OBJECTIVES

1. Understand the ways in which communication permeates our interpersonal relationships throughout the process of initiating, maintaining and terminating relationships.
2. Be able to critically analyze and argue for and against interpersonal communication theories.
3. Understand the ways research is conducted in the field of interpersonal communication and the strengths, weaknesses and limitations of this research.
4. Understand interpersonal communication in different settings such as family communication, friendships and online communication.
5. Encourage the application of these ideas to current and future interpersonal settings, and critically so.

GENERAL POLICIES AND EXPECTATIONS

Expectations

This is a graduate course. I expect you to have read all of the assigned material at a level in which you can critically discuss the information in class. I expect you to turn in your assignments on time; if there is a problem I expect to know about it BEFORE an assignment is due. There are also some assignments you may need to turn in via email. I expect you to check your email by noon on the day of class for any last minute information about class.

Readings

Readings will be available on Blackboard the week before class. I expect you to email answers to “Reaction Questions” applying what you’ve learned to a real life situation (I will send you these questions). These are due no later than Noon the day of class so that I can have a chance to review them for class.

Attendance

Your attendance is expected unless emergency circumstances arise. In the event you must miss class, please inform me via email (Susan.Fox@nyu.edu) before class. Also, make arrangements with another classmate to obtain all notes and materials. Excessive absences or lateness WILL affect your grade. If you miss a class you are still expected to turn in assignments due on the day of your absence (at the beginning of the scheduled class).
Technology
Students are welcome to use laptop computers in class to take notes for our class. Any other uses of a computer (other work, email, internet browsing, FaceBook, etc.) takes away from the academic atmosphere and is absolutely prohibited. If you cannot abide by this policy, take notes with paper and pencil. Turn off ringers on mobile phones and do not check them or text messages during class. If you are expecting an emergency call, please let me know in advance.

Privacy and Harrassment
Students may at times reveal personal information about themselves as they encounter course materials and experiences. We all have a right to our privacy so any personal disclosures willingly made by those during the course (in writings, class discussions, etc.) should be treated with respect and kept in the highest confidence confidence. Assignments for this course are structured so that no disclosure of personal information need occur.

Reasonable Accommodation Policy
I have a scholarly and personal commitment to issues surrounding disability. Students with disabilities are encouraged to contact me to discuss individual needs for academic accommodation. If you have a disability that affects your performance in this course, please notify me at the beginning of the semester and necessary special arrangements can be made to accommodate you. Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street. Students with Disabilities Statement http://steinhardt.nyu.edu/policies/procedures#ada

Academic Integrity
Please read the Department’s Statement on Academic Integrity and abide by its principles. The basics? Don’t cheat, don’t plagiarize, and don’t borrow other people’s work (i.e., ideas, words) without citing it. http://steinhardt.nyu.edu/policies/academic_integrity

Other Relevant Policies:
Family Educational Rights and Privacy Act (FERPA) http://steinhardt.nyu.edu/policies/ferpa/
Anti-Harassment Policy http://steinhardt.nyu.edu/policies/ahp

Criteria for Evaluating Papers
This is a graduate class, and the expectations are high. These include:
1. Level of depth of understanding of the scope, purpose, and central features of the theory or research employed.
2. Level of ability to recognize and analyze how concepts from the course apply.
3. Level of ability to recognize strengths and weaknesses in the theory or research employed.
4. Level of clarity in expression and organization, and of care in presentation.
5. Papers free of technical errors, spelling errors and employing APA guidelines for format, citations, references, etc.

Any paper not meeting these graduate level standards will be returned un-graded.
Grading Scale:

A = 94-100
A- = 90-93
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73

Please do not hesitate to ask me for help. You will probably find me a challenging yet extremely helpful professor— that is, if you ask for help. If you need to meet, we can make that happen. I feel strongly about properly preparing you for life after graduate school so if you have questions about jobs or work situations, just ask. I will constantly strive to treat you with the utmost professionalism, respect and integrity, and expect the same from you.
ASSIGNMENTS

Lay Theories Paper  An introductory paper that is designed to help you explore how you think about your communication in your own personal relationships. It also gives me a baseline reading of your writing proficiency which we can work on throughout the semester.

