

Nonverbal Communication

2782-CMM 403 – 201 (Writing Intensive)

INSTRUCTOR: Dr. Barbara J. Tarter (tarterb@marshall.edu)
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Office Hours**

	Monday	Tuesday	Wednesday	Thursday
12:00-1:00	Faculty Senate Executive Committee (1/11, 2/15, 3/7, 4/4, 4/25)		Office Hours 12:00-1:00 (May have faculty meeting or Huntington City Mission Meeting)	
1:00-2:00	Office Hours 1:00-2:00	Office Hours 1:00-2:00	Office Hours 1:00-2:00	
2:00-3:15	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)
3:15-4:00	Office Hours	Office Hours 3:15-4:15	Office Hours 3:15-4:15	Office Hours 3:15-5:15 Except for Faculty Senate Days (1/21, 2/18, 3/31, 4/14, 5/5;)
4:00-6:30	Nonverbal Communication CMM Smith (261)			
6:00-6:30	Office Hours 6:30-8:15			
6:30-7:00		Tri-State Literacy Volunteer Tutor (Cabell County Library)		
7:00-8:00				
8:00-9:00				

** If the current office hours do not meet your needs, please let me know and additional times can be made available.

Course Description: This course will explore the areas and significance of nonverbal communication as they relate to the quality and effectiveness of human interaction in personal, social, and professional relationships. 3.000 Credit hours



Textbook: Richmond, V. P., McCroskey, J. C. & M. L. Hickson (2012) *Nonverbal Behavior in Interpersonal Relations* (7th Edition), Allyn & Bacon: Boston.
 ISBN-13: 978-0205042302 ISBN-10: 0205042309

Students are also responsible for reading the material found on Blackboard. **PLEASE NOTE**, students **MUST** purchase or have access to this textbook to do well in the course; Google searches will not suffice.

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
Analyze the effect of the media on our perceptions of Nonverbal cues.	<i>Textbook; Class Discussions; Exercises; Classroom Assignments</i>	<i>Exams; Training Manuals; and Self-Analysis Journal.</i>	1,3,5,7,8	1,2,3,4,5,8
Increase the ability to critically examine both the nonverbal cues sent and received..	<i>Textbook; Class Discussions; Exercises;</i>	<i>Exams; Self-Analysis Journal; and Norm Violation Paper</i>	1,2,3,4,5,7,8	1,2,3,4,5,7,8,9
Explore the differences in nonverbal cues as a result of gender, status, age, and culture.	<i>Textbook; Class Discussions; Exercises;</i>	<i>Exams; Norm Violation Paper; Self-Analysis Journal; and Training Manual.</i>	1,2,3,4,5,7,8	2,3,4,5,6,9

Examine the role of nonverbal communication in relationship development, management, and termination.	<i>Textbook; Class Discussions; Readings on Blackboard; Exercises; Class Assignments</i>	<i>Exams; Self-Analysis Journal; Training Manual; and Norm Violation paper.</i>	1,2,3,4,5,7,8	1,2,3,4,5,7,8,9
Critically apply writing skills to Evaluate the theories of nonverbal communication.	<i>Textbook; Class Discussions; Readings on Blackboard; Exercises; Class Assignments</i>	<i>Exams; Self-Analysis Journal; Training Manual; and Norm Violation paper.</i>	2,4,5,7,8	2,3,4,5,7,8
Develop writing skills to Articulate the role of nonverbal cues in image development and management; message delivery; conversation management; and relationship development and maintenance.	<i>Textbook; Class Discussions; Readings on Blackboard; Exercises; Class Assignments</i>	<i>Exams; Self-Analysis Journal; Training Manual; and Norm Violation paper.</i>	2,4,5,7,8	2,3,4,5,7,8
Demonstrate an appropriate understanding of the impact of different nonverbal cues on specific audiences.	<i>Textbook; Class Discussions; Readings on Blackboard; Exercises; Class Assignments</i>	<i>Exams; Self-Analysis Journal; Training Manual; and Norm Violation paper.</i>	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9
Recognize the impact of nonverbal cues on our perceptions of the culture, relationships, ethics, beauty, and other elements of everyday life.	<i>Textbook; Class Discussions; Readings on Blackboard; Exercises; Class Assignments</i>	<i>Exams; Self-Analysis Journal; Training Manual; and Norm Violation paper.</i>	1,2,3,4,5,7	1,2,3,4,5,7,8

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 will not be accepted late, unless prior approval is obtained from the instructor prior to the due date.

