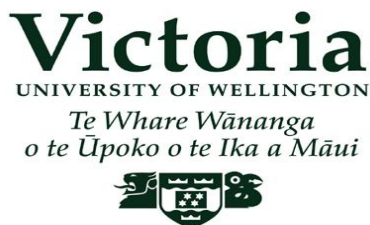


Victoria University of Wellington



## School of Linguistics and Applied Language Studies Course Outline

### LING 224/COMM 202: Interpersonal Communication 2005 – Trimester 1

#### Course Coordinator

Dr Derek Wallace

*Office:* Von Zedlitz 319

*Phone:* 463 5630

*E-mail:* [derek.wallace@vuw.ac.nz](mailto:derek.wallace@vuw.ac.nz)

*Office hours:* Wed 1-2

#### Lecturers

Dr Meredith Marra

*Office:* Von Zedlitz 913 (moving later to VZ 404)

*Phone:* 463 5636

*Email:* [meredith.marra@vuw.ac.nz](mailto:meredith.marra@vuw.ac.nz)

Derek Wallace (details above)

Dr Sky Marsen: Week 11 only

School of Business and Public Management representative: tba

#### LALS main office

Von Zedlitz (VZ) 210

#### Course Administrator

Vivien Trott, VZ 210, Ext. 8386

#### Linguistics noticeboard for course information

Between VZ 309 and VZ 310

**Web contact:** [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)

#### Class times

*Lectures:* Monday, Thursday 12.00-12.50, Murphy 101

*Workshop:* Wednesday 12.00-12.50, Kirk 202. Workshops will begin in the second week of the trimester.

## Course Aims and Objectives

The course introduces students to a range of approaches to the analysis of interpersonal communication, including sociolinguistic, communication studies, and organisational communication frameworks. In so doing, the course will provide you with an understanding of the main questions and issues surrounding the attempts of people to develop and exchange meanings and information with each other – with a primary but not exclusive focus on face-to-face oral interaction. You will be encouraged to use framework of observation, analysis and reflection, as well as discussion and research to form your own view on these questions and issues. By the end of the course you should have an increased understanding of what is involved in attempting to determine what is effective interpersonal communication, with particular reference to workplace settings.

Specifically, by the end of the course you should be able to demonstrate in speech and writing an understanding of:

1. *Practices* and *processes* of interpersonal communication, including perception, interpretation, and expression
2. *Contexts* of interpersonal communication, including contemporary economic, political, cultural, and organisational environments
3. *Technologies* of interpersonal communication, including texts and computers
4. *Strategies* of interpersonal communication in dyadic, group, cross-cultural and organisational situations
5. The *roles* and *significance* of interpersonal communication, with particular reference to verbal language

*You should also have developed your ability to:*

- Write academic discourse
- Engage in classroom discussion
- Analyse and reflect on your own and others' communicative acts
- Select mediums of communication appropriate to specific situations

## ***Texts***

### *Set text*

A Coursebook, which includes a set of readings as well as materials for the assignments and workshops, is available from Student Notes.

### *Recommended texts*

Stewart, John and Carole Logan 1998. *Together. Communicating Interpersonally*. (5th edition) New York: McGraw-Hill Inc.

Verderber Rudolph F. and Kathleen S. Verderber 2001. *Inter-act: Interpersonal Communication Concepts, Skills and Contexts*. (9th ed.) Belmont, CA.: Wadsworth.

Savill-Troike, Muriel 2003. *The Ethnography of Communication: An Introduction*. (3<sup>rd</sup> ed.) Blackwell.

These books are available in the library on closed reserve, and the first two in the Victoria Book Centre if you wish to purchase them.

## Assessment

- Communication journal (**2000 words**) (30%). This task has particular reference to first and fifth objectives referred to above.
- Case study analysis (**1500 words**) (30%). This task has particular reference to objectives 2, 3, and 4.
- Final open book exam: 2 hours (40%). Questions will reflect all objectives.

See attached course schedule for due dates. Accommodation will be made for students with disabilities, if arrangements are discussed in advance with the tutor or course coordinator.

### *Handing in Assignments*

Assignments should be handed in (in hard copy form, not by email) by 5 pm on the due date. They may be handed to the lecturer at the beginning of the workshop session, or at the School of Linguistics and Applied Language Studies office in Von Zedlitz 210.

### *Format for Assignments*

- All assignments must be typed or word-processed.
- They should have a cover sheet stating your name, the course code, lecturer name, assignment title, a word count and submission date
- You should also put page numbers on each page, and
- Use in-text referencing as appropriate, and include a list of references at the end.

