Assignment Goals:

- To collect relevant data regarding your patterns, characteristics and styles of interpersonal communication
- To analyze the data objectively
- To explain the data using relevant theory from the course

You will complete the Interpersonal Communication Inventory (if you are using a hardcopy and need to type the url, use: http://goo.gl/9xhnwR You will write the following report:

1) Briefly describe (without giving away secrets) the interpersonal relationships that are most important to you. (100-125 words)

2) Summarize the findings of the inventory; for example, think about what you may have discovered about your habits of listening, your clarity of expression, how much you self-disclose or cope with angry feelings. (200-300 words)

3) Choose three specific items in the data to explain. Using Wood, J. T. (2014). 7th ed., class lectures and handouts and/or the resource text, Principles of Social Psychology by Charles Stangor, and any research you do in the relevant databases (cited properly using the American Psychological Association (APA) stylebook) explain why those items are especially important and how you will improve your interpersonal communication skills. This is the most important section of the report. (350-500 words) [Review part III of the model student SPCC write-up to recall how to describe a plan for improvement.]

4) Include a Reference list at the end completed in proper APA format. (Refer to The Purdue Online Writing Lab, OWL for reference and style guides. Note: The APA Blog can be very handy in finding help in citing online books, and other media.)
5) Your report, as outlined above, will be typed with the following heading:

*ComS 5*

*Your name*

**My Interpersonal Communication Inventory**

Be sure to *include your data* pages at the end of the report and a *copy of the rubric as the last page*

Due on the date noted on the ComS 5 course calendar, at the beginning of class.
**Interpersonal Communication Inventory**

**Grading Rubric**

<table>
<thead>
<tr>
<th>Parts of assignment</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of your important interpersonal relationships</strong></td>
<td><em>Communication behaviors</em> are described concretely and specifically; they are important and relevant to the interpersonal communication context.</td>
<td>Some behaviors are concretely described; some are vague; some behaviors described are relevant to communication generally, but not relevant to IPC</td>
<td>Little attention to communication behavior evident; vague and unclear descriptions; some or all description is unrelated or only minimally related to communication</td>
</tr>
<tr>
<td><strong>Summary of Data</strong></td>
<td>Summary is well-organized and focused on significant interpersonal behavior patterns; clear, appropriate references to relevant data are made; consistent focus on IP communication.</td>
<td>Reasons for selecting items for analysis are given but not clear; may lack clarity of reference to relevant data; some behaviors discussed are not shown to be important in IP communication.</td>
<td>Selection of items seems arbitrary; they are not logically connected; summary is disorganized; lacks clarity of reference to relevant data; behaviors discussed are not relevant to IP communication.</td>
</tr>
<tr>
<td><strong>Explanation for data</strong></td>
<td>Explanation accounts for patterns or characteristics of IP identified as important; <em>explanation is well-grounded in theory from online textbooks, lecture, handouts.</em></td>
<td>Explanation at points tries to account for patterns or characteristics of IP identified but is not entirely clear; &lt; three items discussed; somewhat weak or inconsistent connection to theory in textbooks, lecture, handouts.</td>
<td>Fails to explain data—doesn't clearly patterns or characteristics of IP; &lt; three items discussed; weak connection or no connection of discussion to theory in textbooks, lecture, handouts</td>
</tr>
<tr>
<td><strong>Quality of Writing</strong></td>
<td>&lt;= 3 Grammar, syntax or usage errors; writing is pointed, concise while key ideas are sufficiently elaborate; APA format properly used</td>
<td>&gt;3 grammar, syntax or usage errors; uneven focus on or development of main ideas; some minor problems with APA citation.</td>
<td>Numerous and/or various errors of writing; key ideas are not identified or developed; pervasive problems with APA citation.</td>
</tr>
</tbody>
</table>

**Grade:**

Possible scores converted to points: 12 = 50 pts; 11 = 47; 10 = 44; 9 = 40; 8 = 37; 7 = 34; 6 = 30; 5 = 28; 4 = 25

Be sure to attach this rubric to your analysis.