COMMUNICOLOGY 381 - INTERPERSONAL RELATIONS  
Mondays, Wednesdays, and Fridays 10:30 - 11:20 am  
Webster Hall 113

PROFESSOR: Dr. Amy Hubbard  
OFFICE: George Hall, Room 333  
OFFICE HOURS: MWF 11:30-12:15 pm & by appt.

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E-MAIL ADDRESS: aebesu@hawaii.edu  
COMG WEBSITE: manoa.hawaii.edu/communicology

REQUIRED TEXTBOOKS & MATERIALS


2. Iclicker 2 response pad

3. Some assignments, class materials, outlines of PowerPoint lectures, and announcements may be shared in class and/or distributed to the class via Laulima. It is your responsibility to regularly attend class on time and check your Laulima account. Go to: https://laulima.hawaii.edu and enter your UH identification and password to use Laulima.

PREREQUISITES: Students must have taken COMG 151, 170, 181, 185, 251, or 301 to enroll in COMG 381.

OBJECTIVES

This course is designed to acquaint students with the major theories, concepts, principles, and research findings in interpersonal communication. Toward that end, we will examine how people perceive themselves and others, how people use information they gather about themselves and others to guide their interactions, how their interactions are influenced by social roles and expectations, and the essential role of communication in the development, maintenance, and dissolution of human relationships. Students will have ample opportunities to evaluate, develop, and demonstrate competency in interpersonal communication. In so doing, students will work to gain a theoretical understanding of the human communication process and to improve their interpersonal communication skills.

Student Learning Outcomes:

1. Evaluate the importance of communication in interpersonal relationships
2. Understand the relationship development process (initiating, maintaining, deteriorating)
3. Discriminate between scientific-based claims and non-scientific-based claims about interpersonal relationships
4. Identify the major factors that influence perceptions
5. Identify how perceptions influence interpersonal communication
6. Identify the major factors that influence interpersonal attraction
7. Understand the role of self-disclosure in interpersonal relationships
8. Understand the benefits and risks of self-disclosure in interpersonal relationships
9. Understand the norm of reciprocity
10. Understand the fundamental aspects of social penetration theory
11. Understand the fundamental aspects of uncertainty reduction theory
12. Understand the fundamental aspects of social exchange theory
CLASS FORMAT

This class will involve lecture, discussions, and activity-based learning. Because students will develop both a theoretical and practical understanding of interpersonal communication, students will need to analyze and practice what they are learning. To do this successfully, students will need to complete the readings by the date in which the chapter is first assigned and students will have to participate in class discussions. In most cases, the readings are designed to complement the lecture content. Students are responsible for assigned reading material that is and is not covered in class.

CLASS POLICIES

**Academic Integrity:** The mission of a university can only be accomplished in an environment where academic integrity is valued. The Student Code of Conduct states that academic dishonesty includes both cheating and plagiarism. Plagiarism is, but is not limited to, “the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Word-for-word copying of another’s work without the use of quotation marks and the citation of the source, paraphrasing another person's ideas without proper citation of the source, lack of reference to the sources (i.e., reference pages) from which the information was obtained, and misleading citations are all considered plagiarism. A paper given to an instructor with the student’s name on it is assumed to be in the student's own words and to represent his or her original ideas, unless certain words and ideas are specifically credited to another source. A paper bearing a student's name that does not do this is plagiarized and will be considered academically dishonest.

According to the Student Code of Conduct, “the term ‘cheating’ includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff, or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.”

Students who disrupt teaching and research are also violating the Student Code of Conduct.

Finally, “engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions.” The penalties for academic dishonesty are severe, and the instructor will see that violators are punished. If anyone is determined to have cheated, plagiarized, or misrepresented work in this class or if the student has disrupted class or research, the best he or she can hope for is a notation on the student’s permanent record of the violation and failure on the relevant assignment in the course. The instructor will additionally recommend to the Department Head or hearing committees that the person be suspended or expelled from the University. Papers submitted for credit in other classes may NOT be submitted for credit in this course. Students are expected to have full knowledge of the University's Student Conduct Code. A copy of the code may be obtained from http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/.

