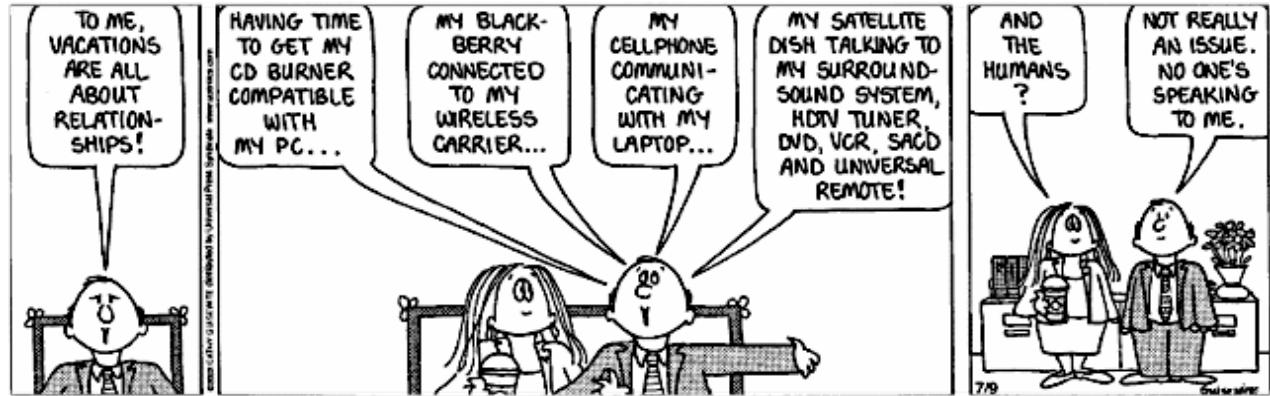




# CMM-300 INTERPERSONAL



From <http://media.photobucket.com/image/interpersonal%20communication%20joke/dailycomicsreview/2009/daily%20reviews/July/7-9/Cathy355g.gif>

“...a relationship’ is in part a socially constructed idea, not a natural phenomenon, and is one subject to different representations both across time and in different observers as a function of the rhetorical situation” (Steve Duck, 1994, *Meaningful Relationships: Talking Sense And Relating*)

## FALL SEMESTER - 2014

Daniel Chornet Roses, Ph.D.  
Department of Communication

Email: [dchornet@slu.edu](mailto:dchornet@slu.edu)

Office: C/ de las Amapolas, 3  
3rd Floor - Office #9

Telephone: 91-554 5858 ext. 236

Class meets: T & TH from 2:30 to 3:45 in PRH 10

Office Hours: M & W from 1:30 to 3:30 p.m. T & Th  
1:30 to 2:30 or by appointment

Course credit: 3.0 Hours

Prerequisite: CMM-200

## COURSE DESCRIPTION

This course emphasizes IP communication theory, research, and practice in a variety of contexts. The course will start with a quick review of your understanding of verbal and nonverbal communication and then we will move on to studying relational communication. How we present ourselves and how we perceive others will be the starting point before focusing on communication and relationships. An important premise upon which relational communication is based is that relationships are constructed, maintained, and terminated through communication. This course provides you with an opportunity to develop a theoretical and practical understanding of IP communication processes and the role they play in our everyday interactions.

## COURSE GOALS

Interpersonal communication is not only a skill that we can all develop and improve, but it is also a general label to refer to the many types of communication that occur in different contexts and situations among persons: Communication between romantic partners, communication among family members, communication among workmates, communication in conflict situations and so on so forth.

