

## Nonverbal Communication Spring – 2014 - CMM 403 (section 201)

Class 6:30-9:00 pm M Smith Hall 261 CRN - 3000

**INSTRUCTOR:** Dr. Barbara J. Tarter (tarterb@marshall.edu)  
**Classroom:** Smith Hall 263      **Main Office:** Smith Hall 257 (304) 696-6786  
**Personal Office:** Smith Hall 271      **Phone:** (304) 696-2700

### Classes, Office Hours, and Other Commitments:

TIME	Monday	Tuesday	Wednesday	Thursday
12:00-1:00			<b>Office Hours 12:00-1:00</b> (May have faculty meeting)	
1:00-2:00	<b>Office Hours 1:00-2:00</b>	<b>Office Hours 1:00-2:00</b>	<b>Office Hours 1:00-2:00</b>	
2:00-3:00	Persuasion 2:00-3:15 (Smith 261)	First Year Seminar 2:00- 3:15 (Smith 263)	Persuasion 2:00-3:15 (Smith 261)	First Year Seminar 2:00-3:15 (Smith 263)
3:00-4:00	<b>Office Hours 3:15-4:45</b>	<b>Office Hours 3:15-4:15</b>	<b>Office Hours 3:15-4:15</b>	<b>Office Hours 3:15-5:15 Except for Faculty Senate Days (1/23,2/27,3/27,4/17,5/8)</b>
4:00-5:00				
6:00-6:30	<b>Office Hours 6:00-6:30</b>			
6:30-7:00	Nonverbal Communication 6:30-9:00 Smith (261)	Tri-State Literacy Tutor		
7:00-8:00				
8:00-9:00				

- Please note that these are scheduled office hours but additional times can be available upon request.
- No office hours will be held from February 3, 2014-February 27, 2014. Students may contact the instructor through e-mail and a response will be sent as soon as possible.

**Course Description:** This course will explore the areas and significance of nonverbal communication as it relates to the quality and effectiveness of human interaction in personal, social, and professional relationships. (3 credit hours)

### Required Reading:

Leathers, D. & Eaves, M.H. (2008) *Successful nonverbal communication*, 4<sup>th</sup> Edition. Boston: Pearson Education, Inc.

## Course Objectives:

### Degree Profile Outcomes

1. Knowledge: Specialized Knowledge
2. Knowledge: Broad Integrative Knowledge
3. Intellectual Skills: Analytic Inquiry
4. Intellectual Skills: Use of information resources
5. Intellectual Skills: Engaging diverse perspectives
6. Intellectual Skills: Quantitative fluency
7. Intellectual Skills: Communication fluency
8. Applied Learning
9. Civic Learning

### Program Student Learning Outcomes

1. Understand the basic concepts associated with the primary theories of communication.
2. Write a clear, concise, and reasoned paper on topics dealing with the concepts of communication.
3. Understand the research literature underlying the discipline of communication.
4. Demonstrate speaking competencies by composing a message and providing ideas and information suitable to the theory and audience.
5. Basic understanding of the nature of scientific inquiry, as applied to human behavior.
6. Familiarity with the four research methods commonly used to study human communication behaviors.
7. Greater skill in analytical thinking and writing.
8. Demonstrate “sense-making,” the ability to apply knowledge to lived experience.

### Relationships among Course, Program, and Degree Profile Outcomes

Course Outcomes Students will . . .	How Accomplished in this Course	How Evaluated in this Course	Program Outcomes	Degree Profile Outcomes
Improve their encoding and decoding skills in nonverbal communication.	Textbook; Classroom Discussion; In-Class Exercises; Out-of-Class Assignments	Midterm Exam; Self-Analysis Journals; Final Exam; Nonverbal Observer Analysis; Photo Journal Analysis	1,2,3,5,7,8	1,3,4,5,7,8
Increase their awareness of their own nonverbal cues as they affect a variety of situations.	Textbook; Classroom Discussion; In-Class Exercises; Out-of-Class	Midterm Exam; Self-Analysis Journals	4,5,7,8	1,2,4,6

