age, height, weight)
- b. emotional attributes (basic temperament)
- c. mental attributes (intellectual characteristics--know how)
- d. roles (functions fulfilled in relation to others)
- e. 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? What might you attribute this to? What did you learn from doing this exercise? Was there anything new that you discovered?

LISTENING EXERCISE

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

Directions: In dyads: Partner One (P1) will read a story. Partner Two (P2) will repeat back verbatim (exactly word-for-word) the story read 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 reading his or her story, then partners will change roles.

Report: In a 1.5 to 2 page typed report, describe your reaction to the above exercise. Some questions you may answer include: Was my partner effective, was my partner able to repeat my story verbatim, how effective was I? You may also want to consider how comfortable you were with the exercise. Do people normally talk and listen like this? Does this exercise accurately reflect the type of listening people do? What effect might parroting have on a relationship? How do stories get mistold? What effect might accurate listening have on relationships? Is it possible to get the meaning of the message without knowing the words spoken?

PRIORITIZING VALUES EXERCISE

Objective: To demonstrate how values are prioritized differently by individuals according to degree of importance.

Directions: Read the following to the class: An announcement has just come over the radio as you are having guests over. The announcement states that World War III has just begun and hundreds of nuclear warheads are due to arrive within thirty minutes. It is certain annihilation. You own a bomb shelter which can hold a total of five people (including yourself) and enough supplies for six weeks. At your house are a total of nine people including yourself. The other eight people are:

1. A male Scientist, a specialist in nuclear physics, but a jerk
2. A woman who is six and one-half months pregnant
3. An middle-aged (50) female Mayor of a small town who is a very effective leader
4. A Lineman for a professional football team who is very strong
5. A very attractive female with diabetes and six weeks supply of insulin.
6. A Roman Catholic priest
7. A female Radiologist (doctor) (wife of number eight)*
8. A male professor of speech (husband of number seven)*

* The husband and wife will not go separately.

EACH PERSON in the group represents the bomb shelter owner. Therefore, each person must come up with his/her decision, discuss it with the group, and attempt to achieve a group consensus on who should stay and who should go. Keep in mind the reasons given by the group for those who were chosen and those who were not chosen.

When all groups are finished coming to consensus, the instructor will list on the chalkboard the choices for each group. After the group choices are listed on the board, look for patterns (different groups listing the same choices) and determine through class discussion if similar reasons were cited for similar choices. Then determine if there were any major differences between groups. Ask students to describe the degree of consensus which occurred among group members. Were there any difficulties within groups?

Report: In a 1.5 to 2 page typed report, describe your reactions to the Prioritizing Values exercise. Was it easy to make the decision about who dies and who lives? If it was easy to choose, why? If it was not easy, why? How was group pressure utilized to decide a certain way? Did certain members of the group pressure others to comply with their choices? Is persuasion a conscious manipulation of the listener? Are people resentful because they feel powerless in a manipulative situation?

Consider how values are prioritized: Life/property/personal liberty/safety/victims rights/etc. How might this value priority affect other issues? How might this exercise show how values and attitudes affect communication in relationships? If two people in a relationship have dissimilar values, do you think it would be likely that they would avoid talking about the differences?

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 non-assertive behavior.

Directions: Assign students into groups of two. In dyads, partners will role play conflictual scenes for the class. The class will generate a list of scenes to role play. A scene from the list will be assigned randomly to each dyad. The class will be given five minutes to mentally rehearse the scene. The class will then evaluate the scene to determine if the role-players used assertive, non-assertive, 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 1.5 to 2 page typed report, 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.

INTERPERSONAL RELATIONS SURVEY

Objective: This survey, which is based upon a managerial effectiveness survey developed by Jay Hall, is designed to assess your understanding of and behavior in your interpersonal relationships. 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 matter's
 - 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 SHEET

Comments:

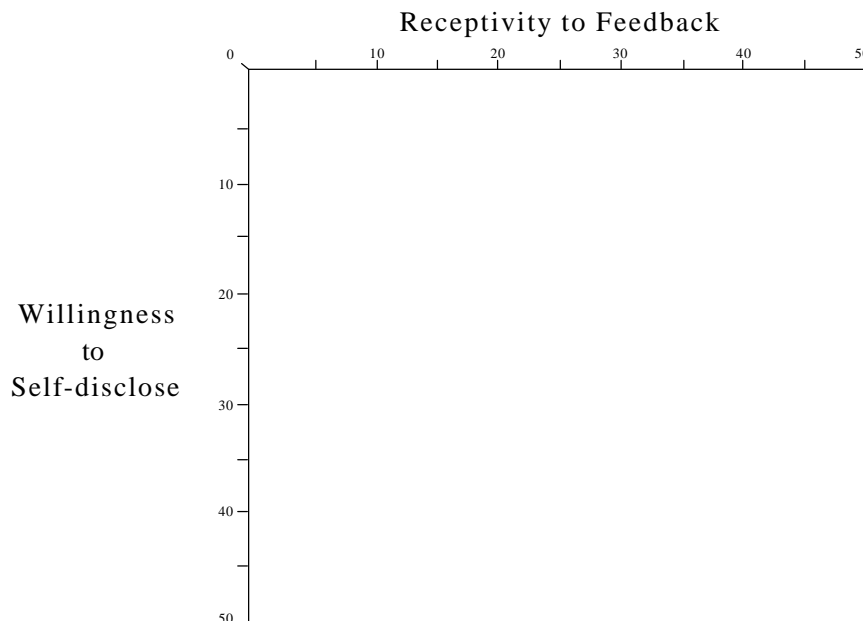
- | | | |
|-----|----------|----------|
| 1. | A. _____ | B. _____ |
| 2. | A. _____ | B. _____ |
| 3. | A. _____ | B. _____ |
| 4. | A. _____ | B. _____ |
| 5. | A. _____ | B. _____ |
| 6. | A. _____ | B. _____ |
| 7. | A. _____ | B. _____ |
| 8. | A. _____ | B. _____ |
| 9. | A. _____ | B. _____ |
| 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