Movie and Theory Paper  A paper that applies Interpersonal Theories you are learning in this class to a relational situation in the media. You will watch either a movie (or read a book if you prefer) that has a noteworthy interpersonal relationship and analyze the relationship based on one of the theories we have discussed. You will be expected to research sources outside your class readings for this assignment.

Relationship Book Critique  To help you become more aware of the relationship books and the value of such books in helping people with their relationships.

Technology and Interpersonal Communication Paper  This assignment requires that you go outside course readings, research at an in-depth level a current technology and its impact on interpersonal relationships. This paper will have a component where you apply the topic to a real life setting. A literature review, along with a critique of the research, application to life and a future research agenda are required. (You can do a pilot research study that could be part of your thesis if you wish.)

Final Exam  The final exam will require that you be able to synthesize and integrate information you have learned. It will be take-home and due the scheduled time of the final exam.

Participation  Based on:
1) The questions/answers that you submit for discussion;
2) Your participation in class discussions, (including actively listening to your fellow students and reacting to their thoughts as well as being attentive to peer presentations). Class participation does not involve me actively calling on you to participate but by being a good communicator, responding to other people’s comments, being a good listener and an active participant in the course.
3) Your attendance (including being on time).

(NOTE: If you are high in communication apprehension or feel uncomfortable talking in class, let me know—we can work something out—don’t let feeling uncomfortable jeopardize your grade).

Grading Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Lay Theories Paper</td>
<td>7%</td>
</tr>
<tr>
<td>Movies &amp; Theory</td>
<td>15%</td>
</tr>
<tr>
<td>Relationship Book Critique</td>
<td>15%</td>
</tr>
<tr>
<td>Tech and IP Communication Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Tech and IP Comm Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>13%</td>
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</tbody>
</table>
## INTERPERSONAL COMMUNICATION SCHEDULE*

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-13-2010</td>
<td>Introduction to Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>9-20-2010</td>
<td>Basic Concepts- Part 1</td>
<td><strong>Lay Theories Paper DUE</strong></td>
</tr>
<tr>
<td>9-27-2010</td>
<td>Basic Concepts- Part 2</td>
<td></td>
</tr>
<tr>
<td>10-4-2010</td>
<td>Interpersonal Theories- Part 1</td>
<td></td>
</tr>
<tr>
<td>10-11-2010</td>
<td>NO CLASS <em>(Columbus Day)</em></td>
<td></td>
</tr>
<tr>
<td>10-18-2010</td>
<td>Interpersonal Theories- Part 2</td>
<td><strong>Movie and Theory TOPIC/ABSTRACT due</strong></td>
</tr>
<tr>
<td>10-25-2010</td>
<td>Relational Development, Maintenance and Disengagement</td>
<td></td>
</tr>
<tr>
<td>11-1-2010</td>
<td>Relational Development, Maintenance and Disengagement</td>
<td><strong>Movie and Theory PAPER due</strong></td>
</tr>
<tr>
<td>11-8-2010</td>
<td>Relational Development, Maintenance and Disengagement</td>
<td></td>
</tr>
<tr>
<td>11-15-2010</td>
<td>Family Communication</td>
<td><strong>Book Critique TOPIC due</strong></td>
</tr>
<tr>
<td>11-22-2010</td>
<td>Friendships</td>
<td></td>
</tr>
<tr>
<td>11-29-2010</td>
<td>Power, Control and Conflict</td>
<td><strong>Book Critique DUE</strong></td>
</tr>
<tr>
<td>12-6-2010</td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>12-13-2010</td>
<td>Technology</td>
<td><strong>Technology and Relationships Paper DUE</strong></td>
</tr>
<tr>
<td>12-15-2010</td>
<td>Technology Presentations</td>
<td><em>(last day of classes)</em></td>
</tr>
<tr>
<td>12-20-2010</td>
<td>FINAL DUE</td>
<td></td>
</tr>
</tbody>
</table>

*Readings are on Blackboard and will be available the week before the class (unless otherwise requested).
LAY THEORIES OF INTERPERSONAL COMMUNICATION

INSTRUCTIONS
Please think carefully about the questions below. Write 2 or 3 paragraphs for EACH question.