## Mandatory Course Requirements

In order to qualify for grade assessment at the end of the course, the following conditions must be met:

- Hand in both written pieces by the due dates. Assignments handed in late without a satisfactory explanation will automatically drop one grade step, and if more than one week late will be returned unmarked.
- Attendance at all workshops. Absences from more than two workshops will result in failure to meet the mandatory requirements unless evidence of illness or other exceptional circumstances is provided.

Note that lectures and workshops are tightly integrated. You will need to attend lectures and complete weekly readings in order to participate effectively in workshop discussion.

## Workload

*Workload can vary according to individual reading speeds etc., but the university guideline for a 200-level course is that around 15 hours per week will be necessary to ensure satisfactory progress in this course. This includes three hours of class time, reading and summarising at least one set reading per week, and doing ongoing assignment work.*

## Schedule

The attached schedule sets out the topics to be covered in each lecture. Assignment guide and due dates are given, and the weekly readings are stipulated. Note that each week there is a main reading which you are expected to summarise and reflect on in writing (about one page). This activity is not compulsory, but you will be required to draw on these readings in the final exam and will be allowed to take your summaries into the exam along with the readings themselves. Supplementary readings are also identified, in case you want to follow up material introduced in lectures, but course assessment will not assume you to have read these.

## Course Schedule

### A Definitions, models and approaches

Week		Lecture/theory classes	Readings	Assignments
<b>1</b> 21/2 – 24/2	<b>DW</b>  <b>DW</b>	<b>What is interpersonal communication (IPC)? Why do we need to study it?</b> <b>Mon</b> Introductory session: Defining communication/ IPC <b>Thu</b> Problems, questions, differences	<i>Essential reading:</i> Stewart 2002 Ch 2 <i>Recommended reading:</i> Littlejohn 1996 Ch 1	Communication Journal #1: Interaction log
<b>2</b> 28/2 - 3/3	<b>DW</b>  <b>DW</b>	<b>Mon</b> Overview of main ‘models’ of communication <b>How do we communicate in different contexts, and why do we do it that way? Some approaches to describing and analysing IPC.</b> <b>Thu</b> Communication studies approach: Types of IPC: verbal and non-verbal communication	<i>Essential reading:</i> Trenholm 1999 Ch 2 Saville Troike 2003 (to help with interaction log)	Communication Journal #2: Evaluating yourself as a communicator
<b>3</b> 7/3 – 10/3	<b>MM</b>  <b>MM</b>	<b>Mon</b> Sociolinguistic/ethnographic approach: Contexts of IPC <b>Thu</b> Linguistic discourse analysis approach: functions of IPC, negotiating meaning	<i>Essential reading:</i> Stewart 2002 Ch 4 Vine 2001	Communication Journal #3: Successful communication
<b>4</b> 14/3 – 17/3	<b>MM</b>  <b>DW</b>	<b>Mon</b> Social constructionist approach: interaction as social practice <b>Thu</b> Social semiotic approach: texts and contexts, language and power	<i>Essential reading:</i> Schirato & Yell 2000 Ch 7 Case Study (Stirton 1995) <i>Recommended reading:</i> Eckert & McConnell-Ginet 1998	Communication Journal #4: Problematic communication
<b>5</b> 21/3- 24/3	<b>MM</b>  <b>MM</b>	<b>IPC and social identities</b> <b>Mon</b> Constructing our selves through talk  <b>Thu</b> Communicating gender and culture	<i>Essential reading:</i> Stewart & Logan 1998 Ch 4, 8 <i>Recommended reading:</i> Tannen 1998, Ochs 1997	Communication Journal #5  Reflecting on your communication

