**NONVERBAL COMMUNICATION**

CMST 4119-01, TTH 9:00-10:30, 237 Coates

Spring 2017

**Dr. Jean “Renee” Edwards**

Office Hours: Tuesday, 10:30-11:00

Thursday, 10:30-11:00 and 1:30-3:30.

124 Coates Hall, 578-6821, [edwards@lsu.edu](mailto: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.

**Communication across the Curriculum**

This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU’s Communication across the Curriculum program, including

* instruction and assignments emphasizing informal and formal writing and speaking;
* teaching of discipline-specific communication techniques;
* use of draft-feedback-revision process for learning;
* practice of ethical and professional work standards;
* 40% of the course grade rooted in communication-based work; and
* a student/faculty ratio no greater than 35:1.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit [www.cxc.lsu.edu](http://www.cxc.lsu.edu/).

**Grading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exams | 40% |  | Research paper | 20% |
| Reading quizzes | 10% | Oral presentations | 15% |
| Lab reports | 5% | Attendance, participation | 10% |

|  |  |  |
| --- | --- | --- |
| 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 = Noteworthiness**; 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 |
|  |  |

**Exams**

There will be two objective exams during the semester (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 5 minutes 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.

**Lab Reports**

We will conduct several in-class experiments on processes of nonverbal communication. These will be done in small groups. For each experiment, you will submit a lab report, either individually or with a partner. See additional documents on Moodle.

**Research Paper**

You will write a 10-page paper that is divided into two sections. Part I (approximately half) will be a summary of the topic based on library research. You should have four “expert” sources and at least two of them should be journal articles. One of your expert sources may be the textbook. Part II of the paper (approximately half) will be a description of observations you made about the topic. The observations must be made during this session. 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).

You will submit a rough draft of the paper (at least 7 pages) (worth 5% of the final grade) in the middle of the term. Your rough draft will include all of Part I and a description of your proposed methodology for Part II. The final paper is due at the end of the term (worth 15%). Please submit a hard copy of the rubric with the rough draft and the final paper. All papers must be submitted in hard copy on the due dates; emailed versions are not permitted. Late papers will lose 10 points per day

Throughout the session, you will submit components of the paper: topic, reference list in correct citation style (APA), and a summary of a journal article. Points will be deducted from the final paper grade for not completing these assignments (1 point each for the topic and reference list; 3 points for the article summary).

**Oral Presentations**

* Artifact Presentation – You will give a presentation in which you show and explain an example of a concept or topic in the chapter (3-5 minutes). For this presentation, you will probably use PowerPoint.
* Paper Presentation – You will make a presentation of your research paper to the class at the end of the semester; 4-6 minutes long.

**Attendance, participation, miscellaneous assignments**

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. By subjective learning, 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, participation, and completion of assignments help me to understand your subjective learning. Five points will be deducted for each unexcused absence after the first two. Please see the university guidelines, PS-22, for class attendance policies and valid reasons for absences.

**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 within three days of grades being recorded. 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 12 | Introduction to the course and each other. First Impressions | Review Syllabus |
| Jan 17 | Introduction to Nonverbal Communication | Chapter 1 |
| Jan 19 | Sociocultural Influences on Nonverbal Communication | Chapter 2 |
| Jan 24 | No Class | Review textbook for paper topic. Submit online. |
| Jan 26 | Continued  Assign Artifact Presentation and Paper | **(Grad Student Abstract 1 Due – hard copy)** |
| Jan 31 | Bio-Evolutionary Influences on Nonverbal Communication | Chapter 3 |
| Feb 2 | Finding sources. APA style. |  |
| Feb 7 | The Body as a Code: Appearance and Adornment | Chapter 4  DRESS DIFFERENTLY  **Preliminary list of sources due, submit online**  **(Grad Student Abstract)** |
| Feb 9 | Visual and Auditory Codes: Kinesics and Vocalics | Chapter 5 |
| Feb 14 | Continued | **Summary of article due, hard copy required** |
| Feb16 | Contact Codes: Haptics | Chapter 6 |
| Feb 21 | Proxemics | **(Grad Student Abstract)** |
| Feb 23 | Place and Time Codes: Environment, Artifacts, and Chronemics | Chapter 7 |
| Feb 28 | Happy Mardi Gras |  |
| Mar 2 | Continued. Review |  |
| **Mar 7** | **Exam 1** | **Chapters 1-7** |
| Mar 9 | Impression Formation | Chapter 9  **(Grad Student Abstract)** |
| Mar 14 | Expressing Real and Desired Identities | Chapter 10  **Part 1 of paper due, hard copy required**  **(Grad Student rough draft)** |
| Mar 16 | Expressing Emotions | Chapter 11 |
| Mar 21 | Relational Messages: Intimacy and Affection | Chapter 12  **(Grad Student Abstract)** |
| Mar 28 | Relational Messages: Power, Dominance, and Influence | Chapter 13 |
| Mar 30 | Managing Conversations | Chapter 14 |
| Apr 4 | Deceiving Others | Chapter 15 |
| Apr 6 | Career Services Presentation TBA |  |
| Apr 11 & 13 | Have a great spring break! |  |
| Apr 16 | Continued.  Grad Student Lecture | **(Grad Student Lecture)** |
| Apr 18 | Presentations of Papers | **Final Paper Due. Electronic or hard copy.** |
| Apr 25 | Presentations of papers |  |
| Apr 27 | Review and special activity | Attendance required |
| **May 2. 10-noon** | **FINAL EXAM** | **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 identify key points in 5 review papers relevant to nonverbal published in the *Journal of Nonverbal Behavior* or a handbook of interpersonal or nonverbal communication) (1 single-spaced page per paper; 10% of final grade).
3. Graduate students should turn in abstracts for 5 research articles relevant to recently discussed chapters (10% of final grade). One abstract is due every other week for the first 10 weeks of the semester; see dates in the schedule.
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.
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. Because your distribution of grades is different from undergraduates, your current course grade in Moodle will not be accurate.