ASSIGNMENT SUBMISSIONS: 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.☹ Please make sure to include your names on the actual assignments that are submitted to Blackboard.

PAPER FORMATS: All papers should be submitted according to the APA or MLA style formats. See the Purdue Owl for additional assistance at <https://owl.english.purdue.edu/owl/section/2/>

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 make sure that all cell phones are turned off 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 that is 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

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.

TENTATIVE CLASS SCHEDULE*

Date	Topic	Assignments
Assignment—Please read the assignment before each class.		
January 11, 2016	An Introduction to Nonverbal Communication "Nonverbal Communication v. Nonverbal Behavior"	Chapter One
January 18, 2016	Martin Luther King Day	
January 25, 2016	Physical Appearance – Why is it so important?	Chapter Two Assignment Due: Nonverbal Training Manual Topic Confirmed
February 1, 2016	Kinesics – Gestures and Movement	Chapter Three
February 8, 2016	Facial Behavior – "Wipe that look off of your face"	Chapter Four Assignment Due: Draft Nonverbal Training Manual
February 15, 2016	Eye Behavior – "The eyes are the window to the soul"	Chapter Five
February 22, 2016	Paralanguage – " I think I know what you meant to say...but that is not what you sent"	Chapter Six
February 29, 2016	Space and Territoriality – "I just need my space"	Chapter Seven
March 7, 2016	Midterm Exam	Assignment Due: Midterm Exam Potential Exam questions will be distributed before the midterm exam.
March 14, 2016	Environment and Physical Surroundings – "Take a look around" Chronemics – "It is about time"	Chapter Eight Chapter Ten Assignment Due: Self-Analysis Journal
March 20-26, 2016 Spring Break		
March 28, 2016	Breaking the Norms Exercise – Do not meet in class	
April 4, 2016	Touch – "The life and death element of nonverbal communication"	Chapter Nine Assignment Due: Final Nonverbal Training Manual
April 11, 2016	Men and Women – "Men are from Mars; Women are from Venus"	Chapter Eleven Assignment Due: Norm Violation Paper
April 18, 2016	Supervisor and Employees Teacher-Student Relationships	Chapter Twelve Chapter Thirteen
April 25, 2016	Intercultural Relationships	Chapter Fourteen
May 2, 2016	Final Exam –Monday 4:00-6:30	Assignment Due: Final Exam Potential Exam questions will be distributed before the final exam.

**The syllabus is subject to change based on the needs of the class and the instructor.*

COURSE REQUIREMENTS

Self-Analysis Journal: 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. Each journal will include the artifacts collected and a 6-8 page synopsis of the conclusions that have been drawn.

(20% of final grade)

Nonverbal Training Manual: The purpose of the Training Manual is to allow you to directly apply the principles of Nonverbal Communication to an area of interest. The manual will be the major writing assignment and will allow the course to qualify as Writing Intensive. The manual topic should be chosen to allow you to explore an area that you will find useful in the future. Some suggestions might include:

Nonverbal Communication in the Workplace: Prepare a manual that helps either employees or supervisors interpret and use nonverbal communication more effectively.

Nonverbal Communication in Families: Prepare a manual that helps either children or parents understand how to use and interpret the nonverbal communication within their families better.

Nonverbal Communication in the Courtroom: Prepare a manual to help attorneys more effectively deal with their clients, witnesses or the jurors within a courtroom.

Nonverbal Communication in the Pulpit: Prepare a manual to help pastors more effectively deal with their parishioners. This might include a focus on the nonverbal communication that occurs from the pulpit or during a counseling situation.

Nonverbal Communication in Politics: Prepare a manual that focuses on the intentional or unintentional nonverbal cues sent by political candidates. The workshop might focus on tips for communication success.

