

NONVERBAL COMMUNICATION

CMST 4119-01, TTH 1:30-3:00, 202 Coates
Spring 2018

Dr. J. Renee Edwards

Office Hours: Tuesday and Thursday, 3:00-4:00 (except once per month with advance notice); also by appointment and whenever my door is open
124 Coates Hall, 578-6821, edwards@lsu.edu

Overview

This course provides an in-depth study of nonverbal communication. Because CMST 2010 or an equivalent is a prerequisite for the class, students should already understand the communication process and have some familiarity with nonverbal messages and their many forms and functions. This course will examine nonverbal communication in two ways. The first will be to examine theories and research about the codes and communicative functions of nonverbal behaviors. This will provide a cognitive understanding of the importance, pervasiveness, and effect of nonverbal communication, as well as the role it plays in the overall communication process.

The second way that we will examine nonverbal communication is to experience actively how individuals use it, and discover what happens when nonverbal rules are violated. We will explore nonverbal abilities and expectations to understand the range of nonverbal communication. This will provide students with a subjective awareness of their own and others' nonverbal messages.

Objective

The primary objective of this class is to enhance the student's ability to observe, interpret, and analyze the role of nonverbal behaviors and messages.

Text (required)

Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2010). *Nonverbal Communication*. Boston: Allyn and Bacon.

Graded elements

Exams	35%
Reading quizzes	10%
Research paper	20%
Attendance and participation	20%
Other assignments	10%
Departmental assignment	5%

Grading scale*

A+	97-100	A = Excellence; Distinguished mastery of course material, exhibited by exceptionally well-prepared completion of assignments demonstrating superior effort and understanding of principles
A	93-96.99	
A-	90-92.99	
B+	87-89.99	B = Note worthiness ; good mastery of course material, exhibited by above average preparation of assignments, demonstrating original application of course materials
B	83-86.99	
B-	80-82.99	
C+	77-79.99	C = Acceptability ; Sufficient mastery of course material, exhibited by satisfactory completion of assignments, demonstrating basic preparation and correct techniques
C	73-76.99	
C-	70-72.99	
D+	67-69.99	D = Deficiency ; Inadequate grasp of course materials, exhibited by incomplete preparation of assignments, significant tardiness, poor comprehension of material, poor performance
D	63-66.99	
D-	60-62.99	
F	0-59.99	F = Unacceptability ; Failure to complete the assigned work during the scheduled time or to meet the academic standards of university-level work

*Adapted from Mr. Kent Filbel

Exams

There will be a midterm exam and a final exam. Questions will be objective (multiple choice, true/false) over material from the textbook as well as any additional topics discussed in class.

Reading Quizzes

For each chapter, you will take a quiz on Moodle in order to help you learn the material. The quizzes must be completed before the beginning of class on the day for which the chapter is assigned. You may take each quiz three times to earn the highest grade possible.

Research Paper

For your research paper, you will become an expert in some specific aspect of nonverbal communication. You will read articles and chapters published by experts and you will conduct systematic observations relevant to the topic. For the observations, you may replicate research that has already been conducted or you may design your own study.

You will complete this project by turning in components at various points in time. The two major components are a draft of Part I (5% of final grade) and the final paper (20%). The draft of Part I (approximately 5 pages) will primarily be a summary of the topic based on library research. You must have at least four expert sources and two of them should be journal articles. One of your expert sources may be a textbook. The draft of Part I must also include a description of the methodology you will use to conduct your observations as well as a title page and reference list. Your methodology must be approved *before* you conduct observations. You will submit a hard copy and use TurnItIn to submit an

electronic version.

The final paper will include a revision (as needed) of the draft of Part I. The remainder of the paper (5-7 pages) will be based on observations you made about the topic. The observations must be made during this semester. In this section, you will include a detailed description of how you conducted the observations (methodology), a summary of your observations (results), and an analysis of how your observations relate to previous writing on the topic (discussion).