	Assignments			
Identify those nonverbal cues that may signify deception, power, intimacy, and other relationship variables.	Textbook; Classroom Discussion; In-Class Exercises; Out-of-Class Assignments	Final Exam; Nonverbal Observer Analysis; Self-Analysis Journal; Photo Journal Analysis	1,2,3,5,7,8	1,2,4,8,9
Increase their sensitivity to the role that nonverbal communication plays in image management.	Textbook; Classroom Discussion; In-Class Exercises; Out-of-Class Assignments	Self-Analysis Journals; Final Exam; Nonverbal Observer Analysis; Photo Journal Analysis	1,2,3,4,5,6	2,3,4,5,8,9
Analyze the relationship between verbal and nonverbal communication.	Textbook; Classroom Discussion; In-Class Exercises;	Midterm Exam; Final Exam	1,2,3,5,7,8	1,3,4,6
Explore theories that explain the development of nonverbal communication skills.	Textbook; Classroom Discussion	Midterm Exam; Final Exam	1,2,3,5,7,8	1,2,3,4,5,6
Recognize the role of nonverbal communication in the development of relationships.	Textbook; Classroom Discussion; In-Class Exercises; Out-of-Class Assignments	Midterm Exam; Self-Analysis Journals; Final Exam; Nonverbal Observer Analysis	2,5,6,8	1,3,5,7,8,9
Increase their ability to recognize the nonverbal cues of deception.	Textbook; Classroom Discussion; In-Class Exercises;	Midterm Exam; Self-Analysis Journals; Final Exam; Photo Journal Analysis	1,2,3,5,7	1,3,4,6,8,9

### CLASS ASSIGNMENTS

**DUE DATES:** Assignments are due by midnight of the due date. All assignments **must** be submitted through Blackboard. Please make sure that your name is indicated on the actual assignment as these are often printed out and cannot be connected to the author.

**LATE ASSIGNMENTS:** The semester will move very fast and it is difficult to stay on track unless you follow the syllabus closely. Assignments not received by the due date will be subject to a reduced grading scale. Assignments will not be accepted more than one class period late without special permission from the instructor.

**COPIES OF ASSIGNMENTS:** It is a good college practice to always keep copies of your work, both before and after grading, should the assignment get lost in cyberspace. ☺

**ATTENDANCE:** Attendance is **required** for the course. A student that misses more than two unexcused absences\* **may** start to lose a percentage of their final grade according to the following scale:

3 Unexcused Absences may result in one entire final grade reduction

4 Unexcused Absences may result in two entire final grade reductions

5 Unexcused Absences may result in three entire final grade reductions

A student that acquires 6 unexcused absences or that misses the equivalent of three weeks of the class (25%) will receive a failing grade for the course.

\*Please see the university catalog for the definition of excused and unexcused absences.

**STUDENTS with DISABILITIES:** Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

### CLASSROOM RESPECT

**Late Arrivals:** Given the nature of the class, it is important that you arrive to class on time. Late arrivals can significantly distract the speaker resulting in an unfair grade for their performance. If you must arrive late during a performance day, please wait until the speaker has sat down before entering the classroom.

**Cell Phones:** Please turn off all cell phones before class starts. If you have an emergency call that you are expecting, please let the instructor know prior to the start of class.

**Text Messaging:** Please refrain from texting others during class time. This is extremely distracting and disrespectful to the instructor and to other speakers who expect your attention.

**Laptops:** Feel free to bring a laptop to take notes during class BUT other uses of the computer such as e-mailing friends, gaming, or surfing the WEB for unrelated class material, may result in class dismissal.

### ACADEMIC DISHONESTY

**Plagiarism:** Copying another's work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student found plagiarizing another's work will automatically receive an "F" in the course and may be subject to further university discipline.

**Cheating:** According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person's work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic "F" for the class and the possible recommendation of suspension or expulsion from the university.

### OTHER UNIVERSITY POLICIES

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy at [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Students with Disabilities | Affirmative Action | Computing Services Acceptable Use | Dead Week| Excused Absences (undergraduate) | Academic Dishonesty | Inclement Weather | MU Alert |Academic Dismissal| Academic Forgiveness | Academic Probation and Suspension| Academic Rights and Responsibilities of Students| Sexual Harassment

This is the only physical or hard copy of this syllabus you will receive. Electronic versions of this syllabus can be accessed on MU Online (Blackboard) and MyMU under the appropriate course listing.

## COURSE REQUIREMENTS

**Photo Journal**– The purpose of the journal is to give you a chance to analyze the interactions of others without the benefit of sound. The journal will include an evaluation of ten photographs. The submission of photos should include two to four individuals interacting and adhere to the following criteria:

- 1) A variety of emotional settings to include anger, deception, disgust, fear, happiness, etc.
- 2) A variety of demographic characteristics of the participants to include gender, ethnicity, age, culture, and socio-economic differences.
- 3) A variety of relationships including differential power, status, intimacy, and impression management
- 4) A variety of environmental settings such as a workplace, home, airport, grocery store, classroom, club, church setting, etc. and
- 5) The avoidance of clearly posed shots.
- 6) And permission granted from ALL participants shown in the photos. If the person is a minor than the permission of their parent or guardian should be obtained.

