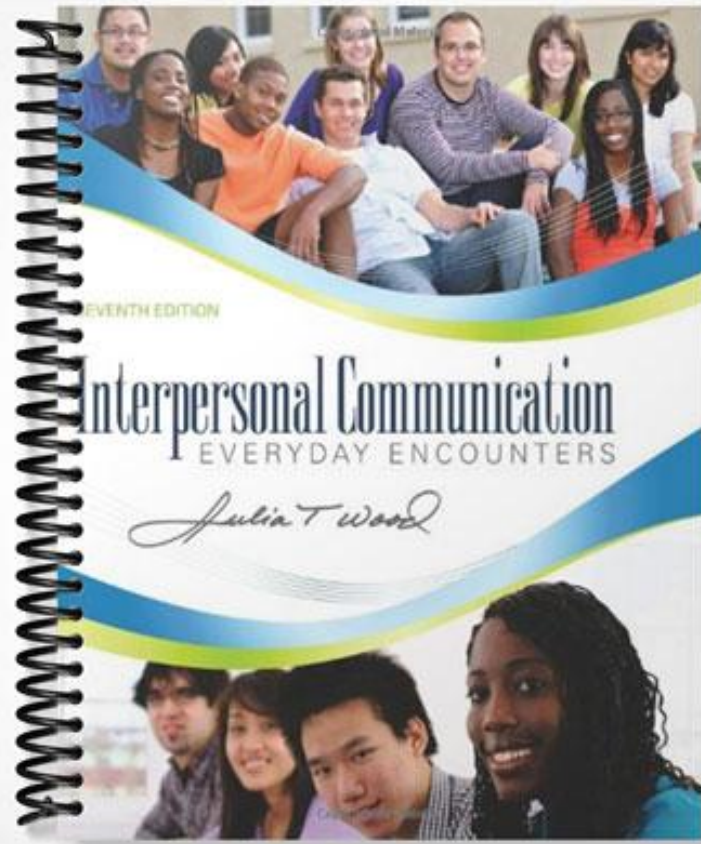SEVENTH EDITION

Interpersonal Communication
EVERYDAY ENCOUNTERS

Julia T Wood

Instructor's Resource Manual

for

Wood's

Interpersonal Communication
Everyday Encounters

Seventh Edition

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Preface

Introduction

This resource manual is designed to assist you in teaching a course for which *Interpersonal Communication--Everyday Encounters* is the primary text. Some instructors using this book will be seasoned teachers of introductory interpersonal communication; others will be less experienced. Regardless of whether you have taught the course before, this resource manual should prove valuable. It includes not only activities, goals, and strategies we use in our own classrooms, but also insights gleaned from instructors across the United States. The result is a range of perspectives, assignments, and teaching options that offer useful ideas to veteran and novice teachers alike.

The introductory course in interpersonal communication offers unparalleled opportunities for teaching and learning. Healthy interpersonal relationships are central to our happiness and well-being, and effective communication is critical to good relationships. Thus this course, unlike many others your students take, pertains directly and immediately to their lives. Most students who enroll in the introductory course in interpersonal communication enter with a high level of motivation and interest: They want to learn how to communicate more effectively in their personal and professional relationships.

Instructor's Resource Manual Format

This teaching guide consists of 12 chapters that mirror those in the text and student companion. Each chapter includes four sections:

Discussion Items -- These discussion items parallel the exercises/activities that appear in the Student Companion or provide ideas that may act as a catalyst for class or small group discussion. If students complete the worksheets prior to coming to class, they can serve as a springboard for class discussion. In other cases, students can complete the individual portions at home or in class and use small group class discussion to process the exercise. For each item, we have provided you with points to look for when raising these topics in class.

Classroom Activities -- Each chapter includes a number of activities that encourage students to apply material in the text to their everyday lives. Individual, group, and internet-based activities are included. Activities promote experiential learning by involving students in real or simulated communication situations in which they can practice, observe, and assess skills. A good activity teaches principles and spurs understanding of the conceptual bases of principles. Often these goals are accomplished in the process of debriefing students on an exercise after they complete it. Instructional resources are NOT substitutes for conceptual discussions and they should NOT be used to fill time in a classroom. Instead, activities, films, journals, and panels are teaching resources. Like lectures and discussions, these resources clarify and fortify the content of a course. Activities and other instructional supplements should be selected carefully to support the teacher's general pedagogical philosophy and goals, as well as a teacher's specific objectives regarding each unit in the course. In selecting resources, teachers should also be careful not to require any that might invade students' privacy or might violate their personal and/or cultural values. For example, the trust walk, popular some years ago, might be very threatening to students from some countries outside of the United States. Exercises that require (whether formally or through pressure from teachers' expectations) self-disclosures other than superficial-level information are also inappropriate.

The activities in this section are categorized according to individual (for example, completing a handout or survey), partner/ethnography (that is, working with a partner in class or requiring observation or

interviews outside of class in preparation for the activity), group, demonstration/whole class (for example, role plays or skits), and activities that take advantage of the Internet and/or InfoTrac (explained below). The type of activity is indicated in a table that precedes the detailed explanation for the activities. For example:

Title	Individual	Partner/ Ethno	Group	Demonstration/ Whole Class	Internet/ InfoTrac
Rumor Clinic				X	
She Says/He Says		X - H			
What's That Again			Triads		
Learning to Listen			X	X	
Listening Quotations			X		X-P

An "X" marks the type of activity, "H" means that there is a handout associated with the activity (often provided at the end of the Activity section), and a "P" signifies that students and/or instructors need to do preparation work inside or outside of class prior to the day of the activity.

Journal Items -- These are items about which students may write if you decide to include a journal assignment. Many instructors favor this assignment because it encourages students to reflect further on class material. For each item, we have provided you with a short paragraph of points to look for in student responses. If you do not include a journal assignment, these can also be used as discussion items in class and/or to review course concepts periodically with the students.

Media Resources -- This section includes film, web, print and other resources (such as CNN videos) that you can integrate into the course.

>   **Web Sites --** These are lists of currently available Web sites related to the chapter's topics. The number of internet sites devoted to interpersonal communication has increased considerably in the past few years. When the second edition of this book was written (in 1999), one search engine found 54,000 web pages on the topic of "interpersonal communication." In 2003 a Google search identified nearly 600,000 web pages related to interpersonal communication. After much weeding out, we have provided you with the same sites that appear in the Student Companion and additional teaching or research sites of interest. In addition to the URL address, we include the site's name, the developer, and a brief description. Further, there are a number of useful web sites included in the textbook.

>   **Film Ideas –** In each chapter there are one or more film examples that may be shown in their entirety, as a set of brief clips to stimulate discussion, or set up for outside viewing. Most films cut across a variety of concepts, so we generally use either a film analysis assignment or brief clips in the classroom. We have also included at least one discussion question or topic for each film idea.

>   **Print Resources** – In each chapter there are one or two books that relate concepts discussed in the text. Many of these books are written for a popular audience and we have found it valuable to critique some of the assumptions made in the popular press books with the concepts (and assumptions!) of the theories and guidelines discussed in the text. Further, we have provided a discussion topic or question for each book and also a suggestion, when appropriate, for when

students might use a particular book as part of the popular press book analysis paper (described later in the "Designing the Course" section).

Most chapters have an additional section on Panel Ideas.

Panel Ideas -- These are options for inviting outside speakers to talk about class material in a presentation or discussion format.

The manual concludes with test items.

Finally, there are five additional resources available to instructors who adopt *Interpersonal Communication-Everyday Encounters.*

> **Student Companion --** For each chapter in the textbook, the Student Companion contains interactive content outlines, additional vocabulary terms for key concepts, self-test questions, Internet sites (a subset of the ones contained in the Instructor's Resource Manual), personal reflections (the same as the Journal entries listed in this manual), and exercises/activities. This valuable study guide is now available for bundling with each student copy of the text at substantial savings to your students. The Student Companion has been extensively revised to correspond with the changes in the textbook and Instructor's Resource Manual (please see below for "Changes in the 7th Edition").
>
> **InfoTrac College Edition --** InfoTrac is a world-class online library that students can use to learn more about contented covered in each chapter and to conduct research.
>
> **Exam View Computerized Testing--** A fully integrated suite of test creation, delivery, and classroom management tools that feature all the test items found in this manual. You can generate tests randomly, select specific questions, and write or import your own questions. This is available in Windows and Macintosh formats.
>
> **Power Lecture --** This software includes professionally created text and images to illustrate important concepts in *Interpersonal Communication--Everyday Encounters,* plus important graphs and tables from the text. Built-in flexibility lets you add your own slides, make changes to or delete existing slides, and rearrange slide order. This is available on a cross-platform CD-ROM.
>
> **Media Guide for Interpersonal Communication --** This guide includes media resource listings (films, books, plays, web sites, and journals) for each chapter in the Wood's text.
>
> **The Wadsworth Communication Video Library--**Select from a variety of videos covering key interpersonal communication topics.

Revisions to the 7th Edition

The 7th edition of the Instructor's Resource Manual and Student Companion has been revised to incorporate the textbook's increased emphasis on issues of culture, diversity, ethics, the workplace, and technology. Below is a list of these revisions for the Instructor's Resource Manual:

1. There are more workplace examples woven throughout the text.
2. Engage Ideas features have been moved to the end of each chapter, and now includes 1 Active Learning question and 1 Workplace Application question.
3. There is an increased coverage of social media
4. There are new end-of-chapter Case Studies and Questions for Chapters 8, 9, and 11.
5. New and revised "Sample Test Items" have been included (so that each chapter contains at least 30 questions, at least 20% of which are new for the 6th edition). Further, rejoinders (explanations of why a particular answer is correct, what to look for in a particular answer, and a page number reference to the textbook) for each multiple-choice, true/false, identification, and essay question, are provided.

In the next section entitled "Designing the Course," we will address basic issues and orientations to the introductory course in interpersonal communication.

If you have any questions or comments, we hope that you will share them. You can reach us at:

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Happy teaching!

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Designing the Course

In this section, we address basic issues and orientations to the introductory course in interpersonal communication. Particularly important for less experienced instructors, this opening identifies some of the dangers and difficulties that can arise in teaching material pertinent to students' personal lives. There is also a discussion of alternative approaches to teaching the course, ways to organize a class and manage logistics, methods of creating a climate conducive to involvement and active learning, and a set of general resources (e.g., course-wide assignments, Internet sites, published research).

Opportunities and Challenges

We find that teaching the introductory course in interpersonal communication offers opportunities and challenges in equal measure. The opportunities arise from the course content and the satisfaction of seeing students grow personally. The challenges also involve the course content since students are asked to deal with issues that are sometimes troubling and unsettling.

Opportunities

The opportunities that accompany teaching this course are many and special. Among these are chances to enlarge students' understanding of the role communication plays in everyday life, their competence in specific communication skills, and their respect for social diversity.

Enlarging Understanding

An obvious yet nonetheless important highlight of teaching the introductory course in interpersonal communication is the chance to introduce students to a fascinating area of study and of life. Teachers have a rare opportunity to affect students' lives in fundamentally important ways. You can enlarge your students' understandings of how communication has and continues to shape their identities and their relationships with others. Equally important, you can help students discover myriad ways in which their past and present relationships have sculpted their self-concepts and their styles of communicating.

Skill Development

Related to the value of enlarging students' appreciation of the reciprocal influence between relationships and communication is the opportunity to improve students' practical communication skills. The textbook, this guide, and the Student Companion provide a wealth of concrete activities that helps students develop and refine their competence in relating to others. In addition, the reflections in each chapter of the text and the suggestions for Journal assignments encourage students to recognize and think about connections between conceptual material and communication in their everyday lives.

Respect for Social Diversity

A third and very important opportunity in teaching this course with *Interpersonal Communication--Everyday Encounters* as the text is the potential to expand students' awareness and appreciation of social diversity. Woven throughout the text are discussions of the relationships between communication and gender, race, class, sexual orientation, and other aspects of identity. A primary theme of the text is that diversity is integral to human communication, not something we tack on as an afterthought. The exercises in this guide further that goal by encouraging students to encounter diversity experientially and to become more observant of the many ways in which communication acknowledges, obscures, or distorts various groups in society.

Highlighting social diversity expands students' awareness of the range of ways in which people communicate and form relationships. This should enrich their appreciation of people who differ from them. Yet that is not all an emphasis on diversity accomplishes. Equally important, it heightens students' understanding of the values, customs, and practices of their own social groups and the ways in which these have shaped their communication. Respecting people who differ from them and understanding the cultural bases of their own identity and communication are critical skills for students in our era.

Challenges

Along with the opportunities involved in teaching the introductory course in interpersonal communication, there are also distinct challenges. Among these are egocentric perspectives, the difficulty of struggling with personally troublesome issues, and ethnocentrism.

Egocentric Perspectives

A perennial problem in interpersonal communication courses is some students' resistance to information that doesn't conform to their personal experiences. For example, several students in any class we teach take issue with the finding that parents generally communicate differently with sons and daughters. "My parents didn't," they assert, as if that means the generalization is untrue. Similarly, students whose romantic relationships have followed trajectories different from the general model of relational evolution sometimes challenge the general validity of the model. We invariably have several white students who deny the finding that Caucasians are the privileged race in this society. If they were from a working-class family and didn't experience all of the prerogatives of middle- and upper-class Caucasians, they assume that race doesn't confer privilege in general.

Our experience has been that the most effective way to respond to students who rely too heavily on their personal experience to understand social life is to accept their experience as a starting point for further discussion. Thus, we tell a student whose personal experiences don't match generalizations about gender that it's important to understand how she or he is unique as an individual and how people in general are. This opens the door for exploring why that person's experience of gender differs from broad cultural norms. Usually other students in the class will volunteer their experiences, some of which conform to general research findings and some of which do not. A discussion of how individuals reflect or depart from general patterns allows

everyone in the class to discover how different kinds of communication contour distinct gendered identities, social class and opportunity, and relational paths.

Difficult Issues

The study of interpersonal communication necessarily involves attention to issues that are difficult and often personally painful to students. Because *Interpersonal Communication--Everyday Encounters* seriously and consistently addresses social diversity and related inequities and prejudices, students will be confronted with unpleasant facts about Western society. Some want to believe that America is a classless society and that racism is a relic of history. Students are uncomfortable when confronted with information that dispels the myth of a classless, non-racist society. They are even more uncomfortable when teachers encourage them to reflect on the ways in which race, class, and gender have shaped their identities and communication styles and the judgments they make about people whose race, class, and sex differ from their own. The discomfort students (and teachers!) experience in dealing with these topics is natural and unavoidable. If constructively channeled, it is also a powerful stimulus to personal growth. Rather than attempting to lessen students' discomfort in approaching these topics, we prefer to recognize it explicitly in class discussion and to encourage students to accept discomfort as a necessary stage in expanding their understandings of themselves and others.