Attendance and Participation – 20% of the final grade

You will learn about nonverbal communication in two ways: cognitively and subjectively. The first way is measured by having students take exams and write papers. Subjective learning is more difficult to measure. With subjective learning, I mean you should become more aware of nonverbal cues. Because I cannot peek inside your mind, I must rely on what you say and write. Your active attendance and participation help me to assess your subjective learning.

My goal is for much of the class to be discussion-based. You will be expected to read and study the assigned chapters before each class in the same way you would read a story before attending an English class. We will spend class time discussing major concepts in the chapters and doing activities relevant to them.

You should come to class each day prepared to talk about 3 different topics in the assigned chapter (your choice of topics). Your contributions to the class may consist of examples, reactions, personal experiences, questions, interpretations, etc.

You should attend and participate actively in class. Attendance will be taken every day, either by calling roll or passing a roll sheet. I know that emergencies happen – your car won't start, a friend needs your help, or you feel bad but not sick enough to need medical attention. *For reasons such as these*, you will be permitted 2 unexcused absences. Additional unexcused absences will result in a loss of 5 points per absence from this grade. These points will be deducted from this grade at the end of the semester, which means they will not be factored into your current course grade in Moodle. Please keep a mental note of this when checking your grades.

Each class day or week, as appropriate, I will make note of your level of participation in class discussions. An absence will be recorded as a "0" unless it is excused (see PS 22, <https://sites01.lsu.edu/wp/policiesprocedures/files/2014/09/PS22-R04.pdf>). The two lowest grades will be dropped, which will account for two unexcused absences (or bad days). Students who attend class but do not pay complete attention will earn "D" grades. Ds will also be assigned to students whose contributions do not show evidence they have done the assigned reading. Students who come to class, pay attention, and show evidence of reading the assignment but say very little will earn grades in the "C" range. "B" grades will be assigned to those who make contributions (including asking questions) that reflect their comprehension or curiosity about the assigned reading and who are able to make connections that go beyond the reading. These students also remain engaged when other students are speaking. Finally, students who participate fully, demonstrate understanding of the material, make connections, compare and contrast approaches, and engage with other students will earn "A" grades.

A final note on participation: I want every student to participate at the highest level every day. For

that to happen, each student must have the opportunity to make valuable and insightful contributions. When another student is speaking, you must practice and show evidence of good listening by looking at your classmate and giving nonverbal feedback. Try to analyze what your classmate says. Is it valid? Does the example fit? Is the comparison to another topic appropriate? In a successful discussion, comments will build on each other. Class participation is not a competition to see who can talk the most – students who attempt to dominate the conversation will not earn “A” grades.

Other assignments

This category includes a number of other small assignments relevant to the class (5%) and to the paper (5%). One day, you will “dress differently.” Other days, you may be asked to write a response to something we discussed in class. For the paper, you will turn in the following assignments: your topic, reference list in correct citation style (APA), and a summary of a journal article (worth 3 points). You will also make an oral presentation of your paper (3 points).

Departmental assignment

You will answer four questions that address your knowledge and understanding of communication in general. Your responses may be based in material you learned in this class or in a different communication class. Each answer will be about 1 single-spaced page. If you are doing the same assignment for another class in CMST, I will allow you to submit the same answers to me as for your other class. Please check with the other professor for their permission to do this.

Late assignments

You must take exams at the designated times, probably in a computer classroom. Quizzes must be completed prior to the class for which they are assigned. You may **not** take them late. No makeups on exams or quizzes are permitted unless you have a university-approved excuse. Other assignments may be turned in late within 5 business days but will lose at least 5 points per calendar day.

ADA Notice

The Americans with Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office for Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of the accommodations as soon as possible (at least a week before the midterm).

Moodle

Grades will be recorded in Moodle - you should check it regularly to make sure it is accurate. You must notify me of any problem as soon as possible. Missing grades will be counted as “zero.”

LSU Commitment to Community

Louisiana State University is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment. It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates. To demonstrate my pride in LSU, as a member of its community, I will:

- Accept responsibility for my actions;
- Hold myself and others to the highest standards of academic, personal, and social integrity;
- Practice justice, equality, and compassion in human relations;
- Respect the dignity of all persons and accept individual differences;
- Respect the environment and the rights and property of others and the University;
- Contribute positively to the life of the campus and surrounding community; and
- Use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles.