**Iclickers:** Bring your Iclicker response pads to class every day. Students are expected to use their Iclicker response pads to key in their own responses. If you are caught with more than one Iclicker response pad in your possession, you will be deducted 100 points off of your grade. Additionally, if you use the Iclicker response pad to enter in a response for another student, you both will be deducted 200 points off of your grades. To receive credit for Iclicker participation on each class day in which it is used, you must participate in at least 75% of the Iclicker activities for that day.

**Laptop Computers and Other Electronic Devices:** You will only be allowed to have a laptop computer or a related electronic device during class if it is not distracting to other students and if you are using it for our class. If you are discovered to be using your computer or related device to play games, prepare work for another class or activity, listen to music, and the like, during class time, you will not be allowed to use your computer or related device for the entire semester.
**Cellular/Digital Phones and Other Electronic Devices:** Before attending class, turn off all cellular/digital phones and other portable electronic devices that can ring or “sing” and generally disrupt the class. This also means that texting during class is **not allowed**. During examinations and review sessions of exams, using or the act of looking at your phone will be considered cheating and appropriate disciplinary action will be taken.

**Video Recording:** To borrow video cameras and other media equipment, go to Kuykendall 103, and bring your student ID. This office will already have your name as a student who is approved to use this equipment. However, you must keep all appointments and pick-up/return equipment promptly to the Kuykendall media rooms or they will not let any future students use the media equipment. See [http://www.cis.hawaii.edu/equipment/](http://www.cis.hawaii.edu/equipment/) for more detailed instructions and information.

**Students with Disabilities:** Students with disabilities are encouraged to contact the KOKUA Program for information and services. Services are confidential and free for students. Contact KOKUA at 956-7511, kokua@hawaii.edu, or QLC 013.

**Student Counseling:** The Counseling and Student Development Center offers free and confidential counseling services. They can be reached at 956-7927 or go to QLC 312.

**Research Participation:** The Communicology Department uses Sona Systems to manage opportunities to participate in research conducted within the Communicology Department. In order to participate, students will need to create an account at [http://hawaii-communicology.sona-systems.com](http://hawaii-communicology.sona-systems.com). Once an account is established, students will be able to sign up for a variety of research projects and the system will keep track of the student’s participation. Students can participate in research projects until the last day of instruction to earn extra credit in this course.

**Attendance Policy:** I expect you to be in class, be punctual, and be ready to contribute to the class. It will be impossible to do well in this course without regularly attending and participating in class every day. If you miss class, it is advisable to get notes for that day from a classmate. Once you have the notes and have examined them, see the instructor for further clarification (if needed). Do NOT attempt to acquire these materials during class time. Do NOT ask the instructor for his/her notes or to redo the lecture during office hours.

**Alternative Locations:** In the event of disturbances that interfere with holding class at our scheduled location (e.g., bomb threats), meet the instructor at the **fountain fronting Hawaii Hall**. You will be given further instructions at that point. On days of scheduled exams, you will be directed to an alternative classroom to take the exam. You should check your email for additional instructions as well.

**Appointments and Office Hours:** Appointments are a privilege. Do not abuse it. You must come prepared with materials and questions to ask prior to meeting with the instructor. Otherwise, it wastes the instructor’s time and other student’s time. Plan early for appointments. Last minute appointments may **NOT** be accommodated.

**E-mails:** The University of Hawaii e-mail has been declared an official means for communication with students. Executive Policy E2.213 reads: “Students are responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages.”

When sending an email message pertaining to this course, the subject line of the email should include (a) the class name and section and (b) a title in the subject line that is descriptive of the content of the email message. Separate emails should be sent for different topics. Also, students should include in their emails multiple ways to respond to them (e.g., provide a telephone number in addition to an email address). When responding to an email message, students should include appropriate parts of the original message in the email.