A slightly different challenge arises when students resist thinking and talking about groups of which they disapprove. Some students think homosexuality is wrong or nonexistent, and resent a text and course that refuse to define gays and lesbians as pathological. Some students think nonwhites are less intelligent, responsible, honest, and so forth. Some students believe that class and its privileges are earned, and that members of the underclass are responsible for their own problems and the unequal quality of their lives. If this kind of resistance emerges, instructors may have to exercise their professional authority to make sure that discussion and learning are not restricted in their classrooms.

Instructors must skillfully manage situations that require them to insist that a topic or group not be banned from class consideration -- treat resisting students with respect to be consistent with the value of honoring diversity and to keep the classroom climate open. The teacher can model the communication skills the course emphasizes: openness, nonjudgmental interaction, respect for differences, and willingness to continue the conversation.

A third content-related tension in the course is topics that are personally painful to some students. If your class mirrors national demographic trends, approximately 20% to 25% of women students will have been raped or will have suffered attempted rape; as many as one in three of your female students may have or have had an eating disorder; a good portion of your students will have inflicted or suffered physical, emotional, and/or sexual abuse in their families and/or in their current and past romantic relationships. In addition, many of your students will have families that are or were dysfunctional as a result of alcohol, drugs, disease, or other factors. Some will have suffered racial slurs and class exclusion; others will have endured sexual harassment and gender discrimination; and still others will have lost jobs and perhaps suffered

blows to their self-respect. Almost all of your students will have experienced unrequited love, betrayals by friends, and other ordinary but nonetheless disturbing interpersonal casualties.

Interpersonal Communication--Everyday Encounters does not dodge these difficult topics, but addresses them as real, if unfortunate, aspects of modem life for many people. It is impossible to write about interpersonal life in this era without recognizing that it has a dark side as well as a joyous one. Our belief as authors and instructors is that it is more constructive to acknowledge and deal with difficult issues than to ignore them. Students are usually willing to face sensitive and even painful issues if they understand that you, their teacher, are also uncomfortable at times. We tell students frankly that we are wrestling with some of the same issues that they are and that sometimes we wish we didn't have to. This admission by an instructor "gives students permission" to be upset, while also inspiring them not to avoid troublesome topics and issues in our lives.

Ethnocentrism

A common challenge in teaching this course (and many others) is teaching students to be aware of ethnocentric perspectives and to resist ethnocentrism in their own thought and action. Ethnocentrism is a viewpoint that assumes one's own culture is normal, right, and the appropriate universal standard for judgment. Ethnocentrism may be conscious-for instance, a student may be aware that norms for eye contact vary among cultures, yet believe that the conventions of his or her own culture are right or best. More often, however, students are not aware of their ethnocentrism. They assume the communication practices they have learned are normal and right, and they automatically apply the standards of their culture to everyone without realizing that the standards themselves are arbitrary and culturally constructed.

Ethnocentrism fuels divisions between people of different races, genders, classes, ages, abilities, sexual orientations, and so forth. In an era marked by increasing diversity, instructors have a responsibility to help students become aware of ethnocentric thinking in themselves and others and to learn to recognize and appreciate varied ways of living, acting, and believing. Meeting this responsibility is facilitated by the textbook, since *Interpersonal Communication--Everyday Encounters* weaves cultural diversity throughout discussions of all aspects of communication. Within the text students will encounter commentaries by women and men of many races and cultures. In addition, the text shows how cultural constructions of race, gender, sexual orientation, class, and age affect self-concept, communication styles, and patterns of forming and sustaining relationships.

There are several ways instructors may fortify the attention to diversity in *Interpersonal Communication--Everyday Encounters*. First, it is important to emphasize diversity in class lectures and discussion. In covering nonverbal behaviors, perception, listening, friendship, and other course topics, teachers should strive to represent the views, values, and communication practices of a variety of people with differing backgrounds and world views.

Incorporating social diversity into the content of your course, however, only enlarges students' awareness of the range of ways in which people communicate and build relationships. This doesn't necessarily heighten students' sensitivity to ethnocentrism. Additional effort is needed to

increase awareness of the tendency to use **our own culture** as the standard for judging other cultures.

A particularly important way to heighten awareness of ethnocentrism is to point out ethnocentric biases that surface in classroom discussions. Even students who genuinely want to respect diversity often unconsciously employ ethnocentric standards. In our classes, students often discuss race as if it applies to people of color, but not to Caucasians. When this occurs, we remind them that Caucasians, too, have race. Similarly, male-generic language and male standards of behavior periodically emerge in class discussions and we point them out to students.

Instructors should be especially alert to more subtle forms of ethnocentrism so that these can be highlighted for students. For example, during a class discussion of what dress communicates, our students centered on the ways people stylize identities with the clothes they wear. It became obvious during our discussion that students were assuming everyone could buy clothes to project the personal image they desired. We pointed out that this assumption reflects a middle- and upper-class perspective, and those who are economically not as well off as others may not have the money to craft images with clothes: Goodwill doesn't offer the same options as J. Crew! In another discussion, students were debating whether the mother or father should be the primary care giver who stays home with children. Although it was clear that they weren't falling into the traditional assumption that child care is women's responsibility, it was equally clear that they were assuming all families had the financial resources to permit one parent to stay home with children as well as two parents who were willing and able to be the primary care giver. Our discussion took a dramatic and constructive turn when we pointed out that working-class and underclass families often cannot afford to have either parent stay home and also cannot afford quality day care. Attention to ethnocentric standards enriches discussion of the variety of topics in the introductory interpersonal communication course: trust (Which races can afford to be trusting and why?), self (How do socially constructed categories of race, class, and so forth affect self-concept and self-esteem?), family interaction (Is a family only nuclear or extended to include aunts, cousins, and so forth?), or verbal communication styles (Is "woofin'" obnoxious bragging or a form of verbal play?).

Finally, both diversity and ethnocentric standards of judgment are emphasized by the exercises included in this manual and the Student Companion. There we describe a variety of activities that can enlarge students' awareness of social diversity and of ethnocentric standards and practices.

Creating an Effective Classroom Climate

Effective teaching requires more than competence in the content of a course. Because that content exists within a context, teachers must create a learning environment that supports the

content and goals of their courses. The climate, or overall mood, of a classroom sets the tone for what will happen in a course. Classroom climate affects what is said (and not said), what is learned (and not learned), and how students feel about themselves and interpersonal communication.

Most instructors of introductory courses in interpersonal communication –desire a classroom climate that is inviting, psychologically safe, and personally and intellectually stimulating. This kind of climate increases the likelihood that students will feel comfortable talking openly about issues, questions, and problems related to interpersonal communication. Our experience, and that of other instructors of interpersonal communication courses, suggests that an effective classroom climate is fostered by openness, involvement, respect, and a sense of community. Developing these qualities in your classroom will enhance learning.

<u>Openness</u>

An open classroom climate is one in which students feel it is safe to be honest and that their ideas, feelings, and questions are valued. They feel free to take the risk of disclosing moderately personal information and to talk candidly about issues in their lives.

The instructor sets the tone for openness by how she or he acts in the first meeting of the class and in all subsequent meetings. Creating a sense of openness begins on the first day of class when the instructor introduces the course and himself or herself. Instructors who reveal personal information and tell students personal stories model openness in the class. Openness is also encouraged when instructors honestly admit their own struggles with some topics in the course. Acknowledging your own uncertainties informs students that it's acceptable for them to be unsure and uncomfortable at times.

Openness is further established by how instructors respond to students' comments. When students express ideas, opinions, or feelings, the instructor should respond with interest. Encouraging a student to elaborate on a comment, offering your own experiences in response, and referring back to the comment during the class session are ways to communicate that students' contributions are valued. This is especially important in the first few meetings of a course, which set the tone for all that follow.

<u>Involvement</u>

A second quality of effective learning environments is involvement. Involvement exists when students are personally engaged with material and each other and when that engagement translates into constructive participation in the class. Students who feel personally involved and engaged in a course will participate actively in classroom discussions and will learn course material.

Students generally enter the introductory course in interpersonal communication with a high level of interest and with years of experience in communicating with others. Even so, students are not always immediately involved with class material and other students. Some students are shy; others are unsure of their feelings and ideas; and still others are accustomed to a teaching style in which students are expected to be passive. Thus, instructors need to invest effort to create an involved climate for learning.

As with openness, involvement is developed from the first meeting of a course. The initial session should set a tone that invites students to become directly and personally engaged with the material and each other. During the opening discussion with a new class, we make a point of asking individual students what they think about particular issues that pertain to the course. Prior to the first meeting, you may want to identify two or three topics about which you will ask students: Do labels really matter—does it make any difference whether we say Negroes, Blacks, or African Americans? Should laws be changed to recognize lesbian and gay marriages? Are Americans too individualistic and competitive? Is verbal or nonverbal communication more important in friendships?

Engaging students in conversation about issues takes some effort. Most students don't expect to speak up, particularly on the first day of class. Thus, they may feel awkward at first. This is natural. Students will transcend their initial unease if you encourage them to speak up and if you take their responses seriously. When a student replies to a question you pose, it is important to respond personally to that student. You may wish to remark on the quality of the comment or to offer your own perceptions on the topic.

Involvement means more than having students respond to their instructor. An involved class is one in which students respond to each other as well. Thus, it's important that you encourage students to talk with each other, as well as with you. One way to do this is to ask a second student to comment on what the first one says: "What do you think about Erin's idea?" "Have you had the same experience as Erin?" Continue posing questions and engaging students in dialogue with you and each other until you sense that they feel comfortable being actively involved.

Involvement is also generated when students apply course material to their personal lives. Personal involvement is facilitated by many of the activities and reflection exercises discussed in this manual, the textbook, and the Student Companion.

Another way to heighten students' personal involvement with course material is assigning the "Interpersonal Communication Journal." This is a project that propels students to reflect

throughout the term on issues and topics covered in the course. The Journal assignments ask questions or raise issues appropriate for each chapter in the text. Some instructors reserve class time on a weekly basis to have students share what they've teamed about interpersonal communication by completing the Journal assignments.

Respect

Respect is a third vital quality of an effective learning climate for courses in interpersonal communication. Both openness and involvement prosper in a climate of respect; neither is likely when respect doesn't exist. To be open about their thoughts and feelings, students must feel that what they say will be respected.

We devote time in the first class meeting to discussing the importance of respecting diversity. During the initial class session, we explain that in this course we will respect diverse ideas, experiences, values, and communication styles. Also, the printed syllabus states that all comments deserve and will receive respectful hearings. In discussing this with students, we assure them there is no pressure for them to *agree* with everything others *(or we)* say. Instead, the course policy is to *respect* what others say, as well as their right to say it. We explain that this implies it is inappropriate to dismiss or devalue comments by others. We then get students thinking about how we communicate disrespect. Working together as a class, we generate a list of verbal and nonverbal communication that would be unacceptable. Some examples from our students are rolling eyes, making faces, stating someone is wrong, and using a sarcastic or demeaning tone of voice. This discussion not only emphasizes the importance of respect for diverse points of view, but also inaugurates attention to the variety of ways in which we communicate attitudes.

A climate of respect must be modeled by the instructor. To do this, it's appropriate to show curiosity and interest when students state points of view that expand or challenge material presented in the text and in class discussions. Instructors may also assume the role of devil's advocate to voice perspectives that don't surface in class discussion. Respect for differences is also modeled by how teachers respond to students who challenge them and their ideas. If you respond defensively to a student who disagrees with your point of view, then the class quickly learns that respect is not granted to ideas that diverge from yours. When the first challenge from a student emerges (and it always does), respond to it with regard and interest, and you will embody the attitude of respectfulness that you want students to adopt in the course.

Finally, you will need to monitor communication in your class to make sure that respect for diversity is sustained. It is inevitable that at some point in the term students will deliberately or accidentally violate the course policy of respecting diversity. If a climate of respectfulness has been established, infractions are usually subtle. Nonetheless, they offer important teaching opportunities in which you can heighten students' awareness of exclusionary communication practices. For example, a student might inadvertently use a male generic term, which excludes women. Similarly, a student reporting on an analysis of nonverbal aspects of campus buildings might fail to notice whether buildings are accessible to people with disabilities. In moments such as these, correction is not required -- education is. Students should be encouraged to recognize subtle as well as blatant forms of disrespect, exclusion, and dismissal.

<u>Sense of Community</u>

A final quality of a vibrant classroom climate is a sense of community. This exists when members of the class see themselves as a group or community that is collectively engaged in learning, exploring, and enriching their understandings of communication and human activity. We recommend four methods of enhancing the sense of community in a class.

Knowing Members of Community

First, a sense of community requires knowing the members of the community. Thus, it's desirable to have class members learn each other's names. A get-acquainted activity, or icebreaker, during the opening classes helps students learn names and encourages a personal atmosphere in the class.

Direct Involvement with Community

A sense of community is also fostered by direct involvement among members of the class. Students have learned to respond to teachers and to ask teachers questions. However, they often don't engage one another without prompting by the instructor. As noted previously, the teacher can encourage students to talk directly with each other. Ask several students to respond to what another student says, invite students to debate ideas, highlight relationships among ideas offered by different students, and refer back to comments students have contributed.

Student Participation in Course Design

A third way to heighten a sense of community in your classroom is by allowing students to participate in designing portions of the course. Your experience and judgment will lead you to make a number of decisions about what to cover and how much time to devote to various topics, but you can still allow students some involvement in sculpting the course. For example, you might reserve two or more days at the end of the term for topics of special interest to students. When we have done this, our students have asked us to prepare material on dual-career marriages, which many of them envision in their future; cross-sex friendships, which many of them are currently experiencing; and managing long-distance relationships, which many of them anticipate or are already experiencing. Another class wanted to expand the text's coverage of violence in intimate relationships. By allowing students a voice in the content of their course, teachers empower them, demonstrate respect for students' judgment, and cultivate in students a sense of personal and collective responsibility for the overall course.

We also invite students to submit possible test items, some of which we include on their tests. This not only increases their involvement in the classroom community, but also encourages them to study material closely. Be aware that if you invite students to propose test items, you should plan to include a number of their suggested items on your quizzes and exams. Not to do so is disrespecting their contributions.

"Class Business"

A final suggestion for building a strong sense of community is what we call "Class Business." This is a span of time set aside at the beginning of each class meeting for discussion of observations, experiences, news items, films, and so forth that pertain to interpersonal communication. Class Business achieves three important pedagogical goals. First, it prompts students to notice interpersonal communication issues in their lives and in society. Second, it allows students and teachers to discuss valuable topics beyond those designated on the formal syllabus. Third, it demonstrates, often dramatically, the relevance of course material to the everyday life of individuals and society.

Julia first invented Class Business in 1989 and introduced it in a course in gender and communication. Everyone thought it was effective in heightening both involvement with course material and our sense of community. Since 1989 we have routinely included Class Business in all of our courses, and invariably students praise it in their final course evaluations.