CMST 4119 Schedule and Assignments – all dates subject to revision

Jan 11	Introduction to the course and each other. First Impressions	Review Syllabus
Jan 16	Introduction to Nonverbal Communication	Chapter 1
Jan 18	Continued	
Jan 23	Sociocultural Influences on Nonverbal Communication	Chapter 2
Jan 25	Continued Assign Paper	Paper topic due (Grad Student Abstract due – hard copy)
Jan 30	Bio-Evolutionary Influences on Nonverbal Communication	Chapter 3
Feb 1	Finding sources. APA style.	
Feb 6	The Body as a Code: Appearance and Adornment	Chapter 4 DRESS DIFFERENTLY Preliminary list of sources due, submit online (Grad Student Abstract due - hard copy)
Feb 8	Visual Codes: Kinesics	Chapter 5 (the quiz is for the full chapter but your discussion points should be about kinesics)
Feb 13	Happy Mardi Gras	
Feb 15	Auditory Codes	Chapter 5 (your discussion points should focus on vocalics) Summary of article due, hard copy required
Feb 20	Contact Codes: Haptics	Chapter 6 (the quiz is for the full chapter)

		but your discussion points should be about haptics)
Feb 22	Contact Codes: Proxemics	Chapter 6 (your discussion points should focus on proxemics) (Grad Student Abstract – hard copy)
Feb 27	Place and Time Codes: Environment, Artifacts, and Chronemics	Chapter 7
Mar 1	Review	
Mar 6	Exam 1	Chapters 1-7
Mar 8	Impression Formation	Chapter 9 (Grad Student Abstract – hard copy)
Mar 13	Expressing Real and Desired Identities	Chapter 10 Part 1 of paper due, hard copy required. TurnItIn required. (Grad Student rough draft – hard copy)
Mar 15	Expressing Emotions	Chapter 11
Mar 20	Relational Messages: Intimacy and Affection	Chapter 12 (Grad Student Abstract – hard copy)
Mar 22	Relational Messages: Power, Dominance, and Influence	Chapter 13
March 27 & 29	Have a great spring break! March 27 & 29	
Apr 3	Recording nonverbal behaviors	(Grad Student Abstract – hard copy)
Apr 5	Career Services Presentation TBA	
Apr 10	Managing Conversations	Chapter 14
Apr 12	Deceiving Others	Chapter 15
Apr 17	Grad Student Lecture Presentations of papers	Final Paper Due. (Grad Student Lecture)
Apr 19	Presentations of papers	
Apr 24	Presentations of papers	
Apr 26	Review and special activity	Attendance required
April 30	FINAL EXAM, Monday, 3:00-5:00	Chapters 9-15

Graduate Students

1. Graduate students will take the same quizzes (5% of grade) and exams (25% of grade) as undergraduates.
2. Graduate students should read and summarize **3 review papers** relevant to nonverbal published in the *Journal of Nonverbal Behavior* or a handbook of interpersonal or nonverbal communication) (2-3 single-spaced pages per article; 10% of final grade).
3. Graduate students should turn in abstracts for **3 research articles** relevant to recently discussed chapters (1-2 single-spaced pages per article; 10% of final grade).
*****One abstract or summary is due approximately every other week; see the schedule for due dates.
4. Graduate students will write formal research papers. The papers should be 12-15 pages long,

should thoroughly review the literature on a given topic and propose hypotheses or research questions (40% of grade). A rough draft of 5-7 pages is due mid-semester. An alternate format will be acceptable for master's students pursuing professional opportunities.

5. Graduate students will deliver a 20-minute lecture to the class on their paper topic (10% of final grade).
6. Daily attendance and participation are expected as a matter of course. I expect you to be a fully engaged, actively participating member of the class. The undergraduates can learn from your example. In particular, please share relevant insights from your reading of articles and review papers.
7. Because your distribution of grades is different from undergraduates, your current course grade in Moodle will not be accurate.