Communication Studies 510  
Survey of Interpersonal Communication  
Fall 2016

Meeting Days:  Tuesday  
Meeting Time:   11:10a – 1:55p  
Meeting Place:  CMST Seminar Room (293 COM)  
Instructor:     Michael R. Kotowski, Ph.D.  
Email:          mkotowsk@utk.edu

Description
The goal of this graduate seminar is to introduce the common concepts and principles that underlie interpersonal communication through discussion of relevant theory and research. This class will provide a greater awareness and understanding of the role communication plays in human interaction. Issues that will be discussed include defining interpersonal communication; cognitive, affective, and interaction processes (e.g., theory of mind, mood, uncertainty reduction theory, etc.); interpersonal communication contexts (e.g., romantic relationships, family relationships, mediated communication, etc.); message production and message processing (e.g., action assembly theory, communication competence, etc.); individual differences (e.g., argumentativeness, verbal aggressiveness, etc.); persuasion and compliance-gaining (e.g., bases of social power, etc.); deception (e.g., truth bias, etc.). Students will exit the seminar with an understanding of the current state of interpersonal communication theory and research.

Contact Information
Given the size of this class, I will likely learn most of your names over the course of the semester. Thus, I will refer to you by your first name and you may refer to me by mine. If you are uncomfortable with that level of informality, let me know and I will adapt accordingly.

Office:  293 COM
I am willing to meet at places other than my office. If you prefer to meet elsewhere, such as a coffee shop, the library, etc., it can be arranged.

Office Phone:  (865) 974-0696
You can leave a message for me at the above number. I cannot, however, guarantee that I will be in the office everyday to check my messages. Consequently, if you leave a message for me it may be a day or two before it is retrieved.

Email:  mkotowsk@utk.edu
I almost always check my email daily. Email is, therefore, the best way to contact me.

Office Hours:  8:30a – 9:30a Tuesday and 11:00a – 12:00p Thursday
If you cannot make these hours, you are welcome to make an appointment for another time. Contacting me by email is the best way of making one of these appointments.
Please do not see office hours exclusively as a time to address problems with the course. You can use them to clarify points you do not understand, to get additional reading material, to talk about the subject matter in relation to your other interests, to review work in progress, to offer feedback or input about the course, to talk about employment or research possibilities, or for other reasons. In other words, you do not need a crisis to make productive use of this time.

**Texts**

**Required:**


**Recommended:**

**Journals and Book Chapters:**


Evaluation

The purpose of assigning grades in a course is to assess the extent to which the students in the course mastered the material covered. Therefore, I strive to create a valid and reliable method of evaluation. In the case of this course, the evaluation is based on the average of your performance across participation in class discussions, discussion facilitation, critical paper, and one research proposal.

It is anticipated that students choosing to turn their research proposals into completed papers will have the opportunity to submit the paper to a communication conference (SSCA) as part of an interpersonal research panel that will be organized by the instructor. This opportunity is recommended highly for the PhD students in the course and encouraged for the Master’s students but does not factor into the course evaluation.

Class Discussion:

Students are expected to 1) read the assigned articles before class, 2) come to each class prepared to discuss the reading assignments, and 3) actively participate in the class (e.g., respond to questions and comments posed by others, ask questions about the readings). Participating in class does not just mean talking. Good class participation involves coming to class with questions about the readings to share with the class, volunteering answers to questions that are insightful and provide contrasts and integration, actively listening to others' contributions to discussion, and moving the discussion along toward a shared understanding. Comments about personal experiences can be helpful in discussion as long as a connection is


made between the experience and the assigned readings. Class participation will be evaluated on a 60 point metric.

Discussion Facilitation and Critical Paper:

Two students will facilitate each class discussion for 30 minutes each class by preparing discussion questions for the class, clarifying and critiquing the assigned readings for other students, and developing optional in-class exercises, handouts, summary sheets, etc. Facilitators should try to integrate the class’ readings with other readings from the course. Facilitators may meet with me to receive assistance with and feedback on their facilitation plans. Each student is expected to facilitate once during the course. Facilitation will be evaluated on a 20 point metric.