If you send the instructor an email message during regular business hours on weekdays, you can expect a response within 24 hours. If you do not hear from the instructor, then feel free to email the instructor again because your message might not have been received. During other times, such as weekends and holidays, response times may be longer.
**Paper & Oral Requirements:** In general, all work turned in for credit must be typewritten, use left-justification, use double-spacing throughout, use a standard font type and size, and contain one inch margins on the left, right, top, and bottom of each page. Multiple copies of your work will sometimes be required. All group papers submitted to this class should list the group member names in alphabetical order, by last name. All work that does not conform to these requirements will be considered late. Students should write and speak in a manner appropriate for an academic and scholarly environment and should avoid language that is sexist, racist, and ageist in their writing and speaking. In addition, every Project Paper should have the following declaration on the first page or cover:

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“I certify that this project and paper is my own work and is written for this class only.”

______________________________  ___________________________  __________________
Student Printed Name                Student Signature                  Date
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**Drafts:** In general, drafts will be accepted up to a week before the due date, and I will review them (focusing primarily on stylistic concerns, structuring of ideas, and major content flaws). It is STRONGLY recommended that students review each other's drafts for spelling and grammatical errors before I evaluate them. All work submitted for this course should show critical thinking, thoughtful writing, and careful editing.

**Late Papers/Assignments:** Class activities are due when the instructor collects them. This is usually in the beginning of class. Activities not turned in at this time will be given ZERO credit. All other types of assignments not turned in when they are due will be considered LATE. Late work will not be accepted without explanation. It is the student’s responsibility to find out about missed work due to tardiness or an absence. Ask a fellow student for information regarding any missed assignment BEFORE approaching the instructor for clarification. Late papers/assignments can expect a full grade reduction per class period late. Exceptions may be made for MAJOR medical and MAJOR personal problems when the instructor has been given notification at the first possible opportunity.

Excused absences must be documented (e.g., doctor’s note on official stationery) and turned in on the first day of your return to class. All missed work due to an excused absence must be turned in within one week of your return to class. No papers will be accepted after the last day of instruction.

Except for illness or other emergencies, there will be no late exams given. Failure to take an exam without prior explicit exemption by the instructor may result in a failing grade for that exam. There will also be no incompletes given, except in the case of unforeseeable and uncontrollable events preventing completion of a small but important part of the assigned work before the term's end.

**SEMESTER PROJECT: BREAK-UP SONGS ANALYSIS**

The goal of the Break-Up Songs Analysis project is to determine the extent to which the songs we listen to reflect important dynamics in interpersonal communication. To accomplish this, you will work in a group of approximately 4-6 people. You and your group members will compile a selection of break-up songs, read scholarly research on relationship dissolution, write a group paper that analyzes the songs you selected, and give a group presentation to the class on your findings.

I. **GROUP MEMBERS & PRESENTATION DATE:** Decide on your group members and your presentation date preferences (either April 22, 24, or 27). Submit, via email, an alphabetized list of your group member names and presentation date request by **FRIDAY, JANUARY 30.**

II. **SONG SELECTION:** Individually, and independently, find at least one song that you enjoy which deals with breaking up or relationship disengagement (e.g., songs about how to make a relationship last despite the challenges, problems in relationships, and being in love with the “wrong” person). Type up the lyrics to the song, as well as identify who wrote the song and who sings the song.
III. **SCHOLARLY RESEARCH:** Each group member should obtain a copy, read, and summarize at least one scholarly journal article from the last 15 years (2000 - current) that deals with an aspect of interpersonal relationship disengagement. The summary should be 1-2 pages, be accompanied by a copy (paper or digital form) of the article and the complete reference citation in American Psychological Association (APA) format, capture the rationale and hypotheses/questions, methods, findings reported, and discussion section of the article, and follow the paper requirements for this class. The summary should be in your own words and should not contain any direct quotations.

IV. **DISCUSSION:** Meet as a group and share your songs and your research article findings.

A. **Discuss the following 10 questions in your group** (for each song and considering all songs together, as applicable) and take notes on this discussion.

