

Communication 3624
Communication in Personal Relationships

The Ohio State University
School of Communication

Spring 2019

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Class: Tuesday and Thursday
2:20-3:40 pm.
Room: N048 Scott Laboratory

Welcome! This course develops a framework for acquiring greater insights and best practices for a range of interpersonal communication skills (both face to face and online) in the context of interpersonal relationships. The principal concern is on understanding the operation of interpersonal messages and interpersonal communication processes, and in developing interpersonal communication competencies and expertise. A substantial literature shows that knowledge of interpersonal messages and interpersonal skills are associated with personal well-being, organizational success, and satisfying community life. Hence, a primary objective is to construct opportunities for students to become better analysts and producers of interpersonal messages in relationships at home, at work and in the community. This term we'll focus particular attention at effective interpersonal systems within organizations.

The primary goals of this course are to

- (1) Help you learn how to diagnose problems in interpersonal communication systems.
- (2) Help you develop your interpersonal communication skills by expanding your understanding and use of a range of functional communication strategies.

We'll work to attain these goals in three ways:

Acquiring knowledge about effective interpersonal communication practices
Developing your abilities to use strategies effectively
Applying your interpersonal skills in meaningful ways

In this course we will work on identifying bottlenecks, the specific problems or difficulties we have when we get stuck in our interpersonal conversations with others. We'll work to define these bottlenecks precisely and then learn how to deal with these bottlenecks. In-class exercises and other course assignments will be opportunities to learn how to negotiate these bottlenecks which should help us become more effective interpersonal analysts and communicators.

Course Texts

Guerrero, L., Andersen, P.A., & Afifi, W.A. (2018). *Close encounters: Communication in relationships, 5th edition*. Thousand Oaks, CA: Sage Publications. The fourth edition can be used as well. **Required.** Additional readings are posted on Carmen.

Course Assignments

In-Class Assignments (ICAs). On many days there will be class activities or homework assignments, such as role-play, observations, interviewing, conversation tasks, and questionnaires to help illustrate points in the lectures. These assignments are designed to facilitate mastery of course concepts and sharpen your skill in analyzing and engaging in effective interpersonal interactions. Specifications for each assignment will be given in written form. Six ICAs completed with the highest grades will be counted as In-Class Assignments (8%). Only students who participate in the in-class activities can receive credit for ICAs.

Diagnosis, research, and expression. Two short papers or mini-projects will enable you to develop skill in diagnosing, researching and/or displaying your interpersonal communication skills. Specifications for each assignment will be given in written form. An additional objective is for you to develop examples of your work for your portfolio. 20%

Activity Leader-Teach us a skill: You and 1 other student will be in charge of developing an activity for one day's session that will teach us some specific best practices or skill (worth 5%). The activity must a) be relevant to the readings or topic of relevant lectures or highlight an important and specific relational or communication skill, b) include all students in the class, c) use concise powerpoint slides and d) take 5-10 minutes of class time. The individuals in charge of the activity must meet with the instructor at least one class period before their scheduled activity day to review the activity.

"Practicing your Interpersonal Skills in Relationships". Each student is asked to engage in a specific service learning project in which you apply your interpersonal communication skills. You may do this project yourself or in a group of 2-5 students. The paper will be an evidenced based analysis of the communication practices and relationships that worked, or that did not work for the service learning project (worth 15%). Details of this assignment will be distributed in Week #2. Students will present their work at the end of the term.

Examinations. All students are asked to take three "mini" examinations over the content of the course. These examinations will consist of multiple choice and short essay items. They will each count 14% toward the final grade in the course. Please bring a #2 pencil on exam days. Make-up exams will only be offered for medical or similarly legitimate reasons.