To make Class Business work effectively, the instructor must initially fuel interest. Most students have not had classes in which time was reserved for discussing how course material applies to their everyday lives. Thus, they are unsure how to participate and whether the instructor is really serious about taking time to talk about "real life." Students' unfamiliarity with discussing connections between course material and everyday life places a presumption on the instructor to fuel initial interest.

At the beginning of the second class meeting we ask whether anyone has any Class Business. Typically, nobody volunteers anything so early in the course. We come prepared with news clippings and observations, which we present to the class. For example, the UCLA Internet Report: Surveying the Digital Future, Year Three, released in Spring 2003, noted that "The Internet in 2002 continued to be a catalyst for creating and maintaining friendships and family relationships." The results from the study sparked discussion of the role the internet and other new communication technologies play in communicating interpersonal relationships. Topics related to interpersonal communication are numerous and never hard to find in the popular press and in everyday activities. After two to four class meetings in which you initiate discussion of Class Business items you have brought, students will begin to bring items and observations of their own. Our experience is that the dilemma is not kindling students' interest in Class Business, but rather preventing it from taking over the entire class period. To avoid this problem we often impose a time limit of five or ten minutes for Class Business each day.

Note: Class Business is an important part of the course, not something apart from the course content. This has two implications. First, discussion should focus on communicative dimensions and implications of Class Business items. Many topics the students initiate are significant on multiple levels, including sociological, psychological, educational, and political. These dimensions of issues may be noted, but class discussion should focus on communicative aspects of topics. A second implication of treating Class Business as an important part of a course is that it should be included on tests, just as other important material in the course is included on tests. So that students understand what is expected of them, we explain that Class Business is an integral facet of the course and that they are as responsible for studying what we discuss during

Class Business as they would any other material covered in class meetings. We also make sure that every test we give includes at least two items pertinent to Class Business.

Classroom climate is the context in which teaching and learning occur. For the introductory course in interpersonal communication, openness, involvement, respect, and a sense of community are earmarks of an effective climate.

Alternative Approaches to Teaching

Interpersonal Communication--Everyday Encounters is designed to accommodate diverse teaching goals, styles, and philosophies. Here we discuss four approaches and how the text supports each one.

Conceptual Approach

The conceptual approach focuses on concepts, theories, principles, and research findings. It is appropriate for instructors whose goal is for students to learn *about* interpersonal communication. The conceptual approach is also appropriate and often expected at research universities that place a higher priority on conceptual learning than development of concrete skills.

For courses adopting the conceptual approach, students are expected to study, retain, and recall specific information and to understand theoretical explanations. Underlying this approach is the assumption that knowledge translates into action. Thus, it is assumed that by learning about communication principles and theories, students will become more competent in their communication practices.

This approach requires the instructor to present and explain information, research findings, and theories. Usually instructors do this by breaking material down into its component parts, each of which is explained individually and then related back to the overall topic of discussion. For example, in teaching attachment styles (Chapter 2 of the text), an instructor could begin by defining attachment styles and discussing research on their relevance to adult relationships. Next, the instructor might discuss each of the four attachment styles in some depth, focusing on the verbal and nonverbal components of the styles. The teacher would provide examples to clarify concepts and would summarize supporting research. Students' learning could be assessed by their ability to define attachment styles and to recognize communication behaviors associated with developing and embodying each style.

Lectures and discussions are the predominant methods of teaching when a conceptual approach is employed. Activities and exercises play a subordinate role in learning. Any activities that are used emphasize conceptual understanding rather than personal application and skill development.

Interpersonal Communication--Everyday Encounters contains ample conceptual material, and it covers both classic and current research and theories on interpersonal communication. Using the textbook as a foundation, an instructor may supplement its coverage with recently published research. Instructors may also extend the text's coverage by elaborating on topics they consider especially important. The conceptual approach to learning also invites research by students. Instructors can increase students' knowledge by assigning or allowing students to assign themselves topics for individual term papers or group projects.

Skills Approach

A second approach that many instructors of interpersonal communication favor concentrates chiefly on behaviors and behavioral change. The skills approach emphasizes practice and application of effective interpersonal communication behaviors. This pedagogical approach assumes that understanding theory, research, principles, and concepts does not guarantee

effective personal action. Thus, attention to conceptual material is limited to what is necessary in developing effective communication behavior.

A skills approach to teaching emphasizes learning and incorporating effective communication behaviors. For example, to teach the unit on listening (Chapter 6 of the text), an instructor would highlight important listening skills and should provide opportunities for students to practice effective listening skills.

Activities and exercises play a prominent role in the skills approach to teaching. These guide students to become proficient in particular communication skills by giving them opportunities to practice the skills with professional guidance and feedback from an instructor. Discussion of activities subordinates attention to conceptual understanding in favor of emphasis on particular communication behaviors and their effectiveness. Assessment of students' learning is accomplished by determining their competence in enacting particular communication skills. *Interpersonal Communication--Everyday Encounters* supports a skills approach to teaching interpersonal communication. Within the text, *Put It in Practice* features invite students to try out skills and principles in their own lives.

Combined Approach

Many instructors combine conceptual and skills emphases to create courses in which students are expected both to understand theories, research, and concepts and to develop effective communication skills. Underlying this approach is the assumption that conceptual learning is essential to, but not the same as, effective practice. In other words, conceptual understanding doesn't automatically translate into improved behaviors.

Instructors who favor the combined approach may rely on inductive or deductive teaching strategies. The inductive method first immerses students in communication activities and then guides them to see how particular theories, concepts, and principles apply to those concrete situations. The deductive approach begins by explaining theories, principles, and concepts and then encourages students to apply them in pragmatic communication situations.

Lectures, discussions, activities, and written assignments can all support teaching from the combined approach. Many instructors engage in lectures and discussions on some class days and reserve other days for exercises that allow students to apply conceptual material. Alternatively, some instructors blend activities and lecture-discussions in single meetings of classes. *Interpersonal Communication--Everyday Encounters* is an ideal text for teachers who want their students to have both conceptual and practical knowledge of interpersonal communication. Using the text, instructors can point out to students the relationships between theories and principles and effective practice. For example, the combined approach is useful for teaching about the ways we perceive others (Chapter 3 of the text). The text describes four schemata (prototypes, constructs, stereotypes, and script) and explains how they work together to guide our perceptions of others. *A Put It in Practice* exercise invites students to identify the schemata they use in assessing others in their everyday lives. An instructor could assign this activity to students and then have a class discussion in which students and the teacher identify how the conceptual material works in actual practice.

Springboard Approach

A fourth approach uses the textbook as a springboard for a course. The text serves as a foundation, but it doesn't define the scope of material that is covered. This approach is not appropriate for students who have limited background knowledge, low internal motivation to study and learn, or minimal skills in independent learning. It can be effective with students who grasp material quickly and who are highly motivated to learn. Although we usually adopt the combined approach in our own teaching, when we have a small class of students who are academically gifted we often employ a springboard approach.

Instructors who favor the springboard approach tend to implement it in one of two ways. Some instructors designate the first portion of the course for discussing the textbook. The remainder of the course is then used to go beyond the textbook. Extended coverage may be the responsibility of the teacher, students, or both. Teachers sometimes like to use the basic information in the text as a springboard for a specific focus on interpersonal communication topics that they investigate in their own research. For instance, one of our colleagues studies abuse between intimate partners, and he includes a substantial unit on this topic in his introductory interpersonal communication course. Another colleague is particularly committed to better communication between races, and she reserves one third of her course to teach students about different communication styles used by different races and to improve their skills in interacting with members of various racial groups. Some teachers choose to let students define some or all of the units to be covered after they have read and discussed the textbook in the first portion of the course. Students often develop very effective class presentations on communication topics.

A second way to implement the springboard approach is by integrating it into teaching throughout a term. Following this plan, instructors clarify textbook readings at the outset of each new unit in a course. The remainder of class time is used to supplement, extend, and elaborate what was covered in the readings. This method allows students to rely on their textbook **throughout** the term, so it is a consistent facet of their learning and a common thread in their experience of the course.

Interpersonal Communication--Everyday Encounters lends itself well to a springboard approach to teaching. Like most introductory texts, it emphasizes breadth of coverage over depth. Thus, it introduces a range of topics, yet extended discussion of any particular topic is not possible. This creates an abundance of opportunities for expanding coverage of specific topics that meet the needs and interests of particular instructors and students.

In sum, there are diverse approaches to teaching the introductory course in interpersonal communication. Each of them is appropriate and effective in some circumstances. Decisions of which approach to use for a course, or for individual units within a course, depend on the instructor's teaching philosophy and goals, the expectations of her or his campus, and the needs and abilities of students.

Recommended Assignments

A number of assignments can enrich students' learning. In addition to exams and in-class exercises, we rely on two larger assignments to heighten students' involvement with the course and their awareness of interpersonal communication in their everyday lives.

The Interpersonal Communication Journal

This is a major class assignment that encourages students to think about and apply material covered in the text to their relationships and activities. The Journal includes two sections. In the first, we specify ten to twenty topics students are to address that apply material in the textbook. This ensures that students will think about issues we judge particularly important in terms of the course. The second section of the Journal consists of topics students initiate. This allows students to focus their own learning by reflecting on issues they consider significant beyond the ones that were assigned.

Sometimes students benefit from a bit of prompting to complete Journal entries at the time they read the related material in the textbook. One way to encourage prompt and regular attention to Journal assignments is to ask two or three students to share their entries with the class. If this is done in the first weeks of class, students generally learn it's a good idea to keep up with their Journals.

A second way to encourage students to stay up to date with their Journals is by inviting or requiring them to turn in their Journals at several junctures in the course. Although this increases the instructor's work, periodic review of students' Journals serves important purposes. First, as previously said, students are more likely to complete Journals relatively promptly if they are required to turn them in to their instructor. Second, having students submit Journals throughout the term (or at least once during the term) allows you to give interim feedback about the adequacy of what they have written. If a student has only described but not analyzed communication, you can point this out and encourage the student to be more analytical in future entries.

A third benefit of interim Journals is that they allow personal communication between individual students and the teacher. It is advisable to respond to student Journals in two ways. First, you should provide an evaluation of what is written in terms of how well it meets instructional goals. Effective evaluation involves noticing what is done effectively as well as what needs more thought and work. Thus, evaluation should comment on sound insights, sophisticated analysis, and effective integration of ideas, as well as on inadequate explanation, conceptual misunderstandings, and superficial discussion. On a second level, it's important to respond as a person, not just as a teacher, to what students have written. Students appreciate comments that acknowledge their pain, recognize their courage in dealing with issues, and applaud their progress in developing skills. They also value comments in which a teacher shares personal experiences that pertain to what they have written. Responding as both a teacher and a person to the student as both a person and a student strengthens the instructional relationship.

Term Projects
Projects can be used to encourage students' involvement with the course and their investment in their own learning. Major projects allow students to explore specific topics in depth. Projects

may be assigned either to groups or to individual students, depending on the instructor's preferences and teaching goals. Our experience has been that group projects are more frustrating to students and often involve uneven contributions by individual students. However, working effectively in groups is important and group assignments can hone students' skills in cooperation, collaboration, and setting standards. In addition, working with others requires students to learn to deal with a variety of communication styles. Because group projects are also fewer in number than individual projects, the results of group endeavors can be presented to the entire class, should that be desired by the instructor.

Individual projects also have advantages and drawbacks. A virtue of individual assignments is that responsibility for quality is fixed and clear. A student who doesn't invest much effort cannot escape notice and evaluation by being in a group that is effective. Individual assignments also have the benefit of allowing each student to pursue a topic that especially interests him or her without having to adjust personal interests to fit a group's focus. Probably the most significant drawback of individual projects is that they don't necessarily involve the student in communication with others as group projects do. Thus, an opportunity for observing and practicing communication and for experiencing diversity is sacrificed. In addition, individual projects require substantially more time and effort from instructors. In addition to grading all of the projects or papers, an instructor must advise and guide many students who have difficulty directing themselves in independent research. Finally, there is rarely time for students to present their project to the class, which means the class misses out on a learning experience and the students miss out on a speaking experience.

The nature of projects ranges from standard research papers and/or oral presentations to extension and application of conceptual material. Based on what students seem to learn from term projects, we have come to favor assignments that involve them in studying and analyzing communication in everyday life. Following are examples of topics that we and our students have found worthwhile.

1 .   Observe prime-time portrayals of communication in African American, European American and Latino/a families. Select at least two weekly prime-time shows for each racial and ethnic group, and watch a minimum of six episodes of each show. Your report should identify differences and similarities in media representations of African American and Caucasian family communication. Among other matters, you should compare frequencies of father-son, father-daughter, mother-son, and mother-daughter interactions and should analyze differences in communication styles employed in the two families. Also, observe and analyze differences in directness, dramatic style, and formality.

2.   Read a minimum of four popular advice books on the topic of effective communication between romantic partners. Your report should do the following: (1) Identify and evaluate the credentials of each author as an expert on intimate communication; (2) Summarize communication principles advocated in the books; (3) Relate communication principles and theories covered in this course to those advised by the authors of popular advice books; and (4) Evaluate the value of each book. Reports can be made in an essay or as a speech to the class. Refer to the "General Media Resources" section in each chapter for possible book ideas relevant to this project.

3. Survey the past five years' issues of two magazines aimed for a particular audience (e.g., *Ragged Edge Magazine* and *New Mobility Magazine* for persons with disabilities, *Men's Health* and *Esquire* for men, *Latina Style* and *Latina Magazine* for Latinas; *The Advocate* and *The Gay and Lesbian Review* for the lesbian, gay, bisexual, and transgender community, *Child* and *Parenting* for parents). Your report should highlight changes in how the magazines reflect and shape views of readers. Focus both on articles in magazines and on advertisements to trace changes in the issues and images of readers.

4. Interview a minimum of ten couples involved in long-distance romantic relationships (you must interview both partners in each relationship). Your interviews, which should take fifteen to thirty minutes each, should focus on the communication challenges these couples face and the communication strategies they use to sustain their relationships. In your report, you should summarize what you learned about challenges and strategies. In addition, your report should show how couples' experiences reflect or extend principles covered in this course.

5. View a minimum of four commercial films (either current or older) that depict friendship. You will probably need to watch each film more than once. At least one film should focus on friendship between women *(The Sisterhood of the Traveling Pants, Sex and The City Movie, Thelma and Louise, Beaches, Bridesmaid),* and at least one should focus on friendship between men *(Wayne's World ,City Slickers, Due Date, Hangover, Dead Poets' Society, Talk to Her, About Schmidt, The Fighter, Grumpy Old Men, The King's Speech).* The remaining films may portray friendships of women, men, or women and men (e.g., *Old School, My Girl, Circle of Friends, Toy Story, Inception*). Your report should identify similarities and differences in friendship communication for women and men. Make sure that your analysis incorporates information in the textbook, including different styles of experiencing and expressing closeness (closeness in the doing, closeness in dialogue). Refer to the "General Media Resources" section below for internet sources relevant to this project.

