

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title:

Interpersonal Communication

#### Course Number:

COMM 5213-103

#### Course Description:

Communication 5213 is designed to take a detailed look at specific theories within the sphere of interpersonal and relational communication. This course will explore various theoretical approaches including a range of socio-emotional and nonverbal theories useful in understanding human interaction in close interpersonal relationships where trust and psychological knowledge are essential. In addition, the following specific topics will be covered: family; friendships; the formation, maintenance, and dissolution of intimate relationships; love; sex, and interpersonal influence.

#### Class Dates, Location and Hours:

Dates: April 21 – 23 & 28 – 30, 2017

Location: College of Allied Health, OU Health Sciences Center, 1200 N. Stonewall, Oklahoma City, OK 73117-1215

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: March 23, 2017

#### Site Director:

Email: [apokc@ou.edu](mailto:apokc@ou.edu). Phone: 405- 739-7365 or DSN 339-7365.

#### Professor Contact Information:

Course Professor: Norman C. H. Wong, PhD.

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

Cell Phone Number: (405) 443-9664

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

#### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhcg.follett.com](mailto:0831mgr@fhcg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Guerrero, L.K., Andersen, P.A. & Afifi, W.A. (2014). *Close encounters: Communication in relationships* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage. ISBN 9781452217109. Professor approves use of any edition.

2. Materials posted on the OU Canvas learning management system: A collection of readings will be available on Canvas at no charge. These readings will be made available at least 30 days prior to the first day of class. 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.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

A primary goal of this course is to present a detailed picture of the traditional and current thinking in the field of relational communication, in an attempt to understand how people’s thought processes, emotions, mood states, feelings, and interactive behaviors function in various personal contexts.

**Assignments, Grading and Due Dates:**

**Readings and Class Participation:**

Students should have completed all 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. This means participants are responsible for providing considered, informed, and active contributions to the discussion. **Your participation will be graded & make up 20% of the final course grade.**

**Written Assignment:**

The following written assignment will be due on the **last day** of class. You are asked to analyze your conflict management style enacted in your interpersonal relationships. The purpose of this assignment is to help you better understand what **you** bring to different conflict situations. Use as data what others say about your style and what you think about your style. You must give the Conflict Behavior Scale (found on Canvas) to 3 other people in addition to filling it out for yourself:

**Version 1:** You fill out.

**Version 2:** Have **3** different people fill out version 2 while thinking about your conflict style.

Create a table like the one below in your paper. Enter your average scores for each person for each conflict style. Also enter the relationship each respondent has to you (e.g., “mom,” “roommate”)

<b>Conflict Style</b>	<b>Self</b>	<b>Person 1</b>	<b>Person 2</b>	<b>Person 3</b>	<b>Averages of all four scores</b>
Avoiding or yielding					
Collaborating/ compromising					
Competitive or indirect fighting					

Based on this table, please address the following items in your paper:

- Make an argument for which style is the one you use most often across your different relationships. If you primarily use **two** styles, describe how your style shifts depending on the occasion/person/relationship. Provide evidence from the table.
- Decide on your primary style. Describe the tactics you use the most often associated w/ this style (use the text as a guide – see chapter 11). After listing your most often used tactics, tell me a story of a time you have used these tactics. How did these tactic choices affect the conflict and its resolution? Would you consider these tactics ethical?

- What are the advantages of your conflict style? In what situations does your style work best for you? What are the disadvantages of your style? In what situations does your style cause the most problems for you? Be sure to provide specific examples.
- What conflict style would you like to be more like or are you satisfied with your current conflict management style? Why? How consistent are you in your conflict style (i.e., consistency of style across situations)? Provide evidence from the table.
- Do you have any evidence in your data that the gender of the other person affects your conflict style? What is your evidence? Use a story to illustrate how your conflict style does or does not change depending on the gender of the other person.
- Where did you learn your style? Who had the most influence on you and why?

The paper must be double-spaced, typed, and between 6-8 pages long (using a 12-point font). All citations in-text should adhere to APA format. Please submit via Canvas on **April 30, 2017**.

### **Post Seminar Assignment:**

The following post-seminar assignment will be due **two weeks** after the end of the last class session. You are asked to analyze a **specific past interpersonal relationship** (can be either a romantic relationship or a friendship). Specifically, you will apply Mark Knapp's model of relational escalation and Steve Duck's model of relational disengagement to a past interpersonal relationship in which you either participated, or were not a participant, but where you interviewed at least one of the participants about his/her experiences. There are several parts to this paper:

