

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title:

Interpersonal Communication

#### Course Number:

COMM5213-101

#### Course Description:

This course is intended to provide you with a deeper knowledge of interpersonal communication research and application. By reading original source materials, you will be able to learn, and draw your own conclusions, about theories and concepts that you may have already been exposed to in previous classes. Asking questions and discussing ideas during the class will hopefully provide you with insight into interpersonal communication in a way that illuminates important issues in your own life. As such, there are three explicit objectives in this course:

1. To introduce you to fundamental issues in interpersonal communication theory and research from the original source materials and book chapters.
2. To sharpen your ability to evaluate and understand interpersonal communication research.
3. To integrate scholarship in the field of interpersonal communication into an analysis of interpersonal communication in real-life situations.

**Our Primary Goal** is to comprehend a detailed picture of both the traditional and contemporary thinking in this field. We will investigate how people think of, feel about, and respond to a range of interpersonal communication issues. Our analysis will include many of the methods communication employ in various interpersonal contexts, along with the means by which the targets of communication may choose to respond. In conjunction with interpersonal communication theories, we will also be studying several related theories dealing with various cognitive, affective, and motivational processes.

#### Class Dates, Location and Hours:

Dates: April 3 – 9, 2017

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: March 5, 2017

#### Site Director:

Email: [apwashington@ou.edu](mailto:apwashington@ou.edu). Phone: 703-418-4800.

#### Professor Contact Information:

Course Professor: John Banas, Ph.D.

Mailing Address: University of Oklahoma  
Department of Communication  
Norman, Ok 73019

Telephone Number: (512)585-5104 (cell)

E-mail Address: [jbanas@ou.edu](mailto:jbanas@ou.edu)

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

## Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

## Course Objectives:

A primary goal of this course is to present a detailed picture of the traditional and current thinking in the field of interpersonal communication, in an attempt to understand how interpersonal communication functions in various contexts. Hopefully, theoretical concepts will be translatable in terms of skill acquisition in order to improve outcomes in our lives.

## Course Outline:

For the most part, this class will be conducted as a seminar with the expectation that all members will participate actively in class discussion. Participants are therefore expected to come to each class having thoroughly prepared for that class session. The following is a guide and may be modified as the seminar progresses.

Date	Content	Readings
Monday 4/3	Introduction and Initial Interpersonal Interactions	Kleinke, C.L., Meeker, F. B., & Staneski, R. A. (1986). Preference for opening lines: Comparing ratings by men and women. <i>Sex Roles, 15</i> , 585-600. Ansari, A., & Klinenberg, E. (2015). The initial ask. <i>Modern Romance</i> .
Tuesday 4/4	Emotion in Close Relationships	Bersheid, E. (1985). <i>Emotion in close relationships</i> .
Wednesday 4/5	Happiness	Gilbert, D. (2006). <i>Stumbling on Happiness</i> .
Thursday 4/6	Love and Love Styles	Levine et al Sternberg
Friday 4/7	Advocacy	Ivanov, B., Miller, C. H., Compton, J., Averbek, J. M., Harrison, K. J., Sims, J. D., . . . Parker, J. L. (2012). Effects of post-inoculation talk on resistance to influence. <i>Journal of Communication, 62</i> , 701-718. Daly, J. A. (2011). <i>Advocacy</i> . Yale Press.

Date	Content	Readings
Saturday 4/8	Conflict and Deception	<p>Bippus, A. M. (2003). Humor motives, qualities, and reactions in recalled conflict episodes. <i>Western Journal of Communication</i>, 67, 413-426</p> <p>Gottman, J. M., &amp; Levenson, R. W. (2002). A two-factor model for predicting when a couple will divorce: Exploratory analyses using 14-year longitudinal data. <i>Family Processes</i>, 41, 83-96.</p> <p>Siegert, J. R., &amp; Stamp, G. H. (1994). "Our first big fight" as a milestone in development of a close relationships. <i>Communication Monographs</i>, 61, 345-360.</p> <p>Gladwell, (2005). Blink chapter.</p> <p>Park, H. S., Levine, T. R., McCornack, S. A., Morrison, K., &amp; Ferrara, M. (2002). How people really detect lies. <i>Communication Monographs</i>, 69, 144-157.</p> <p>McCornack, S. A. (1992). Information manipulation theory. <i>Communication Monographs</i>, 59, 1-16.</p> <p>McCornack, S. A., Morrison, K., Paik, J. E., Wisner, A. M., &amp; Zhu, X. (2014). Information manipulation theory 2: A propositional theory of deceptive discourse production. <i>Journal of Language and Social Psychology</i>, 33, 348-377.</p>
Sunday 4/9	FWB	Hughes et al Bisson and Levine

**Assignments, Grading and Due Dates:**

1. Students should have read the bulk of the readings before the course begins and should be prepared to discuss the assigned readings each class session. This seminar will be conducted at a graduate level; the course professor will act more as a facilitator than a lecturer. This means participants are responsible for providing considered, informed, and active contributions to the discussion.
2. Each day, beginning with the first day of class, you will prepare a brief reflection, speculation, comment, or question concerning an aspect of the currently assigned reading (see above). You may take one or more concepts from the assigned reading and relate them to an incident you have either experienced or observed in your own everyday life. Your reflections must be typed, double-spaced, and no more than one page in length (see attached samples). Reflections must be turned in (attached) via e-mail two hours prior to the beginning of the relevant class.