6. Choose any of the films listed below or in the Instructor's Manual chapters as an item for analysis. In the paper, students should apply what they learned in class to evaluate the strengths and limitations of the communicative choices the characters made as well as offer concrete recommendations for improving their communication. Refer to the "General Media Resources" section below for internet sources relevant to this project.

7. Ask students to audio-tape, record and transcribe a conversation between themselves and a friend, intimate, co-worker, etc (be sure students ask the other person for permission to record the conversation for this class). Considering the length of time it takes to transcribe, only ask them to transcribe a five to ten minute segment of the conversation. Students can then write a paper about how this conversation illustrates topics and concepts discussed in the course. This activity is a great way for students to understand the intricate dynamics involved in everyday conversations.

Class Schedules

Designing the syllabus for your class is an important part of teaching. A good syllabus describes the course and the instructional goals, explains assignments and grading, articulates any special policies pertinent to the class, and describes the schedule of classes and readings.
Following are three class schedules for a course in which *Interpersonal Communication--Everyday Encounters* is the primary text. The first schedule is for a

semester-long course that meets for 50 minutes a period 3 days a week for 14 weeks. The second one is for a course taught over a 10-week quarter in which class meets for 50 minutes a period for 5 days a week. The third schedule is for a summer session course that meets 75 minutes daily for 6 weeks. Exercises included on the schedules are indicated by an asterisk and are described in this manual (either in the "Launching the Course" section or in the "Activities" section of each chapter). Both schedules can be adapted to support conceptual, skills, or combined approaches to teaching.

Semester Schedule

Day	Topic	Assignment
1	Introduction to course	
2	Diversity and communication	Preface
3	*Let's Get Personal*	
4	*First Ideas about Communication*	First half of Chapter 1
5	Definitions and Key Concepts	Complete Chapter 1
6	A model of interpersonal communication	
7	*Modeling the Classroom*	
8	*Picking Personal Models*	
9	Self-concept	First third of Ch. 2
10	*Others in Me*	
11	Communication from the Generalized Other	Second third of Ch. 2
12	Race in America *Multiracial Panel*	
13	Improving self through communication	Complete Chapter 2
14	The perception process	First half of Chapter 3
15	Interpersonal attributions	Submit Journals
16	*How I See You*	
17	*Remaking the Social World*	Complete Chapter 3
18	Exam # 1	
19	The nature of language	First half of Chapter 4
20	*Then and Now* *Euphemisms*	
21	*Image Making*	Complete Chapter 4
22	Developing verbal clarity *Is Our Language Sexist and Racist?*	
23	The nonverbal code *Communicating Without Words*	First half of Chapter 5
24	Cultural influences nonverbal communication	Complete Chapter 5
25	The listening process	First half of Chapter 6
26	Obstacles to effective listening *Learning to Listen*	Complete Chapter 6

27	Adapting listening to diverse situations and goals	Submit Journals
28	Communication and Emotions	First half of Chapter 7
29	*Becoming Aware of Social Influences on Emotions*	Complete Chapter 7
30	Communication climate	First half of Chapter 8
31	*Climates in the Workplace*	
32	Confirming and Disconfirming Climates *Creating Supportive Climates*	Complete Chapter 8
33	Exam #2	
34	Conflict: Definition, values, and styles	First half of Chapter 9
35	*Rewriting Conflict Scripts*	Complete Chapter 9
36	Friendships	First half of Ch. 10
37	Styles and patterns in friendship *Moving Through Friendship*	Complete Chapter 10
38	Romantic relationships: Definitions and values	Complete Chapter 11
39	*"How We Met" Relationship Stories*	
40	Family communication	Complete Chapter 12
41	*Dual-career couples panel*	Submit final Journals
42	Review of course, preview of final exam, course evaluation	Epilogue

Quarter Schedule

Day	**Topic**	**Assignment**
1	Introduction to course	
2	Diversity and communication	Preface
3	*Let's Get Personal*	
4	*First Ideas About Communication*	
5	Definitions and Key Concepts	First half of Ch. 1
6	*Tied into Communication*	
7	A model of interpersonal communication	Complete Ch. 1
8	*Modeling the Classroom*	
9	*Picking Personal Models*	
10	Self-concept	First half of Ch. 2
11	Generalized and particular others	
12	*My Many Selves*	
13	*Uppers and Downers and Vultures*	Complete Ch. 2
14	Race in America *Multiracial Panel*	Submit Journals
15	Improving self through communication	
16	Exam # 1	
17	The perception process	First half of Ch. 3
18	Interpersonal attributions	Complete Ch. 3
19	*How I See You*	
20	The nature of language	First third of Ch. 4
21	*Is Our Language Sexist and Racist?*	Second third of Ch. 4
23	Developing verbal clarity *Chat Room Rules*	Complete Ch. 4
24	*Image Making*	
25	The nonverbal code	First half of Ch. 5
26	Cultural influences on nonverbal communication	Complete Ch. 5
27	*Meanings Between Words*	
28	The listening process	First half of Ch. 6
29	Obstacles to effective listening	

30	Adapting listening to diverse situations and goals	Complete Ch. 6
	*Rumor Clinic *What's That Again?*	
31	*Learning to Listen*	
32	Communication and Emotions	Ch. *7*
33	*Applying the rational-emotive approach to feelings*	
34	Communication climate	First half of Ch. 8
35	*Creating Supportive Climates*	Complete Ch. 8
36	Conflict: Definition and values	First half of Ch. 9
37	Orientations to conflict *It IS How You Play the Game that Counts*	Complete Ch. 9
38	Exam #2	
39	Friendships	First half of Ch. 10
40	Styles of communicating friendship	Complete Ch. 10 Submit Journals
41	Romantic relationships: Definition and values	Complete Ch. 11
42	The evolution of romantic relationships	
43	*Personal Qualifications*	
44	Family communication	Complete Ch. 12
45	Dual-career couples panel	
46-48	Project group presentations (1/2 period each)	Written reports due
49	Review of course, preview of final exam, course evaluation	Epilogue Submit Final Journals

A session to review for the exam can be scheduled if students desire this.

Summer Schedule

Day	Topic	Assignment
1	Introduction to course *Let's Get Personal*	
2	Diversity and communication *First Ideas about Communication*	Preface and First half of Ch. 1
3	Definitions and Key Concepts	Complete Ch. 1
4	A model of interpersonal communication *Modeling the Classroom* *Picking Personal Models*	
5	Self-concept *Others in Me*	First third of Ch. 2
6	Communication from the Generalized Other * Multiracial Panel*	Second third of Ch. 2
7	Improving self through communication	Complete Ch. 2
8	The perception process	First half of Ch. 3
9	Interpersonal attributions	Submit Journals
10	*How I See You* *Remaking the Social World*	Complete Ch. 3
11	Exam # 1	
12	The nature of language *African American Teach-in* *Euphemisms* or *Is Our Language Sexist and Racist?*	First half of Ch. 4
13	Developing verbal clarity *Chat Room Rules*	Complete Ch. 4
14	The nonverbal code	First half of Ch. 5
15	Cultural influences nonverbal communication *Inclusive/Exclusive Nonverbal Messages*	Complete Ch. 5
16	The listening process *She Says/He Says*	First half of Ch. 6

17	Obstacles to effective listening	Complete Ch. 6
17	Adapting listening to diverse situations and goals	Submit Journals
18	Communication and Emotions	Ch. 7
19	Communication climate *Becoming Aware of Social Influences on Emotions* *What I Heard You Say*	First half of Ch. 8
20	*Defensive and Supportive Climates*	Complete Ch. 8
21	Exam #2	
22	Conflict: Definition, values, and styles	First half of Ch. 9
23	*Rewriting Conflict Scripts*	Complete Ch. 9
24	Friendships	First half of Ch. 10
25	Styles and patterns in friendship *Friendship Manual*	Complete Ch. 10
26	Romantic relationships: Definitions and values	Complete Ch. 11
27	*Personal Qualifications*	
28	Family communication	Complete Ch. 12
29	Dual-career couples panel	Submit final Journals
30	Review of course, preview of final exam, course evaluation	Epilogue

A session to review for the exam can be scheduled if students desire this.

General Media Resources for Teaching the Course

In addition to the films and Internet sites listed in the individual chapters, this section provides a list of useful teaching resources.

Web Resources

Bibliographic and Resource Information

    Name: Interpersonal Communication Resources
    Developer: Ohio State University
    Description: Provides a list of interpersonal communication research resources.
    URL: http://library.osu.edu/sites/gateway/bib/interpersonal.html

    Name: IABC's Help Searching the World Wide Web
    Developer: International Association of Business Communicators
    Description: Provides a list of web resources for people interested in communication.
    URL: http://www.iabc.com

    Name: Karla's Guide to Citation Styles Guide
    Developer: Karla Tonella, University of Iowa
    Description: Links to guides for how to cite electronic sources.
    URL: http://www.uiowa.edu/~commstud/resources/citation.html

Course-specific Resources

    Name: Wadsworth Communication Café
    Developer: Wadsworth Thomson Learning
    Description: Resources for students and instructors for this particular course.
    URL: http://communication.wadsworth.com/

    Name: Drew's Script-O-Rama Film Transcripts
    Developer: Script-O-Rama.com
    Description: Links to movie transcripts for analysis as well as film analysis paper ideas.
    URL: http://www.script-o-rama.com/trans.shtml

    Name: Drew's Script-O-Rama TV Transcripts
    Developer: Script-O-Rama.com
    Description: Links to transcripts for popular televisions shows that can be analyzed and can be used for the prime time TV show analysis paper.
    URL: http://www.script-o-rama.com/tv/tvscript.shtml

    Name: Teaching with Features Films in Class

Developer: Western Illinois University
Description: A discussion of using feature films to promote active learning; a list of films about gay, lesbian, and bisexual issues is provided at the bottom of the page.
URL: http://www.wiu.edu/users/mitfeh/ptf_greg.htm

Name: Lyrics.com -- Music for Your Head
Developer: Lyrics.com
Description: Songs are indexed alphabetically by artists' names.
URL: http://www.lyrics.com

Name: A-Z Lyrics Universe
Developer: AZLyrics.com
Brief Description: Browse by artist, or search using artist's name, album title, or song title.
URL: http://www.azlyrics.com/

Name: The Internet Companion
Developer: Tracy LeQuay
Description: Online version of a popular trade book that explains facets of the internet (for example, e-mail, netiquette, flame wars, etc.) in non-technical language.
URL: http://archives.obs-us.com/obs/english/books/editinc/top.htm

Name: Interpersonal Communication Articles
Developer: Pertinent Information
Description: This site provides articles on interpersonal communication in business settings.
URL: http://www.pertinent.com/articles/communication/index.asp

EMPATHY List
Developer: EMPATHY
Description: A discussion list for classroom teachers of interpersonal communication.
URL: http://EMPATHY.colstate.edu/

Name: Possible Study/Exam Questions
Developer: Matthew West
Description: This site provides possible study/evaluation questions.
URL: http://instruct1.cit.cornell.edu/Courses/comm201e/sq.html

General Teaching Resources

Name: NCA's Pathways to Careers in Communication
Developer: National Communication Association
Description: Information on career options for communication studies majors.
URL: http://www.natcom.org/nca/Template2.asp?sid=3

Name: Preparing Teachers for Multicultural Classrooms
Developer: National Clearinghouse for Bilingual Education
Description: This paper discusses preparing teachers for the multicultural classroom.
URL: http://www.ncela.gwu.edu/pubs/jeilms/vol14/chisholm.htm

Films

A list of films and the topics most appropriate for them is contained in the following journal article:

Adler, R. B., & Proctor, R. F. (1991). Teaching interpersonal communication with feature films. Communication Education, 40, 3 96-3 97.

In addition to the films listed in the above article and those mentioned in the individual chapters, we would recommend the following films (see table on next page). Next to each film is an indication of what chapters it best illustrates. Because these films cut across chapters, they work well if you decide to have students complete a film analysis term project.

Film	1	2	3	4	5	6	7	8	9	10	11	12
The American President		X								X	X	X
An Affair To Remember							X				X	X
As Good As It Gets										X	X	X
Beaches							X	X	X	X		
Bicentennial Man		X										
Birdcage			X	X	X						X	X
Cast Away	X				X							
Days of Thunder				X								
Do the Right Thing			X	X		X	X	X	X			
Everyone Says I Love You							X				X	X
A Few Good Men	X		X	X	X		X	X		X		
Grease				X	X			X	X	X	X	X
Grumpy Old Men									X	X		
Jerry Maguire			X							X	X	X
Liar, Liar			X	X	X			X	X			
The Man Without a Face	X		X					X		X		
An Officer and a Gentleman	X		X	X	X		X	X		X		
One Fine Day	X							X				
Philadelphia	X										X	X
The Preacher's Wife			X		X	X					X	X
Rear Window			X		X	X		X				
Sister Act		X	X	X	X	X		X		X		
Sweeny Todd		X	X					X				
Terms of Endearment						X	X	X				
A Time to Kill	X		X	X						X		
What Women Want				X							X	X
With Honors	X						X			X		
Workplace								X				

Print Resources

There are many books that relate to interpersonal communication and can be critically interrogated based on concepts and topics discussed in the textbook. Many of these books were published for the popular press and thus work well if you decide to have students complete a popular-press book analysis term project.

