

NONVERBAL COMMUNICATION

CMST 4119-01, 10:30-12:00, M-F, 204 Coates
Spring 2016

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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.

Exams – 35% of the final grade

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 – 10% of final grade

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 four times to earn the highest grade possible.

Lab Reports – 10% of final grade

We will conduct several in-class experiments on processes of nonverbal communication. These will be done in small groups (about 6 students per group). For each experiment, you will submit a lab report, either individually or with a partner. See additional documents on Moodle.

Research Paper – 20% of final grade. See additional documents on Moodle.

Option 1: Traditional Paper

You will write an 8-10 page paper about some narrow aspect of nonverbal communication. Your paper will include

- a summary of four journal articles and information from the textbook leading to a research question or hypothesis (use additional sources as needed; they must be scholarly)
- a discussion about how knowledge of your topic could affect social and personal relationships, with attention to ethical implications
- with written approval, you may incorporate observations into your paper.

A rough draft of 5 pages summarizing two articles (5% of the final grade) is due in the middle of the session. The full paper (15%) is due at the end of the term. *Both 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 overall grade for not turning in these assignments (1 point each for the topic and reference list; 3 points for the article summary).

Option 2: Lab Experiment Development

You will write an 8-10 page paper about a lab experiment you develop concerning some specific topic of nonverbal communication. Your lab experiment should be something that could be conducted in a class such as this. Your paper will include:

- a summary of two journal articles and information from the textbook leading to a research question or hypothesis (use additional sources as needed; they must be scholarly) [Part 1]
- a description of materials and procedures that would be followed in the lab experiment
- an explanation of what would be learned in the lab experiment

- a discussion about how knowledge of your topic could affect social and personal relationships, with attention to ethical implications

A rough draft of Part 1 (5 pages; 5% of the final grade) is due in the middle of the session. The final paper (15%) is due at the end of the term. *Both the draft and final paper 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 one journal article. Points will be deducted from the overall grade for not completing these assignments.

Oral Presentations – 15% of final grade

- 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 and Participation – 10% of 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. 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. Your active attendance and participation help me to understand your subjective learning. Your grade will be based on how actively you take part in class discussions and activities. Points will be deducted for absences.

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.”

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).

Jan 14	Introduction to the course and each other. First Impressions	Review Syllabus
Jan 19	Introduction to Nonverbal Communication	Chapter 1
Jan 21	Sociocultural Influences on Nonverbal Communication	Chapter 2
Jan 26	Continued	
Jan 28	Artifact Presentation and Paper Assignments	(Grad Student Abstract Due – hard copy)
Feb 2	Bio-Evolutionary Influences on Nonverbal Communication	Chapter 3
Feb 4	Finding sources. APA style.	
Feb 9	Happy Mardi Gras	
Feb 11	The Body as a Code: Appearance and Adornment	Chapter 4 DRESS DIFFERENTLY Preliminary list of sources due, hard copy required (Grad Student Abstract)
Feb 16	Visual and Auditory Codes: Kinesics and Vocalics	Chapter 5
Feb 18	Continued	Summary of article due, hard copy required
Feb 23	Contact Codes: Haptics	Chapter 6
Feb 25	Proxemics	(Grad Student Abstract)
Mar 1	Place and Time Codes: Environment, Artifacts, and Chronemics	Chapter 7
Mar 3	Continued. Review	
Mar 8	Exam 1	Chapters 1-7
Mar 10	Impression Formation	Chapter 9 (Grad Student Abstract)
Mar 15	Expressing Real and Desired Identities	Chapter 10 Part 1 of paper due, hard copy required
Mar 17	Continued	
Mar 20-27	Have a great spring break!	
Mar 29	Expressing Emotions	Chapter 11
Mar 31	Relational Messages: Intimacy and Affection	Chapter 12 (Grad Student Abstract)
Apr 5	Relational Messages: Power, Dominance, and Influence	Chapter 13
Apr 7	Career Services Presentation TBA	
Apr 12	Continued	
Apr 14	Managing Conversations	Chapter 14
Apr 19	Deceiving Others	Chapter 15
Apr 21	Presentations of Papers	Final Paper Due. Electronic or hard copy.
Apr 26	Presentations of papers	
Apr 28	Review and special activity	Attendance required
Friday May 6	10-Noon, FINAL EXAM	Chapters 9-15

Graduate Students

1. Graduate students will take the same quizzes (5% of grade) and exams (30% of grade) as undergraduates.
2. 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 Thursday for the first 10 weeks of the semester; see dates in the schedule. The *Journal of Nonverbal Behavior* is a good source.
3. 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 (45% of grade). A rough draft of 5-7 pages is due on March 15.
4. Graduate students will deliver a 15-20 minute lecture to the class on their paper topics (10% of final grade).
5. Daily attendance is 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.