GÖTEBORGS UNIVERSITET

INSTITUTIONEN FÖR TILLÄMPAD INFORMATIONSTEKNOLOGI

TIA082 Communication: Interpersonal Communication, 7,5 högskolepoäng

Communication: Interpersonal Communication, 7.5 credits

Avancerad nivå / Second Cycle

Litteraturlista för TIA082, gällande från och med höstterminen 2020

Litteraturlistan är fastställd av Institutionen för tillämpad informationsteknologi 2020-09-21 att gälla från och med 2020-11-03.

Se bilaga.

UNIVERSITY OF GOTHENBURG

DEPARTMENT OF APPLIED IT

TIA082 Communication: Interpersonal Communication, 7.5 credits

Second Cycle/ Avancerad nivå

Texts in bold are more central to the course as a whole than those not in bold. Students are not required to buy any of the texts as coursebooks.

Literature list

Allwood, J. (2001). 'The structure of dialogue'. Offprint from Taylor, M. M., Néel, F., & Bouwhuis, D. G. (eds.) *The Structure of Multimodal Dialogue II*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Baxter, L. A. & Braithwaite, D.O. (eds.) (2008). *Engaging Theories in Interpersonal Communication: Multiple Perspectives*. London: Sage.

Bormanaki, H.B., & Khoshhal, Y. (2017). 'The role of equilibration in Piaget's theory of Cognitive Development and its implication for receptive skills: A theoretical study'. *Journal of Language Teaching and Research*, 8:5, 996-1005.

Boughton, A. (2013). 'Negotiation and nonverbal communication'. In Matsumoto, D., Frank, M. G. & Hwang, H. S. (eds.) *Nonverbal Communication: Science and Applications*. London: Sage.

Bruneau, T. (2009). 'Chronemics'. In Littlejohn, S. W. & Foss, K. A. (eds.), *Encyclopedia of Communication Theory*. Volume 1. Thousand Oaks, CA: Sage, 97-101.

Coates, J. (2015). *The Semantics of Modal Auxiliaries*. London: Routledge.

Ekman, P. (2003). *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life*. New York: Times Books.

Fehrenbacher, D.D. & Tracy, L.M. (2016). 'Gaze behaviour, motivational factors and knowledge-sharing'. *Thirty Seventh International Conference on Information Systems*, Dublin 2016.

Goodwin, C. (1994). 'Professional vision'. *American Anthropologist*, 96: 3, 606–633.

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Hardaker, C. (2010). 'Trolling in asynchronous computer-mediated communication: From user discussions to academic definitions', *Journal of Politeness Research*, 6, 215-242.

Hargie, O. (2011). *Skilled Interpersonal Communication: Research, Theory and Practice*. 5th edition. London: Routledge. (Chapters 2, 3 and 9)

Knapp, M. L., & Daly, J. A. (eds.). (2011). *Handbook of Interpersonal Communication*. 4th edition. London: Sage.

Knapp, M. L. & Vangelisti, A. L. (2005). *Interpersonal Communication and Human Relationships*. 5th edition. London: Allyn and Bacon. (Chapters 1, 2 and 12)

Lindwall, O., Lymer, G. & Greiffenhagen, C. (2015). 'The sequential analysis of instruction'. In Markee, N. (ed.) *The Handbook of Classroom Discourse and Interaction*. Chichester, UK: Wiley Blackwell, 142-157.

McDermott, V.M. (2009). 'Attribution Theory'. In Littlejohn, S. W. & Foss, K. A. (eds.), *Encyclopedia of Communication Theory*. Volume 1. Thousand Oaks, CA: Sage, 61-63.

Noller, P. (2006). 'Nonverbal communication in close relationships'. In Manusov, V. & Patterson, M. (eds.) *The SAGE Handbook of Nonverbal Communication*. Thousand Oaks, CA: Sage, 403-420.

Poynton, C. (1985) *Language and Gender: Making the Difference*. Oxford: Oxford University Press. (Chapter 7)

Rogers, S. L., Speelman, C. P., Guidetti, O., & Longmuir, M. (2018). 'Using dual eye tracking to uncover personal gaze patterns during social interaction'. *Scientific Reports*, 8: 1, 4271

Roloff, M. E. (2011). 'Interpersonal conflict: Recent trends'. In Knapp, M. K. & Daly, J. A. (eds.). *The SAGE Handbook of Interpersonal Communication*. 4th edition. London: Sage.

Ruppel, E. K. (2015) 'The Affordance Utilization Model: Communication Technology Use as Relationships Develop', *Marriage & Family Review*, 51:8, 669-686.

Sayer, I.M. (2013). 'Misunderstanding and language comprehension'. *Procedia - Social and Behavioral Sciences*, 70, 738-748.

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Stupica, B., & Cassidy, J. (2014). 'Priming as a way of understanding children's mental representations of the social world'. *Developmental Review*, 34:1, 77-91.

Taylor, C. (2015). 'Beyond sarcasm: The metalanguage and structures of mock politeness', *Journal of Pragmatics*, 87, 127-141.

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Walther, J. B. (2008). 'Social Information Processing Theory: Impressions and relationship development online'. In Baxter, L. A. & Braithwaite, D.O. (eds.) *Engaging Theories in Interpersonal Communication: Multiple Perspectives*. London: SAGE. (Chapter 29)

Whaley, B.B. (2009). 'Heuristic-Systematic Model'. In Littlejohn, S. W. & Foss, K. A. (eds.), *Encyclopedia of Communication Theory*. Volume 1. Thousand Oaks, CA: Sage, 457-476.

Wood, J. (2007). *Interpersonal Communication. Everyday Encounters*. Belmont, CA: Thomson Wadsworth. (Chapter 9: Managing conflict)

Additional literature, to a lesser extent, may be added. If you have impaired reading, please contact the study counsellor at the Department of Applied Information Technology (studievagledning@ait.gu.se), so that we can plan possible additions with due regard to this.

If you have impaired reading, you can also contact the University Library for access to adapted course literature. Adapted course literature includes, for example, talking books, e textbooks or Braille. You must personally certify that your ability to read is impaired. The Swedish Agency for Accessible Media records and produces adapted course literature. It takes time to produce adapted course literature, so it is therefore important to contact the University Library in good time before the start of your course.