<b>STUDENT LEARNING OUTCOMES</b>	
Succeeding in this course means that you are not only able to perform the following skills, BUT that you are aware of them:	
<b>SKILLS</b>	<b>ASSESSMENT</b>
⊕ Understand the complexity of interpersonal communication.	Exam, Quiz, Class Discussion.
⊕ Understand and apply the different concepts of communication and of interpersonal relationships in their everyday lives.	Exam, Quiz, Class Discussion, Group Presentation.
⊕ Understand interpersonal communication theories, concepts, and ideas.	Exam, Quiz, Class Discussion.
⊕ Develop analytic sensitivity in interpersonal communication contexts and situations.	Final Research Paper, Reaction Papers, Exams, Quizzes.
⊕ Apply interpersonal communication theories, concepts and ideas to everyday life situations.	Final Research Paper, Reaction Papers, Exams, Quizzes.
⊕ Evaluate existing research in interpersonal communication identifying strengths and weaknesses.	Reaction Papers, Final Research Paper
⊕ Generate knowledge claims about interpersonal communication situations based on acquired knowledge	Final Research Paper
⊕ Understand and explain how communication both shapes and reflects relational life.	Exam, Quiz, Class Discussion.
⊕ Develop and hone in your interpersonal communication skills in everyday life.	Class Discussion
⊕ Understand and synthesize relevant peer-reviewed, and academic intercultural communication sources.	Reaction Papers, Final Research Paper
⊕ Understand the relationship between power and communication in the creation of privilege.	Exam, Quiz, Class Discussion.
⊕ To demonstrate critical sensitivity, awareness, and empathy toward co-cultural groups.	Class Discussion, Role plays, Reaction Papers, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom),
⊕ Manage everyday interpersonal interactions effectively in order to maximize mutual understanding and develop positive relationships.	Class Discussion, Role Plays, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom),

## **COURSE DYNAMICS**

Overall, the structure of the course will include, **lecturing, discussions, and activities**. How effectively the class unfolds highly depends on your **attitude, work** and, **discipline**. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to **think, discuss, apply, exemplify, theorize, critique, and evaluate** the materials you have read. This course requires that you are an **active learner** inside and outside the class. In the end, being active in class will result in achieving the **skills** outlined above and in an **enjoyable experience**. Let me know how I can help you meet these requirements in order to learn and succeed in CMM-300.

## REQUIRED MATERIALS

**Reading Packet** available online (<http://cmm300interpersonalcmm.pbworks.com>) you'll receive an invitation from me in order to create your own password and access this website. If you have used this website with me in other courses, once you receive the invitation, you can use the same password you used in the past.

### USEFUL BOOKS FOR THIS COURSE AT THE SLU MADRID CAMPUS LIBRARY

- Braithwaite, D. O., & Baxter, L. (Eds.). (2006). *Engaging theories in family communication: Multiple perspectives*. Thousand Oaks, CA: SAGE Publications Inc.
- Baxter, L. A & Braithwaite, D. O. (2008). *Engaging theories in interpersonal communication: Multiple perspectives*. Thousand Oaks, CA: SAGE Publications Inc.
- Canary, D. J., & Dainton, M. (Eds.). (2003). *Maintaining relationships through communication* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Fitch, K., & Sanders, R. (2005). *Handbook of language and social interaction*. Mahwah: Lawrence Erlbaum Associates.
- Gudykunst, W., & Ting-Toomey, S. (Eds.). (1996). *Communication in personal relationships across cultures*. Thousand Oaks, CA: Sage Publications.
- Miller, K. (2005). *Communication Theories: Perspectives, processes and contexts*. New York: McGraw-Hill.
- Monaghan, L., & Goodman, J. (2007). *A cultural approach to interpersonal communication: the essential readings*. Malden: Blackwell Publishing Ltd.
- Spitzberg, B. H., & Cupach, W. R. (Eds.). (2007). *The dark side of interpersonal communication*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

## COURSE ASSIGNMENTS

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
Exam 1 (Midterm)	100	20%	
Exam 2 (Final)	100	20%	
Final Research Paper	100	20%	
Group Presentation	75	15%	
Reaction Papers (2 @ 15 pts)	30	6%	( ) ( )
Quizzes (2 @ 20 pts)	40	6%	( ) ( )
Participation	50	10%	
<b>Total Score</b>	495	100%	

## DESCRIPTION OF ASSIGNMENTS

**Quizzes:** Quizzes will be short (5 to 6 questions) and their focus will be to make sure that you understand the readings and you are able to establish connections among them, and also to provide examples that illustrate the different concepts and theories.

**Exams:** They require that you understand the materials and be able to make connections among topics, readings, theories and other concepts.