Each class’ facilitators will be required to write a critical paper. Each paper should be a short (three to four APA pages) critique, analysis, and/or integration of the readings for a particular class period. The paper should not be mere summaries of the readings. Rather, the paper should reflect critically on the specified readings, integrating them with each other and past readings from the course. The critical paper should comment on the importance of the research and what it implies about interpersonal communication. The critical paper will be evaluated on a 20 point metric.

Research Proposal:

You can work individually or in groups of up to two students on this project. Each individual or team will be responsible for carrying out a research proposal including the establishment of a need for the research, the specification of a relevant theory or theories, a background section, research questions and/or hypotheses. A method section describing how you would answer the research question or test the hypothesis is also required. The ultimate goal of this assignment is that you gain practical experience with applying interpersonal communication literature to an area of interest to you. The research proposal will be evaluated on a 100 point metric. More complete instructions will be emailed to you.

At the end of the term, earned points for class discussion, the discussion facilitation, the critical paper, and the research proposal will be summed. This sum will be divided by the number of points that could have been earned in the course (60 class discussion points plus 20 discussion facilitation points plus 20 critical paper points plus 100 research proposal points). This number, the proportion of points earned, is multiplied by 100 to transform it into a percentage. Effort will be considered in the event your final course grade is within one percent of the next higher grade.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B+</td>
<td>85%-89%</td>
</tr>
<tr>
<td>B</td>
<td>80%-84%</td>
</tr>
<tr>
<td>C+</td>
<td>75%-79%</td>
</tr>
<tr>
<td>C</td>
<td>70%-74%</td>
</tr>
<tr>
<td>Failure</td>
<td>0%-69%</td>
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</tbody>
</table>
**Policy**

Attendance is optional. I do not take roll. I shall, however, pass on the benefit of my experience. There is a substantial positive correlation between attendance and course performance.

Generally, I do **not** accept late work or give incompletes. I realize that in **rare cases** they are necessary. If circumstances should arise that cause you to submit a paper late or need an incomplete, then it is your responsibility to contact me and make the request. In the absence of a request you will receive a zero on the paper and (or) receive a grade in lieu of the incomplete.

**If caught engaging in academic dishonesty in this course you will receive a zero in the course.**
Lest there be misunderstanding, the University of Tennessee policy on academic dishonesty is reproduced in subsequent paragraphs from Hilltopics.

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**An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.**

Students are also responsible for any act of plagiarism. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Faculty members also have responsibilities which are vital to the success of the Honor Statement and the creation of a climate of academic integrity within the University community. Each faculty member is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course. Included in this definition should be a discussion of the Honor Statement.

Student classroom conduct, including academic dishonesty, is the immediate responsibility of the instructor. He/she has full authority to suspend a student from his/her class, to assign an “F” in an exercise or examination, or to assign an “F” in the course. In addition to or prior to establishing a penalty, the instructor may refer the case to an Academic Review Board by notifying the administrative head of his/her academic unit and the Office of the Dean of Students, which shall prepare and present the case to the appropriate Academic Review Board.

For more detail than what is possible here please refer back to Hilltopics.
Important Dates
Research Proposal Work Session  11\textsuperscript{th} October
Research Proposal Due  5\textsuperscript{th} December

Schedule
Week 1
23\textsuperscript{rd} August  \textit{Topic:} Introductions  \textit{Readings:} Syllabus

Week 2
30\textsuperscript{th} August  \textit{Topic:} Meta-Analysis  \textit{Readings:} Allen – Interpersonal Communication Research Ch 1
Hunter – Methods of Meta-Analysis Ch 1 (PDF)