- A. **Part I** should have a subsection for each stage in the relational escalation process. You should explain the various stages (i.e., what is it, what happens during it, etc.) and provide specific examples to illustrate the elements of each stage. In addition, you should also address the following issues in this part of the paper:
  1. Identify affinity-seeking strategies used in the early stages of the relationship. Provide specific examples to illustrate them in action.
  2. Discuss any significant turning points that propelled the relationship forward/moved it backward.
- B. **Part II** should have a subsection for each phase in the relational breakup process. You should clearly explain each phase (i.e., what is it, what happens during it, etc.) and provide specific examples to illustrate the elements of each phase. In addition, you should also address the following issues in this part of the paper:
  1. Reason for the dissolution to occur (e.g., faults, unwillingness to compromise, feeling constrained, boredom, violation of confidence, etc.)
  2. Identify the disengagement strategy or strategies used to dissolve the relationship. Be sure to provide clear examples to illustrate them in action.
  3. Talk about how the break-up was announced to the social network (e.g., friends, family members, etc.)
  4. Discuss what, if any, reflection took place after the relationship was fully dissolved (i.e., grave-dressing phase). Lessons learned?
- C. **Part III** should briefly describe the post-dissolution phase. Did any communication occur following the break-up? If so, what were the circumstances surrounding the interaction (e.g., lives in the same apartment complex, co-worker, classmate, etc.) and quality of that interaction? If not, would you ever interact w/ this person again if the opportunity arises? Why or why not?

The paper must be double-spaced, typed, and between 8-10 pages long (using a 12-point font). All citations in-text should adhere to APA format. Please submit via Canvas on **May 21, 2017**.

**Course Schedule:**

<b>Date</b>	<b>Topics</b>	<b>Readings</b>
4/21	Identity and Impression management, attraction, similarity	Chapters 1-3; Bazarova et al. (2012); Montoya & Horton (2012)
4/22	Uncertainty reduction; expectancy violations Relationship schema & development; dialectics, turning points, disclosure Communicating closeness: Affection, immediacy, and social support	Chapter 4; Ramirez & Wang (2008) Chapters 5-6; Prentice (2009); Lannutti (2013) Chapter 7; Holmstrom et al. (2015); Carton & Horan (2014)
4/23	Love and attachment; sexual communication	Chapters 8-9; Graham (2011); Babin (2012); Mongeau et al. (2013)
4/28	Relational maintenance and conflict management	Chapters 10-11; Billeto, et al. (2015); Afifi et al. (2012); Schrodt et al. (2014)
4/29	Interpersonal influence & power plays Relational transgressions, deception, infidelity, and jealousy Relationship repair and reconciliation	Chapter 12; Dunbar & Johnson (2015) Chapter 13; Roggensack & Sillars (2013); Muise et al. (2014); Denes et al. (2015) Chapter 14; Lewis et al. (2015)
4/30	Relational disengagement and dissolution	Chapter 15; Fox & Tokunaga (2015); Frisby et al. (2012); Bevan et al. (2012)

**Grading:**

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

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Final Grade</b>
Conflict management paper	Last class session	40%
Relational analysis paper	3 weeks after the end of the last class session – <b>May 21, 2017</b>	40%
Participation in discussion	N/A	20%

**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.

## **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

Norman C. H. Wong, Ph.D.

### Education

- Ph. D. 2005, University of Georgia. Department of Speech Communication, Major: Communication
- M. A. 2000, University of Hawaii at Manoa. Department of Speech, Major: Speech
- B. A. 1997, University of Hawaii at Manoa, Department of Speech, Major: Speech

### Current Positions

Associate Professor, Department of Communication, University of Oklahoma

### Major Areas of Teaching and Research Interest

- Health communication
- Social cognition
- Social influence
- Message processing
- Interpersonal communication

### Representative Publications and Presentations

- Wong, N., Ho, A., Cappella, J. N., Strasser, A., & Lerman, C. (2008, May). *Improving anti-smoking message effectiveness: Death appeals, argument strength, and message sensation value*. Paper presented at the meeting of the International Communication Association, Montreal, Canada.
- Frazee, T., & Wong, N. C. H. (2008, May). *Seeking and scanning for lifestyle information from media sources: Comparisons of healthy-weight, overweight, and obese older Americans*. Paper presented at the meeting of the International Communication Association, Montreal, Canada.
- Wong, N. C. H. (2009). Investigating the effects of cancer risk and efficacy perceptions on cancer prevention adherence and intentions. *Health Communication, 24*(2), 95-105.
- Wong, N. C. H., & Householder, B. (2008). Mood and PSA processing: Examining the impact of program-induced moods on subsequent processing of an anti-smoking public service announcement. *Communication Studies, 59*(4), 402-414.
- Wong, N. C. H., & Cappella, J. N. (2009). Anti-smoking threat and efficacy appeals: Effects on smoking cessation intentions for smokers low and high in readiness to quit. *Journal of Applied Communication Research, 37*, 1-20.

### Representative Honors and Awards Received

- 2005. Top 4 Student Paper. Interpersonal Communication Division, International Communication Association.
- 2005. Dissertation Completion Assistantship. University of Georgia.

### Major Professional Affiliations

- Member: National Communication Association
- Member: International Communication Association