   **For Each Song:**
   1. What is the song about (provide a synopsis of the song) and how is the break-up portrayed?
   2. Was the de-escalation unilateral or mutual?
   3. Did the relationship pass away or experience sudden death?
   4. What was the cause of the break-up? Who was to blame for the break-up?
   5. What role do emotions play in the relationship and the dissolution of the relationship?
   6. How is the communication between the couple portrayed?

   **Considering All Songs:**
   7. Was there a difference in how men and women approached the break-up (You might think about the lyricist, singer, people in the song, and listeners)?
   8. What is the secret to long lasting relationships?
   9. What can be learned about real-life break-ups by listening to break-up songs?
   10. In what order should these songs be heard during a break-up? Why?

B. **Discuss whether the findings from the journal articles are consistent or inconsistent with what is sung about in the songs.** Explain why you believe this is the case. Take notes on this discussion.

V. **ANALYSIS PAPER:** Write a group paper that describes the most interesting findings from your group discussion and analysis of your break-up songs. High quality papers will show depth of thinking and insight into how break-ups happen and the role of break-up songs in that process. They will also include references to material covered in the textbook as well as peer-reviewed journal articles using appropriate APA style formatting.

Additionally, the analysis paper should (1) be 4-6 pages (2) contain an introduction, an organized body with main ideas developed, and a thoughtful conclusion, (3) explain the order in which the songs ought to be listened to, and (4) follow the paper requirements for this class, including the declaration of own work statement. A paper that analyzes each song separately, without discussing the themes or commonalities among two or more songs, will earn only a passing grade.

In an appendix attached to your group’s analysis paper, turn in the lyrics to each break-up song analyzed in the group and notes generated from answering all of the 10 questions specified for the group discussion of the break-up songs. Also, submit the notes generated from the discussion of the journal articles and the 1-2 page summaries of each journal article. Be sure to include the name of the person who wrote each summary and the reference citation in APA style. Additionally, submit one hard copy of each of the actual journal articles (or submit a pdf version using the Drop Box function of Laulima).

VI. **PRESENTATION:** Your group will be allotted 8-10 minutes of in-class time to present your findings and share your songs with the class. The presentation must be within that time frame and each group member must present some of the findings to the class. Your group will have about a minute to set-up and a minute to gather-up your materials after the conclusion of your presentation.

A. Be sure to follow the principles of designing (e.g., including an attention getter, preview, transitions, clear pattern of organization, and memorable closing) and delivering effective presentations (e.g., strong, loud voices, easy to identify who is speaking, effective gestures and movements, sustained eye contact with the audience, and sufficient energy and enthusiasm).
B. Include portions of all of the break-up songs your group analyzed (and in the order in which they should be heard during a break-up and why they should be heard in that order). Be creative in your presentation of the song clips. For example, your group could play predetermined portions of the songs on a CD, your group could sing the song clips, your group could lip sync to the song clips, and/or your group could act out the scenes with the song clips as the background music.

C. Make sure that you provide enough information so that the class understands what the songs are about and the lyrics to the songs presented.

D. Explain and elaborate on one or two of the main themes your group identified among the break-up songs you analyzed and share some of the findings related to your scholarly research to highlight the important aspects of break-ups that are addressed in the songs.

VII. EVALUATIONS. Write a typed evaluation for yourself and each of your group members. Evaluate each group member’s contributions to the group project and your own contribution to the group project. All responses will be kept strictly confidential. Evaluate each person and yourself by answering the following questions.

A. What was ____________ contributions to the project?
B. Describe the quality of ____________ participation and attitude in doing the project (e.g., attendance at meetings, getting work done in a timely fashion, interpersonal communication skills, group communication skills, etc.).
C. Did you think ____________ worked hard on the project?
D. How creative was ____________ contributions?
E. Was it easy or difficult to work with ____________?
F. Was ____________ a team player?
G. What specific suggestions do you have for improvement for ____________?
H. Have you shared any of this information with your specific group members? If so, how and what happened? If not, why not?
I. On a scale of 0-100 points, estimate how much of the total grade for the project ____________ deserves (I do not want to know what grade you think you and your partners deserve)? [Note, EACH group member should be individually evaluated on a scale of 0-100. Do not divide the 100 points between yourself and your group members]
J. Additional comments?