Chapter 1
- *How To Start A Conversation And Make Friends* by Don Gabor
- *The Pocket Guide to Making Successful Small Talk: How to Talk to Anyone Anytime Anywhere About Anything* by Bernardo J Carducci

Chapter 2

- *The Saturated Self: Dilemmas of Identity in Contemporary Life* by Kenneth J. Gergen
- *Honoring the Self: Self-Esteem and Personal Tranformation* by Nathaniel Branden

Chapter 3
- *The Spell of the Sensuous: Perception and Language in a More-Than-Human World* by David Abram
- *A Natural History of the Senses* by Diane Ackerman
- *Action in Perception (Representation and Mind)* by Alva Noe

Chapter 4
- *You Just Don't Understand* by Deborah Tannen
- *Talking from 9 to 5: Women and Men in the Workplace: Language, Sex, and Power* by Deborah Tannen

Chapter 5
- *The Power of Body Language* by Tonya Reiman
- *John T. Molloy's New Dress for Success* by John T. Molloy
- *Casual Power: How to Power Up Your Nonverbal Communication & Dress Down for Success* by Sherry Maysonave
- *Body Language Secrets: A Guide During Courtship & Dating* by R. Don Steele

Chapter 6
- *The Lost Art of Listening: How Learning to Listen Can Improve Relationships* by Michael P. Nichols
- *Are You Really Listening?: Keys to Successful Communication* by Paul J., Ph.D. Donoghue and Mary E. Siegel
- *The Zen of Listening: Mindful Communication in the Age of Distraction* by Rebecca Z. Shafir

Chapter 7
- *Emotional Intelligence* by Daniel P. Goleman
- *The Astonishing Power of Emotions: Let Your Feelings Be Your Guide* by Esther Hicks and Jerry Hicks
- *Molecules Of Emotion: The Science Behind Mind-Body Medicine* by Candace B. Pert

Chapter 8
- *Family Communication: The Essential Rules for Improving Communication and Making Your Relationships More Loving, Supportive, and Enriching* by Sven Wahlroos
- *The Emotionally Destructive Relationship: Seeing It, Stopping It, Surviving It* by Leslie Vernick

Chapter 9
- *The Coward's Guide to Conflict: Empowering Solutions for Those Who Would Rather Run Than Fight* by Tim Ursiny

- *The High Conflict Couple: A Dialectical Behavior Therapy Guide to Finding Peace, Intimacy, & Validation* by Alan E., Ph.D. Fruzzetti and Marsha M. Linehan

Chapter 10
- *It's a Chick Thing: Celebrating the Wild Side of Women's Friendship* by Ame Mahler Beanland
- *Navigating Differences: Friendships Between Gay and Straight Men* by Jammie Price
- *The Friendship Factor: How to Get Closer to the People You Care for* by Alan Loy McGinnis

Chapter 11
- *Men Are from Mars, Women Are from Venus: A Practical Guide for Improving Communication and Getting What You Want in Your Relationships* by John Gray.
- *The Rules: Time Tested Secrets for Capturing the Heart of Mr. Right* by Ellen Fein, Sherrie Schneider

Chapter 12
- *The Three Big Questions for a Frantic Family: A Leadership Fable About Restoring Sanity To The Most Important Organization In Your Life* by Patrick M. Lencioni
- *The 7 Habits of Highly Effective Families* by Stephen R. Covey

In the next section, we discuss activities you can use to launch the course during the first week of classes.

Launching the Course

This section provides icebreakers and activities that can be used to launch the course during the first week of classes.

Standard Icebreakers

There are a variety of tried-and-true techniques for breaking the ice and allowing members of the class to learn each other's names. Here's a sampling of conventional icebreaker activities.

1. Have students sit in a circle. Ask one student to state her or his name. The second student states his or her name and that of the first student. The third student states her or his name and that of the first two students. This continues until all students have participated. At the outset you should assure students that lots of mistakes will be made, and that's okay. The goal is to learn names, and that is achieved by the repetitive process. It is a good idea to continue this exercise, in abbreviated form, for several additional classes. You might begin each class by asking three students to name five other students in the class (no repeating allowed).

2. Ask students to select some item they have with them that communicates something about them. Each student then says her or his name and explains why or how the object represents him or her. After all students have introduced themselves, you should ask several students to name as many others as they can.

3. Other amusing ways for student introductions are to pick the animal that you would be if you were an animal and explain why; name your favorite food; identify the person you most admire and explain why. The content of introduction matters less than the process of getting students acquainted with one another and involved in communicating.

4. Ask students to pick three things that they have on them on in their purse/backpacks and describe how those things are related to who they are. Have students stand in front of the class, introduce themselves, and show the class their items. People can learn a lot about each other based on the things that they pick.

5. Have student pair into dyads. Have a list of items that the students will have to guess about each their partner. For example, topics may include their favorite sport and favorite cartoon character. Give the students a few minutes to make their guesses about their partner. Then, allow time for the dyads to talk to each other and see if their guesses were correct or not. Afterwards, let the students introduce their partners to the entire revealing their real answers.

6. Ask students to select something unique about themselves. Each student provides her or his name and what is unique about him or her. After all of the students have introduced themselves ask one student to name another and what is unique about that person. The person who did the naming sits down and the person who was named has to name another person and what is unique about this person. This also works as a good preview of the

importance of listening, even on the first day of class. Generally, we do this for the first two or three class periods. Another way to reinforce the importance of this exercise is to place a bonus question on the midterm or first exam asking students to list two other people in the class and what they revealed was unique about them.

7. Ask students to pair up with someone they don't know. On a sheet of paper, each student must guess certain things about their partner, such as their major, their favorite food, favorite movie, etc. After five minutes of guessing various things about their partners, they can check their answers to see if their nonverbal perceptions were accurate. Afterwards, each person introduces their partner to the class with the correct information.

Creating the Course

Place students in small groups and ask them to make a list of what they expect to cover in this class. Make a list of what each group reports on the board. Use this as a springboard for deciding how much time to devote to topics as well as a way to talk about how their list mirrors and differs from what is covered in the textbook.

Let's Get Personal

This is an icebreaker that lets students get to know one another while also introducing issues pertinent to the content concerns of the course.

Explain to students that one way we use communication is to define who we are and sculpt self-images. Then tell students that they are going to have a personal experience in defining themselves by writing a personal ad that explains who they are and what they're looking for. The ad may be for a friend, a romantic partner, or another kind of relationship. Bring in a local newspaper with personal ads and read several to relax students and give them an idea how to write their personal ads.

Pass out 3 x 5 index cards, and instruct students to write their names followed by a ten- to fifteen-word personal ad on their card. After allowing students five minutes to write their personal ads, tell them to mingle with others while holding their cards up so that others can read their ads. Encourage students to respond to ads they find interesting.

After students have mingled for ten to twenty minutes, ask them to be seated. Then ask one student to name two people whose ads she or he responded to and two people whose ads didn't interest her or him. Discuss what about the ads attracts and dispels interest.

If you are uncomfortable having students talk about which ads they did not respond to, feel free to focus only on what attracts people. With this, you may also talk about the different ways people constructed their messages (ordering, abbreviations, etc.).

This exercise can be used to launch a brief discussion of gender differences in relationships. To do this, put all of the female students' cards in one pile and all of the male students' cards in a separate pile. Then ask a student to read all of the ads from women and have the class identify general features of the women's ads. Repeat this for the ads written by men. Lead a discussion of similarities and differences in how men and women advertise themselves and in what they are looking for in friends and romantic partners.

This exercise can also be used to launch a brief discussion of perceptions. To do this, put all of the cards in the pile. Shuffle the cards and pass one out to each student (make sure no one gets her or his own card). Now ask the students to create a composite picture of the person whose card they believe they have. Go around the room and ask each student to point out who she or he believes is the person on the card. Have the student who was picked respond yes or no. After everyone has gone around and done that, you can either talk about what led people to pick the person they did. You may also choose to have students go and find the person on the card by only asking one question of each person they encounter. This works best if you tell students that the question cannot be: Are you . . .? Ask the student to get to know her or his person (give them about five to ten minutes). Finally, ask them to introduce their new acquaintance to the class by giving the person's name and a piece of information that will help the others remember this person.

Concluding the Course

The Interpersonal Communication Time Capsule

This exercise allows students to review theories, principles, and skills taught during the term and to identify those they consider most important for people at the present time.

One class period in advance of this exercise, give students the handout titled *The Interpersonal Communication Time Capsule*. Emphasize that you want students to be both serious and creative in choosing artifacts to go into the time capsule.

On the day of the exercise, organize students into four groups. Allow 20 minutes for groups to decide on no fewer than five and no more than ten items to recommend for the time capsule.

After 20 minutes, call the class to order. Ask one student to serve as recorder and to list each group's recommendations on the chalkboard. Ask a second student to record the final list on a sheet of paper to be enclosed in the time capsule. Give each group three minutes to explain its recommendations and show its artifacts to the class. When all groups' recommendations have been listed on the board, lead a discussion in which the class as a whole decides on 10-15 items for the final class time capsule. (Imposing a limit prompts more reflection and thought about what is really important than occurs when there is no restriction on number of items.)

Put the 10-15 selected items into a box and accompany them with the written list of items and explanations that was prepared by the student. Seal the box. While the class is watching, label the box: Interpersonal Communication Time Capsule (date).

To conclude the session, discuss trends in students' selections and what these reflect about interpersonal communication and interpersonal relation-ships in our era. Invite students to predict how the issues they regard as most important will be addressed, resolved, and/or changed in the years ahead.

Note: After you have done this exercise several times, open a time capsule at the beginning of new classes so that new students learn what issues were viewed as most salient five or ten years ago.

The Interpersonal Communication Newspaper

This exercise allows students to define salient issues and topics in interpersonal communication by constructing a newspaper devoted exclusively to interpersonal communication happenings, news, and features.

One week in advance of the day you plan to do this exercise, explain to students that they will spend a class period constructing a newspaper to summarize the most important interpersonal communication topics, skills, principles, and issues of this term.

On the chalkboard, write the following: Front page, national news section, local news section, life (home and people) section, sports, business, and advertising. Invite students to volunteer for the different newspaper sections or assign students to the sections.

To give students direction with the assignment, suggest that the front page should report the most important issues affecting the nation as a whole (one of our classes proposed this lead headline for page 1: VULTURE DECLARED EXTINCT SPECIES THANKS TO INTERPERSONAL COMMUNICATION SKILL); the national news should report a range of topics of widespread interest; the local news should reflect the most important campus issues; the life section should deal with problems, interesting developments in relationships, and, of course, Dear Abby and Miss Manners columns; sports might cover any kind of sport (including fair fighting, vulture attacks, and games such as those discussed as covert conflict in the text) practiced in relationships; and the business section might report on new books published on relationships, new relationship services (dial-a-friend exists in some locations).

Ask students to think about content for the section of the paper they selected or to which they were assigned prior to the class during which they'll construct the newspaper.

On the day of the exercise, instruct students to meet in their newspaper section groups. Give each group several dark magic markers and a sheet of blank newsprint paper or another form of large paper. Tell the groups they will have twenty-five minutes to discuss possible items for their section of the paper and to write out the headlines on the newsprint they were given. Then ask each group to show the class its section of the newspaper. The groups should explain why they chose the content they did and why they placed it where they did on the page in terms of its importance to interpersonal communication.

To conclude the class, ask students what their newspaper reflects about present-day interpersonal communication and interpersonal relationships.

Variation: Ask students to think about how to construct an Interpersonal Communication Web Page that would include various stories, pictures, links to other resources, etc.

Handout: The Interpersonal Communication Time Capsule

Background: The International Committee on Interpersonal Communication wants to prepare a time capsule that can educate future college students about interpersonal communication in your era. When the Committee learned that you have studied interpersonal communication for an entire term, it decided you would be ideal individuals to create the time capsule.

Instructions: The Committee asks that your class prepare a time capsule that will communicate to future people the most important issues, challenges, principles, and skills of interpersonal communication in the current year. To guide your thinking, ask two questions: (1) What would you like to know about communication issues, challenges, skills, and principles that were most important to people a decade ago? (2) What do you think people your age a decade from now should know about interpersonal communication today?

The Committee asks each small group to recommend five to ten items for the time capsule and to bring artifacts to represent the items. Then the entire class will select 10-15 items to go in the final time capsule. Include an explanation of why each item is included and what it means.

The time capsule will be hermetically sealed and opened in 10 years.

Chapter 1: A First Look at Interpersonal Communication

Key Concepts

content meaning

dual perspective

ethics

feedback

I-It communication

interactive models

interpersonal communication

interpersonal communication competence

I-Thou communication

I-You communication

linear models

metacommunication

model

monitoring

noise

person-centeredness

process

relationship meaning

symbols

systemic

transactional model

Chapter Outline

I.   The Interpersonal Imperative

A.   Psychologist William Schutz (1966) developed interpersonal needs theory, which asserts that our tendency to create and sustain relationships depends on how well they meet three basic needs.

1. affection - desire to give and receive love and liking

2. inclusion - the desire to be social and to be included in groups

3. control - a desire to influence the people and events in our lives

B.   Communication meets many of our basic human needs, identified by Abraham Maslow in his hierarchy of needs.

1.   Physical needs help us survive.

2.   Safety needs protect us from harm.

3.   Belonging needs connect us to others.

4.   Self-esteem needs indicate that we are valued by/important to others.

5.   Self-actualization needs are experiences that help us reach our fullest individual potential.

6.   Participating in a socially diverse world enhances our understanding of lifestyles that differ from our own.

II.   Interpersonal communication is not defined by the number of people in the interaction or the context in which the communication occurs.

A.   Models help us understand the historical roots from which our current views of communication grew.

1.   <u>Linear models</u> treated communication as a one-way process in which one person transmitted a message to another person.

     a.   Laswell's model answered the following five questions: who? says what? in what channel? to whom? with what effect?

     b.   Shannon and Weaver's model illustrated how a message goes from a source to a destination.

     c.   However, three problems exist with linear models.

2.   <u>Interactive models</u> addressed the "listeners as passive recipients" weakness in linear models by adding feedback to the communication process.

3.   <u>Transactional models</u> recognize the dynamic (changing) nature of communication.

III.   Defining Interpersonal Communication

A.   There are three levels of communication that can be placed along a continuum.

1.   <u>I-It communication</u> occurs when we treat others like objects or non-humans.

2.   <u>I-You communication</u> occurs when we recognize the other as a person and treat her or him based upon a social role he or she occupies.

3.   <u>I-Thou communication</u> occurs when we recognize and understand an individual's unique characteristics as well as open ourselves completely to this person.

B.   Interpersonal communication can be defined selective, systemic, unique, processual transactions that allow people to reflect and build personal knowledge of one another and create shared meanings.

1.   Selective – responding to specific receiver(s)

2.   Systematic – takes place within various systems

3.   Individual - Interpersonal communication evolves over time, is affected by our past, and influences our future.

4.   Processual – continual process

5.   Transactional – communication occurs between people

6.   Personal Knowledge - Because interpersonal communication is an interaction, both parties create and interpret messages, are responsible for the communication's effectiveness, and must get to know each other personally.

7. Meaning Creating - Attaching meanings to the words we exchange requires knowledge of the other person and the relationship in which we are engaged.

    a. <u>Content meanings</u> are literal or denotative.

    b. <u>Relational meanings</u> are the understandings we have because of the connection we have to the other person/people involved in the interaction.

IV. Principles of Interpersonal Communication

    A. Principle 1: We cannot NOT communicate.
    B. Principle 2: Interpersonal Communication Is Irreversible
    C. Principle 3: Interpersonal Communication Involves Ethical Choices
    D. Principle 4: People Construct Meanings In Interpersonal Communication
    E. Principle 5: Metacommunication Affects Meanings
    F. Principle 6: Interpersonal Communication Develops and Sustains Relationships
    G. Principle 7: Interpersonal Communication Is Not a Panacea
    H. Principle 8: Interpersonal Communication Effectiveness Can Be Learned

V. Guidelines for Interpersonal Communication competence

    A. Communication competence involves being both appropriate and effective

        1. developing a range of communication skills

        2. adapting communication appropriately

        3. engaging in dual perspective

        4. monitoring communication

        5. committing to effective and ethical interpersonal communication.