OBJECTIVES
For YOU: To give you an opportunity to explore some of interpersonal beliefs you hold. We will cover these issues in class so you can compare your thoughts now to when the semester is over. Even though it’s a paper about your opinions, I expect graduate student quality writing (e.g., avoid using I at the start of every sentence).

For ME: To get an idea of your writing style and ways in which I can aid in the development of a clear and concise style. Therefore, take time to generate your ideas, articulate them, write them, edit them, rewrite them and polish them.

Let me be clear: There are no right or wrong answers. Feel free to reference your own experience or what you’ve learned from others to support your answers. (Also remember that you are not required to reveal any personal information about yourself on this (or any) assignment.)

QUESTIONS

1. Support or refute the following statement: “I prefer to stay friends with my past romantic partners. If I’m willing to be intimate with someone, they are important enough to keep in my life.” Basically, do you think you can be “real” friends with past romantic partners and what are the factors that you think are necessary to make the friendship viable?

2. Briefly describe your family structure. Would you categorize your family as dysfunctional or normal? What parts of your family's communication are most satisfying? Most frustrating?

3. Do college students "date" anymore? If yes, what does dating look like (and give examples)? If no, what do they do instead of dating (and give examples)? Do you think this process is working for today's singles?

4. Discuss how you handle conflict in your interpersonal relationships. In what ways can conflict and fighting be good for a relationship?

5. Support or Refute the following quote from a 19 year old regarding technology: “My parents don’t understand. They think that talking online must be impersonal. Or that is leaves some sort of void. Online is how I talk. I can communicate with so many more people and manage so many more relationships. She thinks I’m more isolated than her generation – I think it’s the opposite.”

6. We've discussed that this course is not a hands-on Communication Competence course and that we won't be actively working on skills to have better interpersonal relationships. However, if you could walk away with 3 skills from taking this course that would help you in your personal or professional life, what would they be and why?
MOVIE AND THEORY PAPER

Watch one of the following movies (or ANY other movie/book that you pre-approve with me) that have situations that could be construed as interpersonal in nature.

In a 4-6 page essay (i.e., thesis, arguments supporting or refuting thesis) using one of the theories/paradigms we’ve discussed in class and at least 3 outside academic sources (referenced in the paper), prove your thesis or explain how the movie/book refutes the theory. Make sure to explain the theory and its component parts of as part of your essay.

Possible Theories/Paradigms
Social Exchange Theory
Dialectics
Social Penetration Theory
Uncertainty Reduction Theory
Predicted Outcome Theory
Equity Theory

Basics: APA format—1” margins, font Times 12 or comparable. Your paper should include references readings and 3 outside sources. Please avoid the use of the undergraduate texts and opt for more primary sources.

Possible Movies to Watch (Or another one you think would fit the assignment)
500 Days of Summer
A Cool, Dry Place
A Place in the Sun
A Room with a View
All of Me
An Education
Annie Hall
Breakfast at Tiffany’s
Casablanca
Children of a Lesser God
Crazy Heart
Duplicity
Ghost
Gran Torino
Guess Who
It's Complicated
Little Black Book
Little Children
Love, Actually
Moonstruck