ANSWER KEY

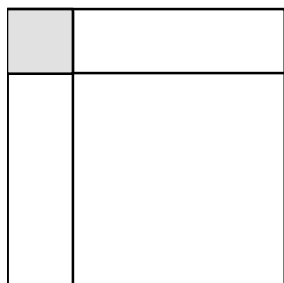
In the Interpersonal Relations Survey there are ten questions which deal with your receptivity to feedback and ten questions which are concerned with your willingness to self-disclose, be very open, or give feedback. Transfer your scores to this Survey Answer Key. Add the scores in the "receptivity to 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	



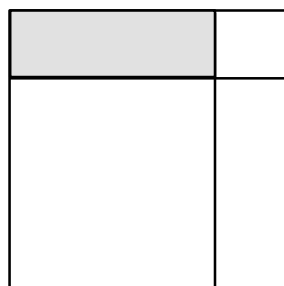
INTERPERSONAL RELATIONS SURVEY

How to interpret your JOHARI window:



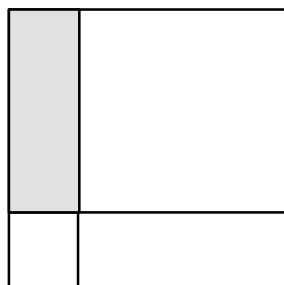
Neither feedback receptive nor responsive

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



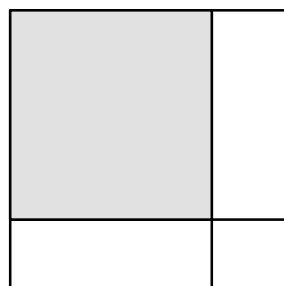
Solicits feedback but rarely responds to it

- * 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.

TEST ONE REVIEW

Terms to define

Interpersonal Communication:

Items from the model of interpersonal communication:

- encoding
- decoding
- feedback
- noise

Six Characteristics of Communication

Twelve Principles of Communication

Perception

Cognitive schema

Cognitive differentiation

Cognitive complexity

Cognitive simplicity

Cognitive conservatism

Mindfulness

Memory: Short-term

Long-term

Forgetfulness: Decay

Interference

Mental economy: Closure

Familiarity

Expectations

Labeling and Stereotyping

Empathy

Sympathy

Self-concept

Psychological centrality

Self-awareness

Self-monitoring

Reflected appraisal

TEST TWO REVIEW

Terms to define

syntax and semantics

language style

lexical intensity

lexical diversity

convergence (Speech Accommodation theory)

language distortion:

ambiguity

vagueness

leveling

sharpening

assimilation

tag questions

qualifying terms

nonverbal communication

functions of nonverbal communication:

repetition

substitution

complementation

accentuation

regulation

contradiction

types of nonverbal communication:

paralanguage (vocalics):

distinguish vocal lip control from glottis control

pitch range

articulation

rhythm control

resonance

kinesics:

know what the five functions of kinesics are

facial expressions

oculesics

proxemics

territoriality (primary, secondary, public)

haptics:

know what the five functions of haptics are

olfactics

artifacts

chronemics

environment

TEST THREE REVIEW

Terms to define

The process of Listening:

Hearing
Attending: motivation and incentive
Understanding
Remembering

Forecasting

Selective attention

Selective retention

Foregrounding

Conversational episode

Minimal responses

Types of interruptions

Values

Attitudes

Cognitive Consistency:

Psychological homeostasis
Cognitive dissonance

Heider's Balance Theory

Cognitive Dissonance Theory

Personality factors of Interpersonal Persuasion:

Argumentativeness & Verbal aggressiveness
Machiavellianism

Accounts

Compliments

Insults

Facilitative & Debilitative emotions

Coping strategies: Probably a good essay question.

Assertiveness

Aggressiveness

Nonassertiveness

Communication climate

Confirmation/disconfirmation

Communication spirals

Rationalization

Self-disclosure

Deception (types)

Phases of conflict

Conflict management strategies (Assertiveness & Cooperation)

Bargaining

Symptoms of dysfunctional conflict

TEST FOUR REVIEW

Terms to define

Communication networks:

Chain
"Y"
Wheel
All-channel
Gatekeeper
Kinkeeper

Role

Status

Power

Marital types: Traditional
Contemporary

Cohesion

Adaptability

Marital resources: Space
Time
Energy
Money

Relationship filters

Social Exchange: Comparison level
Comparison level of alternatives

Rewards: Extrinsic
Instrumental
Intrinsic

Social Penetration:
Breadth
Depth

Stages of relational development and dissolution (M. L.Knapp)

Relational rules

Uncertainty reduction

Secret tests

Relational maintenance strategies

Relational termination strategies

Trust: Predictability
Dependability
Faith

Dominance/Submission

Hostility/Affection