Designed to guide teachers in selecting classroom materials for introductory high school or college courses in interpersonal communication, this annotated bibliography lists and describes 20 general texts and instructional resource materials on the subject. Texts, most of which include instructors' manuals, range in date of publication from 1984 to 1990. (SAM)
A Selected, Annotated Bibliography
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This annotated bibliography is designed to assist teachers select classroom materials for an introductory interpersonal course in secondary schools and colleges. Included are recent editions of widely used texts with special attention to specific orientation and units of study. In addition, instructional resource materials provide both descriptive and prescriptive information to enhance the development of the basic interpersonal communication course.

General Texts


DeVito, J. A. (1990). Messages: Building interpersonal communication skills. New York: Harper & Row, Publishers. Designed for the basic interpersonal communication course, this text includes eleven chapters grouped under three basic headings: 1) "Messages about the Self and Others," 2) "Messages Spoken and Unspoken," and 3) "Messages in Context." In addition, the text provides skill development exercises, review questions, and a vocabulary exercise section. An instructor's manual assists the student to understand key terms and concepts included in the text.

Goss, B. & O'Hair, D. (1988). Communicating in interpersonal relationships. New York: Macmillan Publishing Company. This text begins with a basic introduction to interpersonal communication, including chapters on verbal and nonverbal communication. The text then addresses such specific topics as male/female communication, family communication, and conflict resolution.

Knapp, M. L. (1984). Interpersonal communication and human relationships. Boston, MA: Allyn & Bacon, Inc. This text focuses specifically on the processes and principles of interpersonal communication in the context of relationships. Written from a developmental perspective, this text is solidly grounded in communication theory and may be appropriate for beginning as well as more advanced college courses.

Mader, T. F. & Mader, D. C. (1990). *Understanding one another: Communicating interpersonally.* Dubuque, IA: William C. Brown Publishers. This text includes twenty-four chapters divided into four basic units: 1) "Transactional Perspective," 2) "Verbal Transactions," 3) "Nonverbal Transactions," and 4) "Nature of Competent Communication." Preview questions are provided at the outset of each chapter, and an instructor's manual includes both a sample course outline as well as experiential exercises.


Pearson, J. C. & Spitzberg, B. H. (1990). *Interpersonal communication: Concepts, components, and contexts,* 2nd Edition. Dubuque, IA: William C. Brown Publishers. This text provides a basic overview of interpersonal communication components and contexts, including chapters on active and empathic listening, intimate communication, and family communication. Furthermore, suggested readings at the end of each chapter and an instructor's manual provide additional activities, testing strategies, and suggested test questions.

Smith, D. & Williamson, K. (1985). *Interpersonal communication: Roles, rules, strategies and games,* 3rd Edition. Dubuque, IA: William C. Brown Publishing Company. This text is well-grounded in major historical and contemporary approaches to interpersonal communication. There are few experiential activities presented, but discussion questions and an annotated readings section appear at the conclusion of each chapter.

Stewart, J. & D'Angelo, G. (1988). *Together: Communicating interpersonally,* 3rd Edition. New York: Random House. For the beginning interpersonal communication student, this text is divided into four basic sections labeled "concepts," "codes," "skills," and "contexts." Each chapter includes exercises to be used by the individual reader or the class as a whole to apply concepts presented in the chapter. This text is accompanied by an instructor's manual that provides additional activities and suggested test questions.


Watson, K. W. & Barker, L. L. (1990). Interpersonal and relational communication. Scottsdale, AZ: Gorsuch Scarisbrick Publishers. The authors examine variables that contribute to interpersonal effectiveness while emphasizing the relationship and its role in determining interpersonal outcomes. The text lists "key terms" at the outset of each chapter and provides activities, exercises, and discussion questions. An instructor's manual includes additional activities and features a computerized test bank with over 700 questions.

Weaver, R. L. (1990). Understanding interpersonal communication, 5th Edition. Glenview, IL: Scott, Foresman & Company. This text emphasizes traditional interpersonal concepts and skills within each chapter and provides an annotated list of suggested readings at the end. Final chapters focus on sharing our feelings, coping with conflict, assertiveness, and communication with family and friends. An instructor's manual provides a variety of activities that correspond to topics in the text.

Wilmot, W. W. (1987). Dyadic communication, 3rd Edition. Reading, MA: Addison-Wesley Publishing Company. While limited to interpersonal communication in the dyadic context, this text provides a well-grounded theoretical approach to interpersonal relationships. The text may be considered a bit beyond the introductory level, but difficult interpersonal theory and concepts are presented in an interesting and insightful manner.

Wilson, G. L., Hantz, A. M., & Hanna, M. S. (1989). Interpersonal growth through communication, 2nd Edition. Dubuque, IA: William C. Brown Publishers. This text is divided into four basic units: 1) "Interpersonal Communication: The Basics", 2) "Verbal Interaction," 3) "Nonverbal Interaction," and 4) "Managing Relationships Effectively." The final unit of study includes specific chapters on relational initiation, development, and deterioration, defensiveness, and conflict. Discussion questions are provided at the end of each unit, and a set of experiences are arranged according to unit sequences in the back of the book. An instructor's manual provides additional experiences.