Ordinary People
Precious
Rachel Getting Married
Romeo and Juliet
Shrek
Sideways
Splash
Splendor in the Grass
The Blind Side
The Crying Game
The Illusionist
The January Man
To Kill a Mockingbird
The Notebook
The Shawshank Redemption
Truly, Madly, Deeply
Vicky, Christina Barcelona
War of the Roses
When Harry Met Sally

The day you turn in your Movie Topic/Abstract we'll discuss the movie/book so send me a YouTube video URL in advance.
PURPOSE
To help you become more aware of the value (or not) of relationship books in helping people with their relationships. Relationships books are a billion dollar a year business but the content of these books is in not regulated -- no one monitors the advice or information given. Therefore it is important to critically analyze whether the promises that these books tout support known Interpersonal Communication concepts.

SELECTION
Any book of your choosing that focuses on “bettering” relationships (romantic, family, etc). DO NOT select a book that focuses on the self; rather, these books should focus on relationships. You can find books at the college library, the public library, bookstores, and used bookstores. (See below for list of possibilities)

BOOK APPROVAL
To make sure that your selection is appropriate for the assignment, please let me know via email the title, author, date of publication and a few sentences about the the book. (See calendar for deadline for submitting books).

WRITTEN CRITIQUE
6-8 pages in length, APA Style. In your paper you must address the following items:

- **Abstract**  A one paragraph overview of the paper, including it’s focus, findings, and shortcomings (this abstract will be similar to the various studies you’ve been reading in class.)
- **Overview/Purpose of the book**  In one paragraph, convey the overall purpose of the book. What was the central idea? Why was it written? What is it designed to help the reader do?
- **Key Points/advice offered by the book**  Identify the key points of advice offered by your book. Remember that the book is designed to be a relationship enhancing book, so it should offer the reader some advice on how to solve a specific problem (e.g., better parent/child relationship, better marriage). For example, if you read the book "Eight Steps to a Better Marriage", what are the eight steps? Tell a little about each step and the essence of the advice offered.
- **Critique**  Critique the book using outside studies to support or refute the tenets of the book. Use the concepts we’ve discussed in class, along with other studies you’ve researched to support or refute the author’s claims. The critique portion of the paper should reflect your critical thinking about the book. (If you haven’t written a critique for a while it may be helpful to search the web for critique-writing suggestions and guidelines.)
- **Outside Sources**  Use at least 4 academic sources to critique your book.

Book Possibilities
These are just a sampling of books I found on Amazon. You can use these or any others as long as you get prior approval. REMEMBER—the focus is on relationships not the individual.

ROMANTIC RELATIONSHIPS


Why Don't We Listen Better? Communicating & Connecting in Relationships by Dr. James C. Petersen and Anita Jones.

How to Create a Magical Relationship: The 3 Simple Ideas that Will Instantaneously Transform Your Love Life by Ariel and Shya Kane, Ariel Kane, and Shya Kane.

How to Have a Better Relationship With your Mate/Spouse: Better Relationships by James A. Hudson.


FAMILY
How to Talk So Kids Will Listen & Listen So Kids Will Talk by Adele Faber and Elaine Mazlish.

How to Talk So Teens Will Listen and Listen So Teens Will Talk by Adele Faber and Elaine Mazlish.


TOUGH STUFF
The Verbally Abusive Relationship: How to Recognize it and How to Respond by Patricia Evans.

Not "Just Friends": Rebuilding Trust and Recovering Your Sanity After Infidelity by Shirley P. Glass & Jean Coppock Staeheli.

After the Affair: Healing the Pain and Rebuilding Trust When a Partner Has Been Unfaithful by Janis Abrahms Spring.
TECHNOLOGY AND INTERPERSONAL COMMUNICATION PAPER

GOAL
Integrate the topics related to technology and interpersonal communication in class to a real life situation. The quality of the paper should be one that could be submitted to a conference or publication in a scholarly journal. This paper could be the basis of a graduate project or thesis required by NYU.