    B. Because no one style of communication works well in all situations, we must learn a variety of behaviors and when each set of behaviors is most appropriate.

    C. When individuals appropriately adapt their communication, they are sensitive to goals, contexts, and other people.

    D. By engaging in dual perspective, we can see not only our view of the interaction, but also the other person's/people's view of self, the situation, and thoughts or feelings in an ethical manner.

    E. Monitoring our communication involves observing and regulating how we communicate with others both before and during our interactions.

    F. We must be willing to commit the time and energy necessary to practice effective and ethical interpersonal communication in our relationships.

Discussion Ideas

- **Communication Needs:** Recognizing how communication fills needs -- Have students generate three examples of how communication has filled each of the six needs for them in the last month. Generally, students have a more difficult time coming up with examples for the higher order needs and this serves as a good springboard for discussing why that is the case. Also, why are different needs important in living a satisfying life? Finally, do you think the needs are equally important or do you believe some are more important (central, necessary) than others?

- **Communication Needs:** Observing communication that meets needs -- Choose a television show, preferably one with which the students are likely to be familiar with the characters (e.g., *Gossip Girl, Two and Half Men, Big Bang Theory, Seinfeld, Grey's Anatomy, House, Modern Family*, *Vampire Diaries*), or brief movie clip. As they are watching, ask them to indicate a examples of times when each of the six needs is met. If time permits, show a second show or movie clip from a different genre. What are the similarities and differences between how communication is used to meet various needs in these two examples?

- **Satisfaction with Communication Skills:** Assessing satisfaction with communication skills -- Ask students to complete the scale titled *Assessing Satisfaction with Communication*.
    a. Processing: A score of 40 to 50 indicates that you are very satisfied with your ability to communicate in a range of interpersonal situations. A score of 25 to 39 indicates that either that you are fairly satisfied with your ability to communicate in various situations, or that you are highly satisfied with your communication skills in some situations and relatively dissatisfied with your skills in other situations. A score of 24 or lower indicates that you are less satisfied with your interpersonal communication skills than you would like to be. If your score indicates you are moderately satisfied or dissatisfied with your interpersonal communication skills, notice whether your answers are extremes ("1"s and "5"s) or tend to be more average. Extreme ratings indicate that you are very satisfied with your ability to interact in some situations and very dissatisfied with your ability to interact in others. You should focus on improving your skills in the specific situations that make you uneasy. If you have more average scores for most or all of the 10 items, then you might work on further enhancing skills that you already have.

    b. After completing the scale, have students generate three goals they would like to achieve this semester. Ask them to keep a copy and collect a second copy of the goals. Use these goals to aid in what information to emphasize in various units as well as have students help generate concrete suggestions in each unit for improving communication. Many that are presented in the text are global and many of the goals your students generate will be for specific kinds of situations.

Relational levels of meaning: Recognizing relational levels of meaning -- To increase awareness of relational level meanings in interpersonal communication, ask them to identify which of the three levels of relational meaning is present in each of the following statements.
> When Edwin's parents criticize him for not coming home more often, he responds by saying, "Look, I'm 20 years old and you can't expect me to be at home every weekend."
> Frances says to her 5 year old daughter, "you clean up your room right now."

Adrienne asks her friend Malcolm if he wants to come over for dinner and conversation.
Jerry tells his friend Michael about a personal problem, and Michael doesn't respond. Jerry then says, "Hey, am I invisible or mute or something?"
Soyanna says to her boyfriend, "I think you are the greatest person in the world."
As Kim talks, Pat nods her head and smiles to show that she is following and interested in what Kim says.

- **Levels of communication:** There are three levels of communication that can be placed along a continuum (I-it communication, I-You communication, and I-Thou communication). What are some examples of how this occurs in your daily interactions with others? Are some levels more effective than others? If so, why?

- **Competent Communicators:** Who are some famous people that you think are competent communicators? Have students name individuals who they think are competent communications. Then discuss what makes these individuals competent. Are there certain skills that they have that make them seem competent? Do you think it is possible to teach and learn competence? Do you think people are born competent communicators? Do you think it is a characteristic that is more associated with males or females? Why? Do you think communication competence is defined or perceived differently in other cultures? Why?

- **Ethics:** Promoting ethical ways of living through communication -- November 21 is the annual World Hello Day (visit http://www.worldhelloday.org/ for more information). On this day, all people are invited to participate simply by greeting ten people. World Hello Day was created in response to the conflict between Egypt and Israel in the Fall of 1973. Since then, World Hello Day has been observed by people in 180 countries. The organizers of this event, two graduate students at Harvard and Arizona State University claim that greeting ten people demonstrates the importance of personal communication for preserving peace and is a way to express concern for world peace. Further, the promoters claim that by starting with a simple greeting on World Hello Day, their activities send a message to leaders, encouraging them to use communication rather than force to settle conflicts. Do you think this is an effective way to promote peace? If so, why? If not, why not? Further, do people who participate in this annual event tend to view communication as a panacea?

Activities

Title	Individual	Partner/ Ethno	Group	Demonstration/ Whole Class	Internet/ InfoTrac
1. First Ideas About Communication	X - H		X		
2. Modeling the Classroom			X	X	
3. Communication Competence				X-P	
4. Tied Into Communication				X	
5. Picking Personal Models			X		

6. Communicating To Fill Needs			X		
7. I –Thou Communication		X			
8. Ethical Dilemmas in Tricky Situations					X
9. Determining Communication Principles		X			

X = Marks type of activity   H = Handout   P = Preparation required for students/teacher

First Ideas about Communication

This exercise has both substantive and process value. It is an enjoyable activity that allows students to continue getting acquainted and becoming comfortable in the course. Thus, it is an effective exercise to set the right tone for learning. Substantively, the exercise serves to preview many of the topics in the course and to whet students' interest in what is to come.

Hand out to students a copy of the activity titled *First Ideas about Communication*. Orally reinforce the written instructions by telling students to fill out the form first by recording their individual opinions in the columns on the left. When all students have recorded their individual opinions, organize them into discussion groups of five to seven members. Tell groups they will have twenty minutes to reach a decision on each item. Emphasize that they should *discuss* differences in their opinions rather than simply vote or accommodate each other.

When 20 minutes have elapsed, call the class to order. On the chalkboard record the groups' answers and discuss each item briefly. This allows you to begin teaching students what interpersonal communication involves and what they will be learning in the course.

Modeling the Classroom

This exercise helps students understand the interpersonal communication model in concrete terms.

To set the foundation for this activity, discuss the definition and model of interpersonal communication presented in the text. Review key concepts, including the continuum from impersonal to personal communication, the systemic character of communication, the over-time generation of personal knowledge through communication, the existence of rules, and the key role of interpretation in communication.

Then encourage students to use the principles, concepts, and model discussed in the text to model their classroom as a communication system. This may be done either as a small group activity or as an exercise involving the entire class. The goal is to help students make conceptual material clear and concrete by applying it to a specific communication situation.

In modeling the classroom, students should identify types and sources of noise, "sending" and "receiving" actions by both students and teachers, rules that govern classroom communication (e.g., raise your hand), elements of the classroom system (teacher, students, room, textbook, etc.), and personal knowledge (what they learned from the *Let's Get Personal* exercise as well as personal information that has been shared by the teacher or students).

Communication Competence

This activity is both a fun and educational way of teaching students the communication model and communication competence.

Before class, find some basic pictures that students could easily draw, such as a stick figure, a box house, a Christmas tree, or a star. Make copies of each of the pictures.

During class, ask each student to find one partner. Then, randomly pick two students, who are partners and assign one student to be the "communicator" and the other student to be the "artist". Have the artist face the chalk board and be prepared to draw what the communicator tells him/her.

Give the communicator a picture and tell them they are not allowed to show the artist what that picture is. In addition, the communicator can NOT say explicitly what the picture is. For instance, if the picture is a Christmas tree, he/she can not say "draw a Christmas tree". Instead, the communicator must find other ways of describing the same thing.

To make it more challenging, teachers can write out words associated with the picture that the communicator is not allowed to say to the artist.

For bigger classes, it might be wise to only use a few students for this example or have five artists in front of the classroom with five communicators.

Afterwards, discuss how the communicators could have improved their communication effectiveness. In addition, you might discuss how each communicator was competent or not. Also, you might discuss how communication in two-way. Did the artists get the exact message each and every time? Why or why not?

Tied into Communication

This exercise is based on a presentation by Kathleen Galvin at the 1993 meeting of the Speech Communication Association. It gives students concrete understanding of how communication systems function and of the principles that describe and explain systems.

Ask (or select) a male and female student to volunteer for a class demonstration. Announce that the two of them are in love and getting married. Tie them together with a rope or other material that connects them, but only loosely. (Be sure to use rope that doesn't knot too tightly.) Ask them to interact, letting both go to work and both engage each other at home. Select a third and fourth person and designate them the wife's and husband's demanding bosses. Tie the bosses to the

woman and man, respectively, with separate pieces of rope. Instruct each boss to apply pressure to the employee and demand that more work be done, using the rope to apply pressure. Point out to the class that when the boss pulls the woman with his or her rope, it affects her husband by pulling the rope between them; the same is true when the husband's boss pulls his rope; also show that the bosses affect each other indirectly. Now add a fifth person to the system—a baby. Tie the baby to both parents so that it is between them. Instruct the baby to demand attention by pulling its rope. Point out to the class how both husband and wife are affected by the baby's influence in the system. Now add a couple more kids and guide students to see how each additional child affects not only the parents but the other children as well. Finally, add another person—an ailing parent who needs help. Using another piece of rope, tie the parent to one or both spouses and instruct the parent to pull the rope for assistance and attention.

This activity demonstrates many properties of communication systems. I have found it most effective to comment on the system principles being illustrated as the exercise transpires and then to summarize them after the exercise is concluded. Principles to emphasize: (1) All parts of a system are interrelated and affect one another. (2) A system is more than the sum of its parts (also the interaction among the parts and the outcomes of interaction, e.g., resentment, stress). (3) If you change one part of a system, the entire system changes. (4) Systems attempt to maintain a state of balance, yet they continuously change. (5) Note the heterosexual norms and model of family.

Picking Personal Models

This exercise is designed to guide students to appreciate the importance of self-actualizing, the most abstract human need in Maslow's hierarchy. In addition, the exercise can be processed to enlarge students' understanding of the ways in which public and personal communication affect how they see themselves and how they set goals for their personal growth.

After students have read the text's discussion of Abraham Maslow's hierarchy of needs, ask them to form groups of five to seven members. Each student should identify one person who has inspired her or him and who has enlarged her or his personal goals for self-actualizing. In groups, the students should discuss why they admire the people they do and how inspirational models affect their own goals and self-images.

Communicating to Fill Needs

The goal of this activity is to enhance students' awareness of the ways they communicate to fill the six needs discussed in the text.

On the board, write each of the five needs in Maslow's hierarchy, plus the sixth need of interacting in a socially diverse world. Organize students into groups of five people each. Then instruct the groups to generate at least three examples of communication *they* engage in to meet each of the six needs. After twenty minutes, call the class to order and lead a discussion of how communication helps us meet human needs. This exercise should increase students' appreciation of the value of communication in meeting important needs in their everyday lives.

I-Thou Communication

The goal of this activity is to learn about I-Thou communication.

Have students pair up with a partner. One student will describe an I–It, I–You, and I–Thou relationship. The other student must analyze differences in communication and personal knowledge in the three relationships. This exercise should help students identify the difference among these three kinds of communication.

Ethical Dilemmas in Tricky Situations

The goal of this activity is to learn about guidelines for ethical communication and to show the sometimes complex and contradictory nature of general ethical guidelines.

Review the National Communication Association's Credo on Communication Ethics (from *Spectra*, NCA's newsletter, September 1999, reprinted at http://www.natcom.org/policies/External/EthicalComm.htm). List the guidelines for ethical communication that this Association provides on a handout to distribute to class (or display on an overhead or data show projector). Ask the students to generate examples where at least two ethical guidelines conflict with each other (they can use their own personal examples or create a hypothetical situation). Examples could include that people might lie in a situation to defuse anger in a conflict, or not to hurt someone's feelings. After they generate the examples, lead a discussion on how class members would address each situation. The discussion could focus on how general points about ethics are a useful starting point to guide our communication practices, but these general guidelines can become complex and contradictory in concrete life situations.

Determining Communication Principles

This activity will help enforce the understanding of communication principles. Ask students to find a partner. Then, randomly assign each pair of students a principle. Ask the students to think of a situation where this applies and think of a skit which they will act out in front of the class. Each pair of students will act out their principle and the rest of the class will have to guess which principle is being displayed.

> Principle 1: We cannot NOT communicate.
> Principle 2: Interpersonal Communication Is Irreversible
> Principle 3: Interpersonal Communication Involves Ethical Choices
> Principle 4: People Construct Meanings In Interpersonal Communication
> Principle 5: Metacommunication Affects Meanings
> Principle 6: Interpersonal Communication Develops and Sustains Relationships
> Principle 7: Interpersonal Communication Is Not a Panacea
> Principle 8: Interpersonal Communication Effectiveness Can Be Learned

Journal Items

- Describe an I–It, I–You, and I–Thou relationship in your life (one each). Analyze differences in communication and personal knowledge in the three relationships.

  Responses will vary, but I-It relationships might be characterized by not acknowledging an other nor engaging in person-centered communication; I-You relationships, in general, would include less personal knowledge than I-Thou; I-Thou communication could include greater sensitivity in listening to another person.

- Describe and analyze two communication rules in your family of origin. Trace how they affected patterns of interaction among family members.

  Responses will vary based on each students' family experiences, but examples of communication rules include that children should stay in the same home town to take care of their parents when they are older and siblings should be supportive of each other's activities. In the latter case, for example, siblings might be more likely to attend sporting or hobby events that each sibling in involved with.

  - Because communication competence is very important. Describe someone that you think is a competent communicator and what skills do they possess that make them competent.

  Response to this topic will vary, but students might address how communication competence involves being both appropriate and effective. Also, look for how the students perceive communication competence.

  - Because interpersonal communication affects us and others, our interactions involve ethical choices. Describe a situation that involved an ethical choice and the communication practices used to address the issue.

  Responses to this topic will vary, but ethical issues could include whether or not to lie, withholding certain information from someone else, and passing on a message to a third party that was told in confidence. Also, look for students' responses to explain how they handled this ethical situation (for example, did they avoid the decision at first, did they engage in dual perspective to figure out why one person would want them to not tell others certain information, etc.)

  - Because communication principles affects our communication. Describe a situation where this communication principle majorly affected your life.

  Response will vary, but the communication principle that is discussed should be the main focus. Students should be able to think of an example of when the communication principle affected their communication with another person.