Nonverbal Communication in Courtship Relationships: Prepare a manual to help couples who are dating or who are married to use and interpret nonverbal communication more effectively in their relationships.

Nonverbal Communication Across Cultures: Prepare a manual to help travelers to a foreign country (of your choice) understand how to interpret the nonverbal communication of the country they are visiting better and how to use their own nonverbal communication in that country more effectively.

Nonverbal Communication in Health Professions: Prepare a manual that focuses on the intentional or unintentional nonverbal cues sent between doctors and their patients. The workshop might be presented to a conference of doctors or as a service session for individuals that regularly deal with physicians.

Nonverbal Communication in Education: Prepare a manual for high school teachers that will help them understand the nonverbal communication of their students and the effect of their own nonverbal communication on these students.

Nonverbal Communication in Athletics: Prepare a manual for coaches with a focus on using nonverbal cues to increase teamwork, sportsmanship, etc. on and off the field.

Other: Since this assignment is to build your own portfolio then feel free to discuss other workshop ideas with the professor. Other areas might include such topics as the use of deception by criminals, nonverbal communication in a counseling situation, hospital situations, etc.

The manual will first be submitted as a draft on **February 8, 2016** and the final manual will be submitted on **April 4, 2016**. The manual must 1) include a minimum of 15 reliable sources that support the topic (these can include interviews of individuals in the field), 2) be written in either APA or MLA standard citation formats, 3) free of grammatical and spelling errors, 4) focus specifically on the application of nonverbal cues to a particular domain, 5) be aesthetically attractive so that it might be given to members of an applicable audience, 6) include photos and diagrams where appropriate, 7) include applicable theory, 8) follow the format provided, and 9) be no less than fifteen pages. The document on Blackboard, by Mary L. Lanigan (2010), *How to Create Effective Training Manuals* should be extremely helpful.

(25% of final grade)

Norm Violation Paper: This assignment requires you and a partner to each break three **different** (3) nonverbal rules that you would normally follow. Please note that you should do nothing immoral or illegal. One partner can observe the reactions while the other engages in the rule violation. In addition, each of you should call three (3) different people and while talking, not use your hands or any facial expressions. You can watch yourself in a mirror to make sure that you do not have any facial expressions. What verbal reactions did you get? What nonverbal reactions did you get? Using notes made by you and your partner, you should answer the following questions in a 6-8 page paper.

How do verbal and nonverbal communication function together to create meaning? How can they complement (reinforce), contradict and substitute for each other? What did you observe in your six interactions that would support existing nonverbal theory? How did the communication environment impact the meaning attached to the messages? How is nonverbal communication rule-governed and context based? When the nonverbal communication contradicted each other, how was this handled by the receiver of the message?

The paper should also include the following:

- 1) A brief description of the three nonverbal rules that you broke and the responses from those observed.
- 2) A brief description of the three individuals called and a synopsis of the overall message.
- 3) An inclusion of at least (6) six outside, reliable sources (not including the textbook).
- 4) Sources should be cited in either APA or MLA style formats.
- 5) An indication of how your sources explained or contradicted the reactions that you received.

(15% of final grade)

Midterm & Final Exam: Exams will consist of twenty essay questions given in advance. The questions will primarily involve critical thinking and applying theory to "real life" situations. On the day of the exam, twelve questions will be chosen and each student will be required to answer ten of the twelve. The exam questions may be taken from the classroom discussion, the required reading, or those sections of the textbook that were unable to be explored, due to time limitations.

The questions will be graded based on the following: 1) Completeness of answers, 2) Application of appropriate theory, and classroom material, 3) Thoughtfulness of answers and 4) Insight into the substance of the question

(2 @ 20% = 40% of final grade)

Assignments	Percent	Due Date	Grade
Manual Topic Confirmed	---	January 25, 2016	
Draft Nonverbal Training Manual	---	February 8, 2016	
Midterm Exam	20%	March 7, 2016	
Self-Analysis Journal	20%	March 14, 2016	
Final Nonverbal Training Manual	25%	April 4, 2016	
Norm Violation Paper	15%	April 11, 2016	
Final Exam	20%	May 2, 2016	
TOTAL:	100%		