VIII. DUE DATES:
A. Email your group member selection and performance date requests by FRIDAY, JANUARY 30.
B. Turn in ONE HARD COPY (in class) and ONE DIGITAL COPY (via Drop Box on Laulima) of your group analysis paper on WEDNESDAY, APRIL 22.
C. Turn in ONE HARD COPY (in class) and ONE DIGITAL COPY (via Drop Box on Laulima) of the appendix that contains the lyrics and discussion notes for all of the break-up songs and the summaries of the journal articles and discussion notes on the journal articles on WEDNESDAY, APRIL 22.
D. Turn in either ONE HARD COPY (in class) or ONE DIGITAL COPY (via Drop Box on Laulima) of the actual journal articles on WEDNESDAY, APRIL 22.
E. Group presentations will be given on WEDNESDAY, APRIL 22, FRIDAY, APRIL 24, OR MONDAY, APRIL 27.
F. Turn in ONE HARD COPY (in class) of your individual evaluations on WEDNESDAY, APRIL 29.
GRADING SYSTEM

ASSIGNMENTS

Examinations: There will be three examinations. In general, each exam will cover lecture, activities, and reading material for one third of the course. The final will be given during the regularly scheduled final exam period. Examination questions will consist of multiple choice, true/false, fill-in, and short answer items.

Semester Project: There will be one semester project (Break-Up Songs) involving analysis and application of course concepts to key aspects of interpersonal relationships. This project will require you to practice effective interpersonal, group, and public communication skills.

Class Activities: Throughout the session, there will be numerous activities conducted inside and outside of the classroom. Assessment of your work will be based on your participation in Iclicker and other in class activities as well as miscellaneous mini-assignments that will be worth between 5 to 20 points for individual mini-assignments. The total number of points earned for Iclicker and in class activities will be determined at the halfway mark in the semester and at the end of the semester.

POINT SYSTEM: Each graded assignment earns points, not letter grades.

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<th>POINTS EARNED</th>
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<td>I. EXAMINATION 1</td>
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<td>II. EXAMINATION 2</td>
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<td>III. BREAK-UP SONGS</td>
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<td>D. Evaluation (15 pts)</td>
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<td>A. Iclicker &amp; Participation (100 pts)</td>
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<td>B. Mini-Assignments (50 pts)</td>
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GRAND TOTAL POINTS 1000 ________

Your final grade will be a letter grade. This grade will be awarded as follows:

Excellent A = 1000 - 900 A+ (970) A (930) A- (900)
Above Average B = 899 - 800 B+ (870) B (830) B- (800)
Average C = 799 - 700 C+ (770) C (700)
Minimal Passing D = 699 - 600 D+ (670) D (630) D- (600)
Failure F = 599 - 0 F (0)
## TENTATIVE CLASS SCHEDULE FOR COMMUNICOLOGY 381
(Sometimes it is necessary to make changes in the schedule of material to be covered. Changes will be announced in class.)

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<td>KVC - Ch 1</td>
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<td>Jan 19</td>
<td>HOLIDAY: MARTIN LUTHER KING, JR. DAY</td>
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<td>Jan 21, 23, 26</td>
<td>Theoretical Foundations and Approaches</td>
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<td>Feb 4, 6, 9</td>
<td>Nature of Communication Environment</td>
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<td>Mar 2, 4, 6</td>
<td>Foundations of Intimacy: Liking and Loving</td>
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<td>Mar 9, 11, 13</td>
<td>Self Disclosure and Social Support</td>
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<td>Mar 16, 18</td>
<td>Commitment and Intimacy</td>
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<td>Apr 8, 10, 13, 15, 17</td>
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<td>KVC - Ch 11</td>
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<td>Apr 20</td>
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<td>Apr 29, May 1, 4</td>
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<td><strong>MAY 11</strong></td>
<td><strong>FINAL EXAMINATION: 9:45 - 11:45 AM</strong></td>
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