**Group Presentation:** This activity consists in presenting a journal article or book chapter in small groups (ideally in pairs).

**Participation:** see below


**Format for written assignments:** All assignments must be typed. They must be double spaced with one-inch margins and typed in Times New Roman 12 point font (These are the most basic APA formatting instructions).

**Reaction Papers:** These are three-page assignments in which you will respond (critique, praise, further theorize, illustrate with examples...) to a reading assigned. This assignment implicates that you will do a careful reading of text and you will delve into it afterwards. You are required to cite other sources in these reaction papers.

**Final Research Paper:** Instructions will be provided in class.

**Further instructions for each assignment will be provided in class.**

## FORMAT FOR REACTION PAPERS

 The document should include the assignment number, your name, and a title for the assignment. All of it written in the first two lines of the first page. Your written assignment needs to be grammatically sound and proofread. All assignments need to be typed and printed. I will not accept handwritten documents under any circumstances.

**Name, Date & Title of the Assignment**

**Margins:** 1 inch (top, bottom, left and right)

**Font:** Times New Roman, 12p font

**Line spacing:** The whole document needs to be double spaced

**Length:** 3 pages maximum unless specified differently. Choose the information you are going to include so that it responds to the requirements of the assignment. Synthesize the information so that you are able to include everything you consider.

## HOW TO SUBMIT YOUR ASSIGNMENTS

*See document attached to the syllabus*

### ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES

**ATTENDANCE:** Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 20 minutes late or longer will count as an absence. If you are unable to attend class, **it is your responsibility** to find out what assignments, handouts, activities, or instruction you missed (all supplementary readings are available in the WiKi workspace online. The schedule below contains a description of what will happen each in each class. Ask me and/or your classmates to make sure you do not miss anything).

**ABSENCES:** Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. I will use my discretion to excuse medical or other situations.

**ABSENCES & PENALTIES:** You are allowed only 2 unexcused absences. **More than 2 unexcused absences** will significantly **lower your grade** (minus 5 points per unexcused absence after the second). **Missing 5 or more classes will be grounds to earn a failing grade.**

**ABSENCES & ASSIGNMENT SUBMISSIONS:** If you're sick and can't come to class the day an assignment is due, DO SUBMIT IT FOLLOWING THE INSTRUCTIONS ATTACHED TO THE SYLLABUS. You are more credible if you miss class and send the assignment due than if you don't send the assignment. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

**LATE WORK:** You will lose **10% of your score**—per day—in any graded assignment submitted late **without an official excuse**. Submitting an assignment on time means to turn it in class. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out a solution.

**IN-CLASS PARTICIPATION** entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described above.

**In-class Participation Grade:** This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

**How will you earn your in-class participation grade?**

- ⊕ An “A” in participation means that you almost always participate in class (as described above).
- ⊕ A “B” in participation means that you frequently participate in class (as described above).

- ⊕ **A “C” in participation** means that you sometimes participate in class (as described above).
- ⊕ **A “D” in participation** means that you seldom participate in class (as described above).
- ⊕ **An “F” in participation** means that you rarely participate in class (as described above) and/or that you disrespect your peers.

**CAVEAT:** *Missing classes and lateness will lower your participation grade.*

## MISCELLANEOUS POLICIES

**CLASSROOM BEHAVIOR:** The use of cell phones and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Yes, that includes your Blackberry and its instant messaging system ;-). Please, turn them off at the beginning of class or set them in FLIGHT mode. Laptops ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course (taking notes, consulting electronic materials for discussion in class etc.)

**Students using laptops for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use laptops in the classroom.**

**POLICY ON STUDENT--INSTRUCTOR COMMUNICATION:** If you need to contact me outside the classroom, use the email address listed in this syllabus or post a comment in the WiKi workspace created for this course. I will reply to the email you send me within 24 to 48 hours (it usually takes much less than that!)