Panel Ideas

Multi-Racial Panel: Create a panel of individuals who are of various races that are substantially represented on your campus (for example, persons who are Native American, African American, European American, and Asian American). In this case it would be ideal to have panelists who are students so that they can talk peer-to-peer with members of your class. Set the tone for open, candid discussion by reminding the class that there are many communication challenges and difficulties among the different races in our society. Explain that this panel is an opportunity for people to talk openly about communication barriers between races. After introducing the panelists to your class, invite each of them to make an opening statement of three to five minutes about communication problems they experience on the campus. After all panelists have made general statements, invite questions from the class. Facilitate discussion to make sure that it remains constructive and focused.

- *University Presidents/Chancellors/Deans:* Invite some your academic institution's leaders to your classroom and have them discuss ways that they had to be particular with their use of words. In addition, you might ask them to speak about how they learned their communication skills and how they have to communicate with others all over campus in order to get their message across to others.

- *Family Dynamics***:** Invite two to four family counselors to talk with your class about families as systems. Ask the panelists to focus on the ways in which communication creates and upholds family systems and the ways in which altering communication changes family dynamics. Panelists should speak for no more than half of the class period so that there is ample time for questions from students.

- *Business Leaders:* Invite some business leaders into your classroom and discuss ways that they have had to be specific in their communication. You might ask them how their communication skills have impacted their profession.

Media Resources

Web Sites

Name: **Four Principles of Interpersonal Communication**
Developer: Donnell King
Brief Description: This webpage lists four principles of interpersonal communication that are necessary for everyday life functioning.
URL: http://www.pstcc.edu/facstaff/dking/interpr.htm

Name: **The Y? Forum -- The National Forum on People's Differences**
Developer: Phillip J. Milano

Brief Description: This site gives people an opportunity to ask people from different backgrounds questions they were not able to ask because of an inability to contact people from another culture or an uncomfortable feeling asking the questions.
URL: http://www.yforum.com/

Name: **Maslow's Hierarchy of Needs**
Developer: Source Unknown; Honolulu Community College's web site
Brief Description: This page summarizes Abraham Maslow's hierarchy of needs.
http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm

Name: **World Hello Day**
Developer: Jon H. Larsen and the World Hello Day Organization
Brief Description: This site provides the history for "World Hello Day" which is an annual event where people are asked to greet ten others as way of demonstrating the importance of personal communication for preserving peace.
URL: http://www.worldhelloday.org/

Name: **Conversation as Communication**
Developer: Gerard M. Blair
Brief Description: This web page offers an article that views communication as a process of simple planning and control. Students can contrast this view with the definition of communication in the text. The article discusses practical applications of this model of communication in the context of business meetings.
URL: http://www.ee.ed.ac.uk/~gerard/Management/art7.html

Name: **Face to Face Communication Skills Library**
Developer: Management Assistance Programs for Nonprofits; assembled by Carter McNamara
Brief Description: This site provides a library of resources for not-for-profit and for-profit businesses on a range of issues, including face to face communication.
URL: http://www.mapnp.org/library/commskls/cmm_face.htm

Name: **Do You Get Your Messages Across? Interpersonal Comm. Skills Test**
Developer: Queendom.com
Brief Description: An online test to evaluate general levels of communication skills.
URL: http://www.queendom.com/tests/relationships/communication_skills_r_access.html

Name: **Guidelines for Interpersonal Communication**
Developer: Harvard Medical School Ombuds Office
Brief Description: Effective Techniques to Improve Interactions
URL: http://www.hms.harvard.edu/ombuds/techniques/index.html

Name: **Interpersonal Communication Rubric (7-8-00)**
Developer: Department of Educational Leadership and Policy Studies
Brief Description: Interpersonal Communication Rubric for understanding different levels of achievement with different criteria regarding interpersonal communication.

URL: http://www.ctre.iastate.edu/educweb/intercomm.pdf

Name: **Interpersonal Web**
Developer: Northern Virginia Community College
Brief Description: Provides an overview of different aspects of interpersonal communication dealing with cultural context, self-concept, relational development, listening & perception, verbal and nonverbal messages, types of relationships, and communication process.
URL: http://novaonline.nv.cc.va.us/eli/spd110td/interper/index.html

Film Ideas

Cast Away. This film is about a man who becomes stranded on a deserted island. Select the clip when he first arrives on the island. Of all the needs in Maslow's hierarchy, how does he fulfill each of his needs on the island?

My Fair Lady. This film illustrates how a young lady learns proper etiquette. In addition, she learns how to communicate in a more dignified manner and how her old friends don't recognize her based on her new learned communication behaviors. Discuss how communication behavior can have an impact on other people's perceptions.

The King's Speech. This film illustrates how someone can overcome their speech impediments to get their message across to other. Discuss how each student can help other students become better speakers.

Print Resources

The Pocket Guide to Making Successful Small Talk: How to Talk to Anyone Anytime Anywhere About Anything by Bernardo J. Carducci.
How To Start A Conversation And Make Friends by Don Gabor

Ask students to skim various popular press books that claim they can improve their conversational skills. What model of communication is implicit in this approach? How do the guidelines for improving communication discussed in the popular press relate to those discussed in the text?

Handout: First Ideas about Communication

Below are eight statements about interpersonal communication. On your own, decide whether you think each statement is basically true or basically false. Record your responses in the left columns. Then discuss your responses with a group to which you will be assigned. Focus discussion on understanding different perceptions, experiences, and so forth that affect how individuals respond to the statements. Record group answers in the right columns.

INDIVIDUAL RESPONSES   **GROUP RESPONSES**

Basically True	Basically False		Basically True	Basically False
_____	_____	1. Verbal communication is more important than nonverbal.	_____	_____
_____	_____	2. Women and men speak different languages.	_____	_____
_____	_____	3. The sender of a message is responsible for effectiveness.	_____	_____
_____	_____	4. Conflict can improve close relationships.	_____	_____
_____	_____	5. Racial classifications are subjective.	_____	_____
_____	_____	6. It is impossible not to communicate.	_____	_____
_____	_____	7. Communication can solve all our interpersonal problems.	_____	_____
_____	_____	8. Communication breakdowns between people are common.	_____	_____

Handout: Assessing Satisfaction with Communication Skills

<u>Instructions</u>: Listed below are 10 communication situations. Imagine that you are involved in each situation. For each situation use the following scale to indicate how confident you are that you could communicate competently.

1. Very satisfied that I could communicate competently
2. Somewhat satisfied that I could communicate competently
3. Not sure how effectively I could communicate.
4. Somewhat dissatisfied with my ability to communicate effectively
5. Very dissatisfied with my ability to communicate effectively

_____ 1. Someone asks you personal questions that you feel uncomfortable answering. You'd like to tell the person that you don't want to answer, but you don't want to hurt the person's feelings.

_____ 2. You think a friend of yours is starting to drink more alcohol than is healthy. You want to bring up the topic with your friend, but you don't want to create a barrier in the friendship.

_____ 3. You really care about the person you've been dating recently, but neither of you has ever put your feelings in words. You'd like to express how you feel, but aren't sure how your partner will respond.

_____ 4. During a heated discussion about social issues, the person with whom you are talking says, "Why won't you hear me out fairly??!"

_____ 5. A friend shares his creative writing with you and asks if you think he has any talent. You don't think the writing is very good, and you need to respond to his request for an opinion.

_____ 6. Your roommate's habits are really getting on your nerves. You want to tell your roommate you're bothered, but you don't want to cause hurt.

_____ 7. A classmate asks you for notes for the classes he missed. You agree, but then discover he has missed nearly half of the classes and expects you to bail him out. You feel that's exploitive.

_____ 8. You go to a party and discover that you don't know anyone there.

_____ 9. The person you have been dating declares "I love you." You care about the person but your feelings are not love, at least not yet. The person expects some response from you.

_____ 10. A person that you care about comes to you whenever he has problems he wants to discuss, and you give him attention and advice. When you want to talk about your problems, however, he doesn't seem to have time. You want the friendship to continue, but you don't like feeling it's one-way.

_____ TOTAL (Add up the numbers you placed in each blank. Make sure that your total is between 10 and 50).

Introduction

Multiple-Choice Items

1. The field of communication can be traced to:
   A. ancient Greece.
   B. medieval England.
   C. the Norman Conquest.
   D. South Africa.
   E. none of the above

   ANS: A   PG: 2

2. The study of communication is more than ___ years old.
   A. 200
   B. 100
   C. 1,000
   D. 2,000
   E. 50

   ANS: D   PG: 2

3. ____ wrote the personal introduction.
   A. Abraham Maslow
   B. Marshall McLuhan
   C. Hillary Rodham Clinton
   D. Harold Laswell
   E. Julia Wood

   ANS: E   PG: 2

4. Generalizations of social groups are used in the textbook to:
   A. stereotype members of particular groups.
   B. essentialize groups.
   C. be useful starting points in order to understand how to interact with others
   D. be blanket statements about a group
   E. describe how all members of a specific social group interact.

   ANS: C   PG: 3

5. If current immigration trends in the U.S. continue as predicted, by 2050:
    A.   non-Hispanic whites will make up the majority of the population.
    B.   those of Asian and Pacific Islander decent will compose 50% of the
            population.
    C.   cities and towns in the Midwest will be as ethnically diverse as those on the East
            and West coasts.
    D.   there will be no single majority group.
    E.   African Americans will make up the largest part of the population in the
            United States.

    ANS: D   PG: 3

6. Isabelle de Courtivron argues that many of today's college students:
    A.   are citizens of their own geographical location or specific place where they live.
    B.   live primarily in a single culture.
    C.   lack the strong interpersonal communication skills essential to success in higher
            education.
    D.   have had little interaction with people from a range of ethnic backgrounds and
            perspectives.
    E.   form their identities in part based on knowledge of world events.

    ANS: E   PG: 5

7. Research in communication contributes to and draws from work in such fields as:
    A.   psychology
    B.   business
    C.   sociology
    D.   anthropology
    E.   all of the above

    ANS: E   PG: 2

8. _____ predicted that technology would create a global village.
    A.   Jason Wrench
    B.   Julia Wood
    C.   Marshall McLuhan
    D.   Connie West
    E.   Stacy Carter

    ANS: C   PG: 3

9. In 2007, the Census Bureau announced a new landmark in America's racial profile: 1 in 3 Americans belonged to a_____.
   A.   demography
   B.   majority
   C.   minority
   D.   landmark
   E.   priority

   ANS: C   PG: 3

10. A survey of students who entered colleges and universities in the fall of 2009 showed that ___ believe that it is essential or very important to improve their understand of other countries and cultures.
   A.   54.8 %
   B.   76.2 %
   C.   12.2 %
   D.   37.8 %
   E.   49.4 %

   ANS: E   PG: 5

True-False Items

1. Great philosophers taught rhetoric as a skill for participating in civic life.
   ANS: T   PG: 2

2. Since the communication field originated, it has not been expanded to encompass many kinds of interactions.
   ANS: F   PG: 2

3. Diversity is part of interpersonal communication.
   ANS: T   PG: 3

4. Most Americans believe it is important for universities to prepare students to function in a diverse society.
   ANS: T   PG: 4

5. Disciplines such as psychology, business, and counseling contribute research that aids in our understanding of interpersonal communication.
   ANS: T   PG: 2

6. Between 2005 and 2050, the Hispanic population in the United States is expected to double.
   ANS: T   PG: 3

7.	By 2050, the number of Asian and Pacific Islanders in the United States is expected to decrease in the United States.
	ANS: F	PG: 3

8.	In recent years, interest in interpersonal communication has declined, making it a specialized and small discipline.
	ANS: F	PG: 2

9.	More than 60% of today's college students expect to socialize with people outside their own racial and ethnic groups.
	ANS: T	PG: 5

10.	This book emphasizes active learning.
	ANS: T	PG: 6

Essay Items

1. According to the introductory chapter, social diversity fosters insight into others and insight into ourselves. Describe each kind of insight and provide an example of how learning about social diversity encourages each.
2. Through her work with bilingual and bicultural students, Isabelle de Courtivron observed that many of today's college and university students are "citizens of a time rather than a place." Explain this statement.
3. The author of your textbook states that generalizations are useful start points in efforts to understand and interact with others. Discuss the opportunities and limitations of using generalizations, and how they should be used.
4. Offer three ways that diversity of our society offer opportunities and challenges to the study of interpersonal communication.
5. The author discusses four features to this book to make it more interesting and helpful to the reader. Discuss how she have written this book differently from other books.

Rejoinders

Multiple-Choice Items

1.   See p. 2
2.   See p. 2
3.   See p. 2
4.   See p. 3
5.   See p. 3
6.   See p. 5
7.   See p. 2
8.   See p. 3
9.   See p. 3
10.   See p. 5

True-False Items

1.   See p. 2
2.   It has been expanded to include family communication.
3.   See p. 3
4.   A recent poll shows the opposite. See p. 4.
5.   Research in interpersonal communication is interdisciplinary. See pp. 2-3.
6.   The Hispanic population will grow. See p. 3.
7   The Asian population will grow. See p. 3
8.   Interpersonal communication has mushroomed, making it one of the largest and most vibrant areas in the discipline. See p.2.
9.   See p. 5 (Farrell, 2005).
10.   See p. 10

Essay Items

1.   Social diversity fosters insights into ourselves because, among other things, it shows us options that we have for our own lives. Social diversity fosters insight into others because, among other things, we have the opportunity to appreciate the range of human behavior. One example could be attending a religious service of another faith. We learn more about how others do things, bringing our own practices into sharper relief, and we also realize that the way we do things is one among many, thus giving us a choice about whether or not we want to continue practicing in ways to which we are accustomed. See p. 4

2.   de Courtivron's statement suggests that students are exposed to many other cultures and ways of being in the world, through various media channels, the internet, travel, and intercultural exchanges. This exposure to so many different lifestyles provides opportunities to shape identities in ways that may be different from the traditional, face-to-face communities in which people were born. Further, many students straddle cultural

boundaries, feel pulled in different directions, and must negotiate their family's traditions with others to which they are continually exposed. See p. 5

3. Rather than being used to stereotype or essentialize members of particular groups, generalizations are important, and necessary, starting points in our efforts to understand and interact with others. However, generalizations are also limited because they do not tell us about the particulars of single individuals. Thus, we should proceed cautiously with generalizations, and qualify them with words such as "usually," "typically," and "in general." See p. 3

4. Differences in gender, race, class, cultural heritage, sexual orientation, age, mental and physical disabilities, and spiritual beliefs present us with a rich array of perspectives on identity and interaction. See pg. 3

5. The author has a conversational tone, added comments from students, spotlights interesting research, and emphasizes active learning. See pg. 6-7.