3. Each student will act as a guest lecturer, assigned to give a brief oral presentation based on—and scheduled to coincide with—a specific portion of the course content. Prepare to lead the class discussion by delving beyond the assigned readings in one specific area. You should highlight important aspects of your featured theory, provide information on the empirical evidence supporting the theory, and discuss key conceptual debates and criticisms in the literature, as well as in your mind.
4. Analysis Paper: A 15 page analysis paper will be **due three weeks after class, April 30, 2017**. Each student will incorporate at least five theoretical concepts from class to analyze a social influence event (e.g., political campaign, commercial advertisement, public relations strategy, recruitment campaign, etc).

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of grade</b>
Reflections	1 hour before each subsequent class	25%
Oral Presentations	During class sessions	25%
Class Discussion	During class sessions	15%
Analysis	3 weeks after final class, <b>April 30, 2017</b>	35%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

### **Sample Reflection:**

Darren Linvill, Comm 529, 4/16/2002

#### Reflection #6; Terror Management Theory

Generally, I agree with the basic premises of TMT. Having our own mortality as a salient concept puts humankind in a very unique position. I am quite sure the idea of our own mortality does have an overwhelming effect on our actions and motivation. For instance, if I knew I did not need to worry about my growth as a student and my impending graduation as a prerequisite to getting a job that will put money in my pocket and food on my table for the remainder of my life, I doubt very much I would be very concerned with writing this reaction right now. It is just as likely I would be sitting on a beach in the sunny South Pacific right now taking lots of hallucinogenic drugs and swimming with maco sharks. Okay, maybe that is a bad example, but the point is I certainly wouldn't be greatly worried about the future and whether or not I was prepared for it without the fear of my own mortality.

I do have one critique of Terror Management Theory, however. I believe it should broaden its conceptualization of the "self-preservation" to objects, ideas, or others that the self holds dear. Human beings are capable of remarkable actions that fly in the face of their own mortality when what they know or what they love is threatened. Mothers and Fathers die for their children, patriots die for their country, even some altruists die for complete strangers. Though, granted, in almost any instance I'm sure any parent, patriot, or altruist would prefer to live, they still put themselves in dangerous situations for a cause that they see as higher than their own life. If Terror Management Theory could broaden to include these actions I would find it a more convincing theory.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**John A. Banas, Ph.D.**

### Education

- Ph. D. 2005, University of Texas at Austin, Department of Communication Studies
- M.A. 2001, University of Hawaii at Manoa, Department of Speech
- B.A. 1998, Michigan State University, Major: Communication

### Current Position

Associate Professor, Department of Communication, University of Oklahoma

### Frequently Taught Advanced Programs Courses

- Strategic Communication Campaigns
- Interpersonal Communication
- Social Influence

### Major Areas of Teaching and Research Interest

My major areas of teaching focus on interpersonal communication and social influence. I teach a variety of classes, ranging from Communication and Humor to Social Influence Theory. My research program primarily focuses on persuasion and resistance from a cognitive perspective. I am particularly interested in counter arguing and how interpersonal communication influences resistance and cognition.

### Representative Publications and Presentations

- Richards, A., & Banas, J. A. (2015). Inoculating against reactance to persuasive health messages. *Health Communication* 30, 451-460.
- Banas, J. A., & Miller, G. (2013). Inducing resistance to conspiracy theory propaganda: Testing inoculation and meta-inoculation strategies. *Human Communication Research*, 40, 1-24.
- Dunbar, N. E., Banas, J. A., Rodriguez, D., Liu, S. -J., & Abra, G. (2012). Humor use in power-differentiated interactions. *Humor: International Journal of Humor Research*, 25, 469-489.
- Banas, J. A., Turner, M. M., & Shulman, H. (2012). A test of competing hypotheses of the effects of mood on persuasion. *Communication Quarterly*, 60, 143-164 (lead article).
- Banas, J. A., & Turner, M. M. (2011). Exploring the “that’s-not-all” effect: A test of theoretical explanations. *Southern Communication Journal*, 76, 305-322.
- Banas, J. A., Dunbar, N., Rodriguez, D., & Liu, S.-J. (2011). A review of humor in educational settings: Four decades of research. *Communication Education*, 60, 115-144.
- Banas, J. A., & Rains, S. A. (2010). A meta-analysis of research on inoculation theory. *Communication Monographs*, 77, 281-311 (lead article).

### Representative Honors and Awards Received

- 2013 University of Oklahoma General Education Teaching Award
- 2008 OU College of Arts and Sciences Junior Faculty Fellowship

### Major Professional Affiliations

- Member, National Communication Association
- Member, International Communication Association