### **Photo Submission and Personal Analysis**

Students will submit **five photos** that include two to four persons to a site on Blackboard that all students can access. In addition to the submission of photos, you will find a link to send your insight into each personal photo directly to the instructor through a link on Blackboard.

**(10% of Final Grade)**

**Journal Analysis:** Students will choose **five** of the pictures submitted by others for their journal analysis. A picture gallery will be provided on Blackboard. Students will determine the relationship of the parties, the power structure, the purpose of the interaction, the emotions involved in the interaction, and other variables based on the nonverbal communication codes.

After reviewing each of the chosen photos, you should fill out your observations on the observation/analysis form attached to this syllabus. After doing so, you should answer the following questions:

- What are the demographics of those individuals observed in the photograph?
- What are the personalities of the individuals pictured?
- What is the relationship of the individuals pictured?
- Where does the interaction occur?
- What is the psychological/emotional state of the individuals involved in the photo?
- What is occurring in the photograph? What do you believe occurred prior to the photo and what do you believe will follow?
- How would you rate your accuracy of judging nonverbal cues for each of the photos?

**Most importantly**, please note any nonverbal cues that you are using to determine your perceptions.

The grade for the journal analysis is based on the following:

1. Breadth and thoroughness of observations
2. Completeness of answers
3. Clear understanding of the application of theory
4. Absence of grammatical and spelling errors (Please proofread and/or have someone else review your entries before turning them in) Please use complete sentences.
5. Quality of critical thinking as related to the observations and the analyses
6. Accuracy of evaluations

**(15% of final grade)**

**Nonverbal Observer Analysis:** During the three weeks that we do not have class, you will be assigned a partner. You and your partner are to observe ten different interactions during the three weeks. Each interaction observed should be coded on the form provided. From the form, you will be asked to draw some general conclusions. The purpose of the exercise is to determine if you and your partner perceive the same things during your observation. The final paper will include your initial observation forms, your perceptions of the interactions, and a comparison of your interactions with those of your partner.

In an **8-10 page, double-spaced paper**, the analysis should address the following issues:

Which nonverbal cues were you most likely to consider in your interpretations?

Which nonverbal cues were the most difficult to assign meaning?

Did age, gender, or ethnicity affect your ability to decode the nonverbal codes of those observed (Yours and theirs)?

Could you determine power relationships from the interactions that you observed? If so, what type of assumptions did you make?

Which emotions were the easiest to recognize from the nonverbal cues?

On which variables were you most likely to depend when determining the relationships between the individuals involved in the interaction?

On which interpretations did you find similarities and differences with your nonverbal partner?

What might account for the similarities and differences in your journals?

After comparing your interpretations to those of your partner, what additional conclusions might you draw?

Which nonverbal communication theory is directly applicable to the interpretations of the observations made? Please note relevant sources where appropriate.

**(20% of final grade)**

**Self-Analysis Journals:** The purpose of the journal is to find out specifically about the nonverbal communication messages that you send to others. It also allows you to explore those areas that you might want to work on to improve your image, your accuracy in message delivery, your persuasiveness, or your overall effectiveness as a communicator. Students will be provided with resources to use in the development of their journal throughout the course; these will include a variety of surveys and observation tools. Students may be asked to find a partner that can assist them with analyzing their nonverbal communication in a variety of situations. Each journal will include the artifacts collected and a 5-7 page synopsis of the conclusions drawn.

**(15% of final grade)**

**Midterm & Final Exams:** Twenty essay questions for each of the examinations will be given in advance. From these twenty, twelve questions will be pulled on the day of the exam and ten will be answered.

Exam grades are based on 1) the level of comprehension of the applicable theory, 2) the completeness of the answers, 3) the thoughtfulness of the answers, 4) the insight into the question, and 5) the accuracy of theory as it relates to the question.

**(2 @ 20 % of final grade)**

<b>Course Evaluation</b>	<b>%</b>	<b>Date Due</b>	<b>Grade</b>
Journal Photo Submission	10%	<b>February 3, 2014</b>	
Journal Photo Analysis	15%	<b>February 24, 2014</b>	
Midterm Exam	20%	<b>March 10, 2014</b>	
Nonverbal Observer Analysis	20%	<b>April 7, 2014</b>	
Self-Analysis Journal	15%	<b>April 21, 2014</b>	
Final Exam	20%	<b>May 5, 2014</b>	
Class TOTAL	100%		