PAPER REQUIREMENTS
• A minimum of 10 sources from recognized scholarly journals (e.g., HCR, CM, QJS, JPSP, JLSP—no pop publications unless above the 15)
• In-depth critique and analysis of current research
• Application to the real life situation
• 13-16 pages

SECTIONS TO INCLUDE IN YOUR PAPER

1. **Abstract**   A one paragraph overview of the paper, including it’s focus, findings, and shortcomings (this abstract will be similar to the various studies you’ve been reading in class.)

2. **Introduction/Statement of the Problem**   Why is this an important topic to study? Also include the relevance of this topic to interpersonal communication. List here also your Thesis Statement!

3. **Literature Review**   The background related to the statement of the problem. You may organize these in terms of types of studies (methodologies), samples used (couples, families, friendships), theories (systems theory, social exchange theory, etc...). This is everything you know about your topic to date.

4. **Application of your Topic to the "Real World" situation**   Here’s where you take your learnings and apply them to a real life situation including technology (e.g., interviews, surveys, observational methodologies). Explain the real life situation as well as HOW it applies and the way it helps ADD to the body of knowledge you’ve already reviewed.

5. **Impact**   Is this technology changing the way we have interpersonal relationships? If so, how? How does this technology impact interpersonal relationships for the better? The worse?

6. **Critique & Evaluate the Research**   What has the research you have reviewed as well as the real life situation helped in terms of knowing more about the research topic? What are the shortcomings (limitations) to these research articles (procedural vs. participant problems).

7. **Future Research**   Where should future research (examples of the variables and the methodologies) go in order to effectively and accurately build upon current knowledge? What else is missing from the research?

8. **Conclusion**   General roundup (not an abstract at the end) that reinforces the importance of the topic to the world as well as how your paper helps to reach that end.
Possible Topic Ideas (not to limit you, just to jog your thoughts)

"Facebook friends aren't REAL Friends"
“I don’t want to call Betty, I’ll just send her a text instead”
“Can you believe it? He broke up with me using a Post-It Note!”
“Online Dating is how I’ll probably find my next partner”
“I get along so much better with my mom via email than in person”
“I fell in love online! Too bad reality had to get in the way!”
“We talk and talk online, but in person she doesn’t say a thing!”
"Our long distance relationship is working because of Skype"
"My friends should care enough about me to follow me on Twitter so they don't miss something important.

POSSIBLE APPLICATIONS

• A questionnaire or survey to learn how other people deal with technology and interpersonal communication or to learn how other people deal with a situation similar to yours (I can help you on the data collection and analysis)
• Keep a journal to record certain kinds of communication (number of texts, tweets, etc.), which you will then analyze
• Go technology-free for a period of time (2+ days) to determine the ways in which life is more and less satisfying.
• Try a new way to interact (technologically) with your parents/sibling (e.g., Skype) to see if and how your relationship changes.
TECHNOLOGY AND INTERPERSONAL COMMUNICATION PRESENTATION

Keep these things in mind when preparing your Presentation. You will be giving lots of presentations in your life and it's important that you use this assignment as a way to practice your skills. Your grade will reflect how well you do on all of the following things (this is an example presentation feedback form):

THE OPENING
   Immediately captured my interest and convinced me to pay attention
   Indicated what would be covered and how it would be covered. Clearly stated what the presentation is about

ORGANIZATION
   Communicated an organizing scheme making comprehension and retention easy
   Is clearly organized and the progression of ideas is easy to follow
   Main ideas clearly distinguished (organized into comprehensible parts or sections)

CONTENT
   Appropriate amount of content (not too much or too little covered)
   Research was reviewed and the current state of the area covered
   Understood and communicated the limitations of the research were well presented
   Future research ideas were well thought out and would contribute to the field

DELIVERY STYLE
   Presenter was well prepared and had practiced their presentation
   Did NOT read material from a script