**POLICY ON COMMUNICATION THROUGH THE WIKI WORKSPACE:** I will use the WiKi workspace to communicate with you. Whenever I post a comment or make a change to the Wiki workspace, you will receive notification of it. Consequently, the email address you give me in class has to be one that you use on a daily basis. It is your responsibility to make sure that you have set up the “Preferences” in the WiKi workspace so that you “receive notification right away when the workspace has changed.” When you sign up after you receive my invitation, you will have a chance to set up this option. If you don’t know how to do this, please talk to me and I’ll help you figure it out.

## COLLECTION OF ASSIGNMENTS FOR ASSESSMENT PURPOSES

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. **Thus, copies of your work for this course, including exams, quizzes, application papers, class discussions (video taped), oral presentations (video taped), final projects may be kept on file for institutional research, assessment and accreditation purposes.** If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

## GRADE DESCRIPTION

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum



requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

GRADE PERCENTAGES	
94-100% ⇨⇨⇨ <b>A</b>	77-79% ⇨⇨⇨ <b>C+</b>
90-93% ⇨⇨⇨ <b>A-</b>	74-76% ⇨⇨⇨ <b>C</b>
87-89% ⇨⇨⇨ <b>B+</b>	70-73% ⇨⇨⇨ <b>C-</b>
84-86% ⇨⇨⇨ <b>B</b>	61-69% ⇨⇨⇨ <b>D</b>
80-83% ⇨⇨⇨ <b>B-</b>	60% and below ⇨⇨⇨ <b>F</b>

## ACADEMIC INTEGRITY GUIDELINES

The following is a statement of minimum standards for student academic integrity at Saint Louis University.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, colluding with another student or students to engage in an act of academic dishonesty; and making unauthorized use of technological devices in the completion of assignments or exams.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

## SPECIAL ACCOMMODATION STATEMENT

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to [http://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu), or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.




## TENTATIVE SCHEDULE


**RP:** Reading Packet

Week	Day	Class Description	Reading for the Day	Assignments
<b>PART 1: FOUNDATIONS OF INTERPERSONAL COMMUNICATION</b>				
Week 1	T-Sept-02	Introduction to CMM 300 Class Presentations (looking ahead)		
	TH-Sept-04	<b>Foundational Concepts, Principles &amp; Guidelines of IPC:</b> -IP Imperatives. -IPC Principles. -IPC Competence Guidelines	<b>RP: READ</b> Wood (2010) Chapter 1- <i>A First Look at Interpersonal Communication</i>	
Week 2	T-Sept-09	<b>Verbal Communication: Interaction Structures</b> -Conversational structures. -Discursive Structures -Structures across cultures	<b>RP: READ</b> Tracy (2013) <i>Interaction structures.</i>	
	TH-Sept-11	<b>Nonverbal Communication: Beyond words.</b> - Paralinguistics. -Features of voice. -The sound of dialects/accents.	<b>RP: READ</b> Tracy (2013) <i>The sound (and sight) of talk.</i>	
<b>PART 2: IDENTITY &amp; COMMUNICATION</b>				
Week 3	M-Sept-15	<i>Last day to drop a class without a grade of W and/or to add a class</i>		
	T-Sept-16	<b>Expanding our Knowledge of the Self in Discourse:</b> -The logic of Conversation. -Interactional Meanings. -Discursive Practices	<b>RP: READ</b> Tracy (2013) <i>Ch. 1: Talk and Identity</i> (from p. 3 to 13)	