## B Interpersonal Communication in context: issues and themes

		Lecture/theory classes	Readings	Assignments
<b>6</b> 11/4 – 14/4	<b>DW</b>  <b>MM</b>	<b>Applying the insights: How might we define effective IPC? What can go wrong and why?</b> <b>Mon</b> Defining communication competence  <b>Thu</b> Reaching consensus and decision-making	<i>Essential reading:</i> Holmes and Stubbe 2003  <i>Recommended reading:</i> Trenholm 1999 Ch 10	<b>Assignment 1: Communication Journal</b>  <b>Due Wednesday 13/4</b>
<b>7</b> 18/4 – 21/4	<b>MM</b> <b>Tba</b>	<b>IPC in relationships</b> <b>Mon</b> Negotiating power/status and solidarity  <b>Thu</b> Conflict (1)	<i>Essential reading:</i> Scollon & Wong-Scollon 1995 Hellriegel & Slocum 2002  <i>Recommended reading:</i> Troemel-Ploetz 1998	
<b>8</b> 25/4 – 28/4	<b>Tba</b>	<b>IPC at work</b> <b>Mon</b> No lecture – Anzac Day  <b>Thu</b> Conflict (2)	<i>Essential reading:</i> Case Study (Foreman & Hancock 1995) <i>Recommended reading:</i> Holmes 1998	
<b>9</b> 2/5 – 5/5	<b>Tba</b>  <b>Tba</b>	<b>Mon</b> Leadership (1)  <b>Thu</b> Leadership (2)	<i>Essential reading:</i> Gattung 2004 Whitburn 2003 Hamilton 2003	
<b>10</b> 9/5 – 12/5	<b>Tba</b> <b>Tba</b>	<b>Mon</b> Dynamics of inter-disciplinary teams (1)  <b>Thu</b> Dynamics of inter-disciplinary teams (2)	<i>Essential reading:</i> Verderber & Verderber Mod C Randerson 2002	
<b>11</b> 16/5 – 19/5	<b>SM</b>  <b>SM</b>	<b>Mon</b>  <b>Thu</b>	Rothwell 2000  tba	<b>Assignment 2: Case Study Analysis</b>  <b>Due Wednesday 18/5</b>
<b>12</b> 23/5 – 26/6	<b>DW</b>  <b>MM</b>	<b>Mon</b> The uses/limits of theories and models  <b>Course overview: what have we learned about interpersonal communication?</b>  <b>Thu</b> Key concepts, issues and themes	<i>Essential reading:</i> Littlejohn 1996 Ch 16	

### **Other Relevant Texts (Available in the Library on 3-day loan)**

- Coupland, Nikolas and Adam Jaworski 1997. *Sociolinguistics: A Reader and Coursebook*. Basingstoke: Macmillan.
- Coupland, Nikolas, Howard Giles and John .M. Wiemann (Eds) 1991. *Miscommunication and Problematic Talk*. London: Sage.
- Gatenby, Beverly and Deborah Jones (Eds) 1995. *Case Studies in Communication*. Auckland: Longman Paul.
- Holmes, Janet and Maria Stubbe 2003. *Power and Politeness in the Workplace: A Sociolinguistic Analysis of Talk at Work*. Harlow and London: Pearson Education.
- Littlejohn, Stephen W. (2001). *Theories of Communication* (7th edition). Belmont, CA: Wadsworth. Other editions also available.
- Peters, John Durham (1999). *Speaking into the Air: A History of the Idea of Communication*. Chicago and London: University of Chicago Press.
- Putnis, Peter and Roslyn Petelin (1996). *Professional Communication: Principles and Applications*. Sydney: Prentice Hall.
- Scollon, Ron and Suzanne Wong Scollon (1995). *Intercultural Communication: A Discourse Approach*. Cambridge, Mass. And Oxford: Blackwell.
- Sligo, Frank, Su Olsson and Catherine Wallace (Eds) 1997. *Perspectives in Business Communication: Theory and Practice*. Palmerston North: Software Technology New Zealand Limited.
- Trenholm, Sarah (1999). *Thinking Through Communication: An Introduction to the Study of Communication* (2nd edition). Also available at Victoria Book Centre on campus.
- Schirato, Tony and Susan Yell (1996). *Communication and Cultural Literacy: An Introduction*. Also available at Victoria Books on campus.
- Windshuttle, Keith and Elizabeth Elliott (1993). *Writing, Researching, Communicating: Communication Skills for the Information Age*. Sydney: McGraw-Hill.

## General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

### Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

[www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

### Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### Academic integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.*

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

### **Plagiarism is not worth the risk.**

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

### Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The School's Disability Liaison Person for 2005 is Dr Rachel McKee, ext 5626, email [rachel.mckee@vuw.ac.nz](mailto:rachel.mckee@vuw.ac.nz).

### Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	<b>Staff member</b>	<b>Location</b>
FHSS	Ann McDonald, Student Support Co-ordinator	2 Wai-te-ata Road
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria International	Anne Cronin	10 Kelburn Pde, room 202

The Student Services Group is also available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

Email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building:

Telephone 463 6983 or 463 6984

Email: [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).