**TENTATIVE SCHEDULE\***

<b>DATE</b>	<b>TOPIC</b>	<b>Readings</b>	<b>Assignments</b>
<b>January 14, 2014</b>	Class Overview The Nature of Nonverbal Communication  Nonverbal - Innate or Learned	Chapter One	
<b>January 20 2014</b>	<b>Martin Luther King Day – No Classes</b>		
<b>January 27, 2014</b>	Facial Expressions Universal Facial Expressions  Eye Behaviors Eye Contact/ Pupil Dilation	Chapter Two  Chapter Three	
<b>February 3, 2014</b>	Partner Observations		<b><i>No In-Class Time</i></b>  <b>Assignment:</b> Journal Photo Submission
<b>February 10, 2014</b>	Partner Observations		<b><i>No In-Class Time</i></b>
<b>February 17, 2014</b>	Partner Observations		<b><i>No In-Class Time</i></b>
<b>February 24, 2014</b>	Territory and Personal Space  Communication in the Environment Shaping Communication – the Nature of the Environment	Chapter Five	<b>Assignment:</b> Journal Photo Analysis
<b>March 3, 2014</b>	Bodily Communication  The Use of Gestures  The Value of Human Touch	Chapter Four  Chapter Six	
<b>March 10, 2014</b>	<b>Midterm Exam</b>		

<b>March 17, 2014 – March 22, 2014</b>	<b>Spring Break – No Classes</b>		
<b>March 24, 2014</b>	Personal Appearance - Why Are We So Obsessed?  It's Not Who You Are; it is What You Wear  The Use of Artifacts	Chapter Seven	
<b>April 7, 2014</b>	What Was He Really Saying?  "That May Be What You Meant, but That is Not What You Said"  Paralanguage	Chapter Eight	<b>Assignment:</b> Partner Analysis
<b>April 14, 2014</b>	Impression Management  Selling Yourself Nonverbally	Chapter Nine  Chapter Ten	
<b>April 21, 2014</b>	Gender Differences  The Significance of Culture	Chapter Thirteen  Chapter Fourteen	<b>Assignment:</b> Self- Analysis Journal
<b>April 28, 2014</b>	Detecting Deception	Chapter Eleven	
<b>May 5, 2014</b>	Monday 6:30-9:00	<b>Final Exam</b>	

**\*Syllabus subject to change based on the needs of the instructor and the students.**



## NONVERBAL OBSERVATION/ANALYSIS Sheet

<p><b>DEMOGRAPHICS</b></p> <p><b>Age</b>  <b>Ethnicity</b>  <b>Socio-Economic Status</b>  <b>Gender</b>  <b>Culture</b>  <b>Occupation</b></p>	<p><b>PROXEMICS</b>  <b>(USE OF SPACE)</b></p> <p>Affiliation  Regulating Interactions  Influences  Impression Management  Need for Privacy  Expressing Intimacy  Social Control  Self-Concept  Cultural Values</p>	<p><b>EYE BEHAVIOR</b></p> <p>Emotions  Regulating Interactions  Influences  Impression Management  Expressing Intimacy  Social Control  Arousal/Interest  Cultural Values</p>
<p><b>PERSONAL APPEARANCE</b></p> <p>Demographics  Impression Management  Social Control  Self-Concept  Personality</p>	<p><b>VOCALIC COMMUNICATION</b>  <b>(PARALANGUAGE)</b></p> <p>Emotions  Regulating Interactions  Impression Management  Demographics  Social Control  Aggression  Cultural Values  Influences</p>	<p><b>TACTILE COMMUNICATION</b></p> <p>Aggression  Affiliation  Support  Social Control  Self-Concept  Cultural Values  Influences</p>
<p><b>ENVIRONMENT</b></p> <p>Psychological States  Need for Privacy  Social Control  Support  Personality  Self-Concept  Influences  Demographics</p>	<p><b>BODILY COMMUNICATION</b></p> <p>Emotions  Regulating Interactions  Attitudes  Psychological States  Replaces/Enhances Verbal  Expressing Intimacy  Reveals Self Concept  Personality  Cultural Values</p>	<p><b>FACIAL EXPRESSIONS</b></p> <p>Emotions  Deception  Identification  Replaces/Enhances Verbal  Compliments/Qualifies  Behavior  Impression Management  Dominance/Power  Influences</p>

**Developed and Modified by B. Tarter, January 2014**

**NONVERBAL OBSERVATION/ANALYSIS Sheet****DEMOGRAPHICS****PROXEMICS  
(USE OF SPACE)****EYE BEHAVIOR**

**PERSONAL APPEARANCE**

**VOCALIC COMMUNICATION  
(PARALANGUAGE)**

**TACTILE COMMUNICATION**

**ENVIRONMENT**

**BODILY COMMUNICATION**

**FACIAL EXPRESSIONS**