AUDIOVISUALS
   Audiovisuals were titled, clear, easy to understand and not overly simple or overly complex
   Audiovisuals were used appropriately (presenters referred to powerpoint slides, slides were related to information discussed, synchronized appropriately, etc.; film clips, speakers were relevant and added to the information being presented
   Presenter was comfortable and familiar with the audiovisuals used

THE CLOSING
   The conclusion summarized the presentation
   Major points/results and their importance were emphasized
   Presenter could answer questions clearly and intelligently

Your presentation needs to cover the following areas. (see the Paper Outline for explanations)

- Introduction/Background
- Methodologies
- Theories
- Major Findings & Conclusions
- Impact
- Application to "Real World Situation
- Limitations of the Research and Ideas for Future Research
APA Style Quick Reference


General Document Guidelines

A. **Margins:** One inch on all sides (top, bottom, left, right)
B. **Font Size and Type:** 12-pt. font (Times Roman or Courier are commonly acceptable typefaces)
C. **Spacing:** Double-space throughout the paper, including the title page, abstract, body of the document, references, appendixes, footnotes, tables, and figure captions.
D. **Alignment:** Flush left (creating uneven right margin)
E. **Paragraph Indentation:** 5-7 spaces
F. **Pagination:** The page number appears one inch from the right edge of the paper on the first line of every page (except Figures), beginning with the title page.
G. **Manuscript Page Header:** The first two or three words of the paper title appear five spaces to the left of the page number on every page (except Figures), beginning with the title page. Manuscript page headers are used to identify manuscript pages during the editorial process. Using most word processors, the manuscript page header and page number can be inserted into a header, which then automatically appears on all pages.
H. **Active voice:** As a general rule, use the active voice rather than the passive voice. For example, use "We predicted that..." rather than "It was predicted that..."
I. **Order of Pages:** Title Page, Abstract, Body, References, Appendixes, Footnotes, Tables, Figure Captions, Figures

In Text Citations (APA, p. 207)

**One author** (Name, Date)

Block (1980) contends that both women and men are raised to view each other in sexist terms. OR

According to Barham (1953), a single gene controls the restriction of the compound to the leaves and stems.

**Two authors:** (use “and” if not in parentheses, “&” if in parentheses)

Brabant and Mooney (1986) have used the comic strip to examine evidence of sex role stereotyping. OR

The comic strip has been used to examine evidence of sex role stereotyping (Mooney & Brabant, 1986).

**More than two but less than six authors:** List every author the first time. After that, cite only the last name of the first author followed by "et al." **For subsequent citations:** Cramer et al. (1992) found ...

Cramer, Jackson, Smith, and Jones (1992) found evidence that...

**Six or more authors:**

Cite only the surname of the first author followed by "et al." Smith, et al. (1990)
Quotations in Text

“Researchers have only recently begun to explore on-line relationship involvement and the personality characteristics that may draw individuals to use this medium for relationship development” (Tracey & Ward, 2004, p. 611).

According to Rawlins (2001) “humans must develop deep emotional commitments to more than one individual in more than one way” (p. 109).

Block Quotations Use for quotations of more than 40 words (about 3 lines); double space; indent 5 spaces (one-half inch) from left; no quotation marks.

REFERENCES Examples


Citation of a Work Discussed in a Secondary Source (p. 247): (AVOID THESE)  Example of text citation: Glasser’s study (as cited in Ellis, 1999)

References list entry—list only the one cited from (Ellis)  Ellis, A. (1999). Rational Emotive Behavior Therapy as an internal control psychology. International Journal of Reality Therapy, 19(1), 4-11.

Interviews, Telephone Conversations, E-mail (p. 214):  Because they do not provide recoverable data, personal communications are not included in the Reference list. Cite personal communication in the text only. Give initials, surname of the communicator, and provide as exact a date as possible: (N. Schwartz, personal communication, April 1, 2001).

Headsings

Sample First Heading

Sample Second Heading

Sample Third Heading

Sample fourth heading. Text begins here . . .