EVALUATION:

Your grade in this course is a function of the following:

Exams (weighted equally) 14*3	42%	A	93% – 100%
		A-	90% – 92%
Short Papers	20%	B+	87% – 89%

Service Learning Project	15%	B	83% – 86%
In-Class Assignments	8%	B–	80% – 82%
Participation, attendance	10%	C+	77% – 79%
Activity Leader	5%	C	73% – 76%
		C–	70% – 72%
		D+	67% – 69%
		D	60% – 66%
		E	Less than 60%

To help you master the reading and class discussion material:

1. Study guide questions for each reading will be available on our Carmen course website.
2. There will be plenty of in-class and home-work application and discussion exercises for you to develop your skill at analyzing and producing interpersonal messages.
3. Power-point outlines of lectures will be available on Carmen.

Policies and procedures

Participation. Students are responsible for attending class and participating in class discussion. Students with excessive absences (>4) will be evaluated under the class participation portion of the grade.

Scholarly integrity. Students are expected to demonstrate their knowledge with honor and credibility. It is imperative that all work you submit be your own. When you use someone else's ideas, you must give proper credit to the original author(s). Please adhere to the APA manual of style when citing others' work.

Academic misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentaffairs.osu.edu/csc>.

Accessibility accommodations for students with disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 West 12th Avenue; telephone 292-3307; TDD 292-0901; <http://www.ods.ohio-state.edu>

Diversity. The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and

staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Selected Interpersonal Communication Competencies Focused on in Class Sessions

1. The wider context of relationships
2. Developing perspective-taking skills and empathy
3. The Michelangelo Model, altercasting and affirmation
4. Managing uncertainty
5. Interpersonal needs, interpersonal rituals
6. Face-work
7. Designing person-centered messages
8. Providing social support
9. Interpersonal influence strategies, interpersonal argument
10. Collaborative conflict management strategies

GAA, Chapter 5 (pp. 126-137)

T 2/12 10 Self-disclosure and privacy
GAA, Chapter 6 (pp. 139-154)

Week 7: Communicating love, closeness and support

Th 2/14 11 Liking and love/
Communicating closeness
GAA, Chapter 7 (pp. 159-184)
GAA, Chapter 8 (first half)

T 2/19 12 Love styles/Social Support
GAA, Chapter 8 (pp. 203-225)

Th 2/21 13 Communicating social support
GAA, Chapter 7 (pp. 184-195)
Burleson, B.R. (1985). The production of comforting messages: social cognitive foundations. *Journal of Language and Social Psychology*, 4. Read 253-262.

Weeks 8-9: Maintaining relationships

T 2/26 14 Maintaining relationships
GAA, Chapter 10 (pp. 257-268)
Stafford, L. (2014). Measuring relationship maintenance behaviors: Critique and development of the revised relationship maintenance behavior scale. *Journal of Social and Personal Relationships*, 28(3), 278-303. Read general introduction, Tables 1-3.

Th 2/28 15 Maintaining relationships
GAA, Chapter 10 (pp. 268-284)
“Giving bad news” reading

T 3/5 16 Review

Th 3/7 **Exam #2**

T 3/12 Spring Break

Th 3/14 Spring Break

III. Weeks 11-14: Communication skills and mutual dialogue

Week 11: Managing interpersonal conflict in relationships

T 3/19 17 Managing Conflict
GAA, Chapter 11 (pp. 270-280)
Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill. Selected chapters.
Conflict management module

Th 3/21 18 Managing Conflict
GAA, Chapter 11 (pp. 280-295)
GAA, Chapter 13 (pp. 345-349)

Week 12: Interpersonal influence

T	3/26	19	Influencing each other GAA, Chapter 12
Th	3/28	20	Discussion and decision-making GAA, Chapter 12 Hargie, O., Dickson, D., & Tourish, D. (2004). Communication skills for effective management. New York: Palgrave MacMillan. Chapter 4. Let's get together: Teams at work.

Week 13: Repairing and healing relationships

T	4/2	21	Healing relationships GAA, Chapter 14
Th	4/4	22	Relationship Repair/Review GAA, Chapter 14
T	4/9		Exam #3
Th	4/11		Presentations
T	4/16		Presentations
Th	4/18		Presentations Project Papers due 4/22

There may be updates or changes in order to make the class a better experience for everyone. Any changes will be posted to Carmen and announced in class.