Week 3
6\textsuperscript{th} September  \textit{Topic:} Defining IPC
Allen – Interpersonal Communication Research Ch 20
Miller – Between People Ch 1 (PDF)
Eagly – Social Influence Sex Effects (PDF)

Week 4
13\textsuperscript{th} September  \textit{Topic:} Overview of IPC Research I
\textit{Readings:} Allen – Interpersonal Communication Research Ch 2
Allen – Interpersonal Communication Research Ch 7
Smith – IPC Research Ch 1
Smith – IPC Research Ch 2
Smith – IPC Research Ch 5

Week 5
20\textsuperscript{th} September  \textit{Topic:} Overview of IPC Research II  \textit{Readings:} Knapp – Handbook of IPC Ch 1 (PDF)
Berger – Uncertainty Reduction Theory (PDF)

Week 6
27\textsuperscript{th} September  \textit{Topic:} Message Production  \textit{Readings:} Allen – Interpersonal Communication Research Ch 6
Spitzberg – Communication Competence (PDF)
Knapp – Handbook of IPC Ch 15 (PDF)
Greene – Action Assembly Theory (PDF)
Beatty – Cortical Activity During Verbal Planning (PDF)

Week 7
4\textsuperscript{th} October  \textit{Topic:} Message Processing  \textit{Readings:} McGuire – Information Processing Theory (PDF)
Hamilton – Specifying the ELM (PDF)
Petty – Specifying the ELM: A reply (PDF)
Kruglanski – Unimodel (PDF)
Week 8
11th October

Research Proposal Work Session

Week 9
18th October

Topic: Interpersonal Influence I
Readings: Allen – Interpersonal Communication Research Ch 11
        Allen – Interpersonal Communication Research Ch 9
        Dillard – Primary and Secondary Goals (PDF)
        Hunter - Compliance-Gaining Message Selection
                        (PDF)

Week 10
25th October

Topic: Interpersonal Influence II
Readings: Festinger – An Analysis of Compliant Behavior (PDF)
        French – Bases of Social Power (PDF)
        Gilbert – Mental Systems (PDF)
        Langer – Mindlessness (PDF)

Week 11
1st November

Topic: Individual Differences
Readings: Allen – Interpersonal Communication Research Ch 3
          Allen – Interpersonal Communication Research Ch 5
          Allen – Interpersonal Communication Research Ch 16
          Kotowski – Verbal Aggressiveness (PDF)
          Cohen – Culture of Honor (PDF)

Week 12
8th November

Topic: Developing Relationships
Readings: Allen – Interpersonal Communication Research Ch 10
          Smith IPC Research Ch 4
          Knapp – Coming Together (PDF)
          Planalp – Events that increase uncertainty (PDF)
          Madey – Closing Time (PDF)

Week 13
15th November

Topic: Maintaining Relationships
Readings: Allen – Interpersonal Communication Research Ch 12
          Smith – IPC Research Ch 6
          Smith – IPC Research Ch 8
          Stafford – Maintenance Strategies (PDF)
          Canary – Relational Maintenance Strategies (PDF)
          Johnson – Network Structure (PDF)

Week 14
22nd November

Topic: Interpersonal Conflict
Readings: Allen – Interpersonal Communication Research Ch 18
          Smith – IPC Research Ch 9
          Knapp – Handbook of IPC Ch 1 (PDF)
          Kilmann – Conflict Mode (PDF)
          Canary – Conflict Strategies (PDF)
Week 15
29\textsuperscript{th} November

\textbf{Topic:} Dark Side
\textbf{Readings:}
- Smith – IPC Research Ch 10
- Smith – IPC Research Ch 11
- Fitness – Love, Hate, Anger (PDF)
- Roloff – Relational Transgression (PDF)
- McCormack – Discovered Deception (PDF)
- Levine – Veracity Effect (PDF)

Final Exam
5\textsuperscript{th} December
10:15a

\textbf{Research Proposals Due}