	TH-Sept-18	<b>Expanding our Knowledge of the Self in Discourse:</b> -The logic of Conversation. -Interactional Meanings. -Discursive Practices	<b>RP: READ</b> Tracy (2013) <i>Ch. 1: Talk and Identity</i> (from p. 13 to 30)	
Week 4	T-Sept-23	<b>Dramaturgical perspective on self-presentation:</b> -The spectacle of proposing matrimony	<b>RP: READ</b> Vannini (2004) <i>Will you marry me?</i> <i>Spectacle and consumption in the ritual of marriage proposal</i>	<b>REACTION PAPER 1 DUE</b>
	TH-Sept-25	<b>Presenting yourself in the online world:</b> -In search of a significant other. -How do people date online? -How do they present themselves to potential partners?	<b>RP: READ</b> Ellison, Heino, & Gibbs (2006) <i>Managing Impressions Online: Self-Presentation Processes in the Online Dating Environments</i>	<b>GROUP PRESENTATION 1</b>
Week 5	T-Sept-30	<b>Disclosing the Self:</b> -What affects self-disclosure? -Self-disclosure and privacy -Factors affecting the perception of self-disclosure	<b>RP: READ</b> Cody et al. (2008) Chapter 7- <i>Disclosing the Self</i> (except pp. 204-208)	<b>QUIZ 1</b>
	T-Sept-30	<b>Last day to choose audit (AU) or Pass/No Pass (P/NP) options</b>		
	TH-Oct-02	<b>Disclosing the Self...online:</b> - Privacy management in Facebook. -Why do we disclose information in Facebook?	<b>RP: READ</b> Waters, S., & Ackerman, J. (2011). <i>Exploring privacy management on Facebook: Motivations and perceived consequences of voluntary disclosure.</i>	
Week 6	T-Oct-07	<b>Threatening and Defending the Self:</b> -Speech Acts. -Politeness Theory -Face-Threatening acts (advising, reproaching, account-giving...)	<b>RP: READ</b> Tracy (2013) <i>Speech Acts</i>	
	TH-Oct-09	<b>Defending the self: Face Concerns and Facework in Post-Divorce Relationships:</b> -What's communication like in a post-divorce relationship?	<b>RP: READ</b> Miller (2009) <i>Face Concerns and Facework Strategies in Maintaining Post-Divorce Coparenting and Dating Relationships.</i>	<b>GROUP PRESENTATION 2</b>
Week 7	T-Oct-14	<b>MIDTERM EXAM</b> <b>PART 3: THE DARK &amp; LIGHT SIDES OF IP RELATIONSHIPS</b>		



Week 8	Th-Oct-16	The dark  side of IP Communication: -Manipulating Information when we communicate.	RP: READ McCormack (2008) <i>Information manipulation theory: Explaining how deception occurs</i>	
	T-Oct-21	The Light  side of IP CMM: Humor in Interpersonal Relationships. -What is humor? -Are you joking? Seriously? You're not? I thought you were? You're kidding me right?	RP: READ Dynel, (2011). <i>Joker in the pack: Toward determining the status of humorous framing in conversations.</i>	
	Th-Oct-23	The Light  side of IP CMM: Humor in Interpersonal Relationships. -What functions does humor fulfill in relationships?	RP: READ Miller-Ott, A. E., & Linder, A. (2013). Romantic partners' use of facework and humor to communicate about sex.	
<b>PART 4: RELATIONSHIP ESCALATION, MAINTENANCE &amp; DE-ESCALATION</b>				
Week 9	T-Oct-28	Escalating Relationships: -Advantages and disadvantages -Relational development -Dating Relationships	RP: READ Gladwell (2005) The storytelling problem (excerpt from <i>Blink: The power of thinking without thinking.</i> pp. 61-67) RP: READ (3 short articles) -Sprecher & Guynn (2009) Relationship Initiation; -Metts & Morse (2009) Relationship Development; -Baxter & Wolf (2009) Turning Points in Relationships	
	Th-Oct-30	Escalating Relationships: -Hook-ups -Communicating hook-ups, dating, and relationships.	RP: READ Paul et al (2008)- Hookups-a facilitator or barrier to relationship development	<b>GROUP PRESENTATION 3</b>
	Th-Oct-30	<i>Last day to drop a class without a grade of W and/or to add a class</i>		
	T-Nov-04	Starting and Developing Online Relationships: -Characteristics of online relationships.	RP: READ Ben-Ze'ev (2004) Ch. 2 <i>The Paradoxical Nature of Online Relationships.</i>	
	Th-Nov-06	<i>Registration for the Spring Semester begins!!!</i>		
	TH-Nov-06	Starting and Developing Relationships Online: -The dark side of online relationships -Stalking and obsessive behaviors	Documentary: <i>talhotblonde</i> (2009). The true story of a love triangle that takes place entirely online... Lies lead to murder in real life... Shocking true crime story that shows the Internet's power to unleash our most dangerous fantasies. (83 minutes-running time) --Visit this site and share your opinion: <a href="http://www.victoriamilan.com">www.victoriamilan.com</a>	