Chapter 1

Multiple-Choice Items

1. Monica and Chandler have an argument over whose turn it is to do clean their house. In the heat of the argument, Chandler calls Monica a "slob". Then, Monica calls Chandler a "self-centered moron". Later, after they have made up, Chandler tries to apologize to Monica. However, Monica is still hurt and complains that no matter what Chandler says now he must have meant what he said. According to the communication principles, Chandler doesn't realize that:
    A. interpersonal communication is unrepeatable
    B. interpersonal communication is irreversible
    C. interpersonal communication is complicated
    D. interpersonal communication is inescapable
    E. None of these

    ANS: B   PG. 25

2. Britney and Kevin have been dating for over five years. They constantly talk about how many kids they want and where they will live in the future. This is an example of how interpersonal _____.
    A. communication is unintentional
    B. communication is irreversible
    C. communication is transactional
    D. communication develops and sustains relationships
    E. none of these

    ANS: D   PG. 28-29

3. Sam sees Sally. Sam thinks Sally is so hot. Sam says, "Hey! Are you from Tennessee? Because you're the only ten I see!" According to the model of communication, Sam is trying to _____ a message to Sally.
    A. encode
    B. decode
    C. feedback
    D. channel

    ANS: A   PG: 17

4. An example of psychological noise is
    A. poor health
    B. being preoccupied with a problem
    C. cigarette smoke in a crowded room
    D. fatigue
    E. poor sound

5. An example of physiological noise is
    A. puppies
    B. being preoccupied with a problem
    C. cigarettes
    D. fatigue
    E. poor sound

6. Shay-Nay talks with a different accent and most people can not understand her. This is an example of what kind of noise?
    A. preoccupied
    B. physical
    C. physiological
    D. psychological
    E. semantic

7. Jen and Mark are happily married. Recently, Mark had an affair. He tried to tell Jen about his infidelity. She is completely hurt by his actions. It doesn't matter what Mark says to her, she is very upset and can not get over his betrayal. This is indicative of how interpersonal:
    A. communication is unintentional
    B. communication is irreversible
    C. communication is transactional
    D. communication is unrepeatable
    E. communication is not a panacea

8. Ning believes that she will never be able to take public speaking, because she does not have a natural talent. However, the book states that"
    A. communication is unintentional
    B. communication is irreversible
    C. communication is transactional
    D. communication is unrepeatable
    E. communication effectiveness can be learned

9. According to the book, all of the following are guidelines for interpersonal communication competence EXCEPT:
    A. develop a range of skills

B. adapt communication appropriately
C. engage in dual perspective
D. imagination
E. commitment

ANS: D   PG. 30-33

10. Communication about communication is:
    A. Metacommunication
    B. Channel
    C. Noise
    D. Summacommunication
    E. Multicommunication

ANS: A   PG. 27

11. The author of your text argues that:
    A.   self-actualization needs are the most important ones that we fulfill through
          communication.
    B.   self-esteem needs are influenced by individuals' interpersonal communication
          skills.
    C.   belonging needs are not essential to everyone, as some individuals don't need
          others to enjoy life.
    D.   physical needs cannot be met by communicating with others.
    E.   safety needs must be met through activities such as installing new locks for our
                homes and purchasing weapons for self protection.

    ANS: B   PG: 9-10

12. Linnea's parents praise her for earning high marks in her first year in college. Linnea's
parents are addressing her _____ needs.
    A.   self-actualization
    B.   safety
    C.   belonging
    D.   self-esteem
    E.   physical

    ANS: D   PG: 9

13. This psychologist first described a hierarchy of human needs.
    A.   Wilbur Schramm
    B.   Claude Shannon
    C.   Abraham Maslow

D.	Warren Weaver
E.	Julia Wood

ANS: C	PG: 10

14. Interpersonal communication comes from the root words "inter" and "personal," meaning:
A.	between persons.
B.	with persons.
C.	innermost self.
D.	coming from the person.
E.	about persons.

ANS: A	PG: 18

15. Jenema is walking in a mall and a homeless person approaches her and asks for money. Jenema keeps walking without speaking to or looking at the person. The relationship between Jenema and the homeless person is
A.	I–You
B.	I–Thou
C.	I–It
D.	I–ME
E.	I–Us

ANS: C	PG: 18

16. ____ models of communication view communication as flowing only in one direction, from sender to receiver.
A.	Transactional
B.	Linear
C.	Relational
D.	Interactive
E.	Metacommunicative

ANS: B	PG: 15-17

17. ____ models of communication highlight the dynamic nature of interpersonal communication.
A.	Transactional
B.	Linear
C.	Relational
D.	Interactive

E.   Metacommunicative

ANS: A   PG: 17

18. Miguel tries to concentrate during a class lecture, but he can't get his mind off a personal problem. His preoccupation with his personal problem is an example of _____ noise
   A.   psychological
   B.   physical
   C.   semantic
   D.   syntactic
   E.   behavioral

   ANS: A   PG: 20

19. Maya Angelou has expressed the idea that:
   A.   communication is reversible.
   B.   individuals must learn how to be different together.
   C.   people from around the world are more dissimilar than they are alike.
   D.   globalization has had a negative effect on individual cultures.
   E.   the world is more monocultural than multicultural.

   ANS: B   PG: 15

20. Symbols such as ;-) or :-(are called _____ and are used to convey inflection and nonverbal features of communication.
   A.   metacommunication
   B.   emoticons
   C.   conveyors
   D.   illustrators
   E.   distortion

   ANS: B   PG: 22

21. Zach says to his friend, "I meant that as a sarcastic remark, not as a comment on you at all." Zach's statement is an example of:
   A.   metacommunication.
   B.   emoticons.
   C.   conveyors.
   D.   illustrators.
   E.   distortion.

ANS: A   PG: 27

22.   According to research discussed in Chapter 1, for intimates, talking about a vision
       of a shared future
       A.   Is the most powerful ties that link people.
       B.   is uncommon in romantic relationships.
       C.   reveals the "dark side" of the relationships.
       D.   provides a way for partners to communicate in secret code.

       ANS: A   PG: 29

23. The author argues that most of us take ___ for granted.
       A.   affection
       B.   content
       C.   belonging
       D.   responsiveness
       E.   socialization

       ANS: E   PG: 12

24. Sharpay notices that she is the only person who has not spoken in a group conversation. She
reminds herself to be involved and to show she's interested in the group's talk, so she speaks
up. Sharpay's noticing and changing her communication to be more effective in the situation is
an example of:
       A.   irreversibility.
       B.   monitoring.
       C.   person-centeredness.
       D.   systemic thinking.
       E.   content-level meaning.

       ANS: B   PG: 32-33

25. Love would be placed in which of Maslow's Hierarchy of Needs?
       A.   Self-actualization
       B.   Safety and Protection Needs
       C.   Belonging Needs
       D.   Self-esteem
       E.   Physical Needs

       ANS: C   PG: 11

True-False Items

1.   Most of us take socialization for granted.
        ANS: T   PG: 12

2.   All of our communication involves personal interaction.
        ANS: F   PG: 22

3.   The transactional model of interpersonal communication emphasizes the dynamism of
         interpersonal communication and the multiple roles people assume during the process.
        ANS: T   PG: 18

4.   Online communication provides a context for effectively monitoring our interactions with
        others.
        ANS: T   PG: 22

5.   According to a nationwide poll, a majority of people perceive communication problems
as the number one reason marriages fail.
        ANS: T   PG: 19

6.   The majority of our interactions involve I–It communication.
        ANS: F   PG: 18

7.   Humans generally do not focus on higher (more abstract) needs until more basic needs
        are first met.
        ANS: T   PG: 9-10

8.   Egocentric people cannot take the perspectives of others.
        ANS: T   PG: 32

9.   William Schutz (1966) developed the interpersonal needs theory.
        ANS: T   PG: 9-10

10.   The interpersonal needs theory, which asserts that our tendency to create and sustain
        relationships depends on how well they meet three basic needs, which are affection,
        inclusion, and pleasure.
        ANS: F   PG: 9-10

11.   Nonverbal metacommunication often reinforces verbal communication.
        ANS: T   PG: 27

12.   The likelihood of meeting the needs Maslow discussed depends on our ability to
        participate effectively in a very diverse social world.
        ANS: T   PG: 9-10

13.   A 2010 national survey of employers reported that 89% of employers consider that college students should focus on learning to communicate effectvively and orally in writing in order to be successful professionally.
        ANS: T   PG: 9

14.   The early linear communication models were faultless
        ANS: F   PG: 15-16

15.   The transactional model recognizes that noise is absent throughout interpersonal communication.
        ANS: F   PG: 17

16.   In I–It communication, we do not acknowledge the humanity of other people; we may not even affirm their existence.
        ANS: F   PG: 18

17.   *Physiological noise* is distraction caused by hunger, fatigue, headaches, medications, and other factors that affect how we feel and think.
        ANS: T   PG: 20

18.   *Psychological noise* refers to qualities in us that affect how we communicate and how we interpret others.
        ANS: T   PG: 20

19.   *Physical noise* is interference in our environments, such as noises made by others, overly dim or bright lights, spam and pop-up ads, extreme temperatures, and crowded conditions.
        ANS: T   PG: 20

20.   At the deepest level, interpersonal communication involves engaging others as individuals who are unlike anyone else.
        ANS: T   PG: 21

Identification Items

1. Metacommunication
2. Feedback
3. Content and relational levels of meaning in interpersonal communication
4. Dual perspective
5. Systemic
6. I-Thou relationships
7. Models of interpersonal communication
8. Model
9. I-You Communication
10. Semantic noise
11. Ethics

12. Monitoring
13. Interpersonal communication competence
14. I-It communication
15. Symbols

Essay Items

1. Write out the textbook definition of interpersonal communication. Using a personal example, explain the various parts of the definition.
2. Compare and contrast what happens in one of your I-You relationships with what happens in one of your I-Thou relationships.
3. Define the relational level of meaning in interpersonal communication. Describe and provide an example of each dimension of relational-level meanings.
4. Briefly describe each of the three models of communication discussed in the text and identify the strengths and limitations of each model.
5. What are some guidelines for interpersonal communication competence?
6. Choose three of the communication principles stated in the text. Use personal experiences to explain why you agree or disagree with them.
7. Abraham Maslow identified five human needs. The author of your textbook added a sixth need. Identify this sixth need and explain why this need is important to life in a diverse society.
8. The author of your textbook states that interpersonal communication involves ethical choices. Define ethics and explain why interpersonal communication involves ethical choices, especially in relation to other interpersonal communication principles.
9. Describe the four kinds of noise and give examples of each kind of noise.
10. Briefly describe the seven principles of communication.

Rejoinders

Multiple-Choice Items

1.   See p. 25
2.   See p. 28-29
3.   See p. 27
4.   See p. 20
5.   See p. 20
6.   See p. 20
7.   See pg. 25-30
8.   See pg. 25-30

9.	See pg. 30-33
10.	See pg. 27
11.	See pg. 9-10
12.	See p. 9
13.	See p. 10
14.	See p. 18
15.	See p. 18
16.	See pg. 15-17
17.	See p. 17
18.	See p. 20
19.	See p. 15
20.	See p. 22
21.	See p. 27
22.	See p. 29
23.	See p. 12
24.	See pg. 32-33
25.	See p. 11

True-False Items

Research has demonstrated the effects of depriving individuals of social contact. See p. 12
Not all of our communication is interpersonal. There are times with interact with each other
	based on societal roles, such as a customer and grocery clerk. See p. 22
See p. 18
Because we're often able to read and reflect on others' messages before responding, we can
	better monitor our communication before we develop our own messages. See p. 22.
What distinguishes interpersonal communication is what happens between interactants, rather
	than the number of people communicating. See p. 19
This statement is false because the majority of our interactions involved I-You communication.
	See pp. 18
See p. 9-10
Egocentric people impose their perceptions on others and interpret others' experiences
	through their own cognitive filters. See p. 32
See p. 10
The three basic needs are affection, inclusion, and control. See p. 9-10
11.	See p. 27
12.	See p. 9-10
13.	See p. 9
14.	Models were faulty. See pg. 15-16
15.	Noise is not absent. See p. 17
16.	 I-It does acknowledge the humanity of other people. See p. 18
17.	See p. 20
18.	See p. 20
19.	See p. 20
20.	See p. 21

Identification Items

1. See pp. 27.
2. Feedback is essential in meeting self-actualization needs (p. 10), is an important skill in the workplace, and is a key component of interactive models of communication (pp. 16-18).
3. See pp. 22-24
4. See pp. 31
5. Communication is systemic in that as we communicate with others, we're part of multiple systems (e.g., family, workplace, school, U.S. society). Those systems influence each other, and influence how we communicate and interpret others' communication. See pp. 20
6. See pp. 19
7. Look for students to discuss linear, interactive, and transactional models. This question may also be used as an essay item. See pp. 15-17
8. See p.15
9. See p. 18
10. See p. 20
11. See p. 26
12. See p. 32
13. See p. 30
14. See p. 18
15. See p. 26

Essay Items

1. The textbook definition of interpersonal communication can be found on p. 19, along with a range of examples to illustrate the definition.
2. Responses will vary, but I-You relationships are characterized by people acknowledging each other as more than objects but not engaging each other as unique individuals. Examples of I-You relationships include interactions with a salesclerk or an acquaintance. In I-Thou relationships, people treat each other as unique individuals, rather than simply as occupants of social roles. Examples include relationships with siblings, parents, intimates and best friends. See pp. 18-19
3. Meanings can be broken down into content (the literal meaning) and relational level meanings. The three relationship level meanings are responsiveness (e.g., indicating interest to another), affect (e.g., expressing like or dislike for another), and power or control (e.g., referring to the power balance between communicators). See pp. 23-25
4. The three models are discussed on pp. 15-17. Students should identify 3 limitations of linear models (communication as one-directional, listeners as passive, communication as a step-by-step process), 3 limitations of interactive models (communication as sequential, one person as sender and one person as receiver, communication as static), and the

multiple strengths of the transactional model (e.g., adds noise, shared and personal systems, changes over time, individuals as senders and receivers simultaneously).

5. Five skills are closely tied to competence in interpersonal communication: (1) developing a range of communication skills, (2) adapting communication appropriately, (3) engaging in dual perspective, (4) monitoring communication, and (5) committing to effective and ethical interpersonal communication. See pg. 30-33.

6. Communication principles can be found on pp. 25-30, along with examples that illustrate each.

7. The sixth need is the need to interact effectively in a diverse society. Given the increasing diversity in the U.S., we need to learn how to communicate in ways that show understanding and respect for others and their ways of communicating. See p. 9-10, as well as the rejoinder for Essay Item #1 in the Introduction chapter.

8. Ethics can be defined as a set of moral principles and codes of conduct that help us decide what is right and wrong. Because our actions affect others and because our communicative actions are irreversible, we must become ethical beings. See p. 26 for more information.

9. The four types of noise are physiological noise caused by hunger, fatigue, headaches, and medications. Physical noise is interference in our environment. Psychological noise is how we communicate and how we interpret others. Semantic noise exists when the words themselves are not mutually understood. See p. 15.

10. Communication principles can be found on pp. 25-30, along with examples that illustrate each.