Week 11	T-Nov-11	<b>Maintaining Relationships:</b> -Relational maintenance strategies -Maintaining different types of romantic relationships	<b>READ:</b> IPC-Cody et al. (2008) Chapter 10- <i>Maintaining Relationships</i> (except pp. 288-291 & 299-304)	
	TH-Nov-13	<b>Voicing Relationships: A Dialogic Approach:</b> -The utterance as the communication hub where relationships are created and reflected. -Cultural Discourses animating relationship talk.	<b>RP: READ</b> - Baxter (2010) Ch. 3 Discursive Struggles of Culture (fragment from <i>Voicing Relationships: A Dialogic Perspective</i> (Read only pages: 47 to 60; 73 to 75; 79 to 88)	
Week 12	T-Nov-18	<b>Relational Dialectics Applied: Communicating Romance among older adults.</b>	<b>RP: READ</b> Aleman (2003). 'You Should Get Yourself a Boyfriend' But 'Let's Not Get Serious': <i>Communicating A Code of Romance in a Retirement Community.</i>	
	TH-Nov-20	-How we construct relationships through communication.	<b>RP: READ</b> Suter & Daas (2007). <i>Negotiating heteronormativity dialectically: Lesbian couple's displays of symbols in culture.</i>	<b>REACTION PAPER 2 DUE</b>
Week 13	T-Nov-25	<b>Maintaining Relationships across cultures:</b> -Korea and the U.S.	<b>RP: READ</b> Yum & Canary (2003) <i>Maintaining relationships in Korea and the united states: features of Korean culture that affect relational maintenance beliefs and behaviors</i>	<b>GROUP PRESENTATION 4</b>
	TH-Nov-27	<b>De-escalating Relationships:</b> -Factors contributing to a decline in intimacy -Relational Unhappiness -Communication during de-escalation	<b>RP: READ</b> Gladwell (2005) The theory of thinslices (excerpt from <i>Blink: The power of thinking without thinking.</i> pp. 18-34) <b>RP: READ</b> Cody et al. (2008) Chapter 11- <i>De-escalating Relationships</i> (except pp. 325-329)(except Caughlin and Huston research [pp. 332-333]) (except pp. 335-340) (except pp. 349-354)	
Week 14	T-Dec-02	<b>The dark  side of IP Relationships:</b> -Communicative function of Infidelity	<b>RP: READ</b> Tafoya, M. A., & Spitzberg, B. H. (2007). <i>The dark side of infidelity: Its nature, prevalence, and communicative functions</i>	<b>GROUP PRESENTATION 5</b>
	<b>PART 5: PERSUASION IN IP RELATIONSHIPS</b>			
	TH-Dec-04	<b>Persuasion in Close Relationships:</b> -A review of three perspectives of social influence: Traditional; Social-meaning & Dialogic.	<b>RP: READ</b> Baxter & Bylund (2003) <i>Ch. 17: Social Influence in Close Relationships.</i>	
Week 15	T-Dec-09	<b>Persuasion in IP relationships:</b> -Compliance gaining in conversation.	<b>RP: READ</b> Sanders & Fitch (2001). <i>The actual practice of compliance gaining.</i>	<b>QUIZ 2</b>

<b>PART 6: HEALTH COMMUNICATION</b>		
<b>TH-Dec-11</b> Last day of Classes for CMM 300	<b>Interpersonal Communication in Health Care.</b> -How do doctors talk to patients and viceversa? -How do doctors perceive patients and viceversa? -Can communication be the "cure"?	<b>RP: READ</b> Gladwell (2005) Listening to Doctors (excerpt from <i>Blink: The power of thinking without thinking</i> . pp. 39-43) <b>RP: READ</b> Street (2003) <i>Interpersonal Communication Skills in Health Care Contexts</i> .
<b>FINAL EXAM</b>	<b>FINAL EXAM</b> <b>FROM 12 TO 3 PM</b>	<b>FINAL EXAM</b>

### SUPPLEMENTARY READINGS

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