COURSE DESCRIPTION: This course focuses on nonverbal communication (messages without words). We will explore how the individual communicates a sense of self through such nonverbal cues as body movement, facial expression, eye contact, tone of voice, etc. Then we will examine methods of more accurately detecting and interpreting the nonverbal cues of others, within a social context.

STUDENT LEARNING OUTCOMES: At the end of the course, students should be able to:
(1) track the progress of research on nonverbal communication over recent decades;
(2) identify and explain the nature, codes, and functions of nonverbal communication;
(3) more accurately analyze their own as well as others’ nonverbal behavior; and
(4) understand how nonverbal cues impact four critical contexts of social interaction: educational settings, professional situations, intimate relationships, and the Internet.

REQUIRED COURSE MATERIALS: The required textbook for this course is The Nonverbal Self: Communication for a Lifetime by Ivy & Wahl. Students are expected to keep current in assigned readings, even if material is not directly covered in class. Quizzes will be drawn from assigned readings. Bring the guidebook handed out the first class session with you to each class meeting.

EXPECTATIONS FOR STUDENTS: One expectation I have for students is that you keep up with the reading. Plan ahead and at least scan the material before coming to class. If you don’t read, we’ll have no substance for discussions and the course will degenerate into merely an exchange of personal stories and opinions. A secondary expectation is that you openly discuss the material. I understand some people are shy, but I seek balanced participation. We need everyone’s involvement for the course to be successful. I appreciate all points of view and encourage an open exchange of ideas.

CLASSROOM ETIQUETTE: (1) Please turn off all pagers, cell phones, watches that beep, etc. before the start of class and KEEP THEM OFF. If you’re on call or have an emergency, turn off your phone’s sound so that only you’ll be aware of a call and notify your instructor of such. If you have to answer an emergency call, please leave the room quickly and quietly. (2) Be respectful of your instructor and classmates during class sessions. While I appreciate and encourage discussion, I won’t allow someone to dominate or show disrespect for another person’s contribution. I won’t tolerate talking among yourselves when I am presenting information, during classmates’ presentations, or while classmates are offering comments. (3) I expect you to not to work on things for other classes or your personal life during my class. No texting or checking emails on laptop computers or phones. I don’t allow students to use laptops during class for 3 reasons: (1) They’re distracting to students around you; (2) I can’t be assured that you’re working on class material; and (3) students working on laptops tend not to engage in class discussion because they’re engrossed in their computers. Class discussion is a key element in a communication course. If you have a problem with this policy, talk to me.
ATTENDANCE POLICY: Attendance is imperative and will be checked at each class. If you do miss a class, it’s your responsibility to get the info from a classmate. The following policy will be enforced:
1. Your first two absences are without penalty. Use these absences for illness and emergencies.
2. Each subsequent absence will lower your final course average by 3 points.
3. You must attend at least 65 minutes of each 75-minute class to be counted present.

MISSED WORK: Please realize that if you miss class the day you are expected to make a presentation, turn in an assignment, or take a quiz, you will not be allowed to make up that activity on a subsequent date. The grade is a ZERO. There are only two exceptions to this policy: (1) you are hospitalized and unable to attend class; and (2) you have experienced a death in your family. In both of these situations you must provide documentation supporting the reason for the missed activity. You or someone you know should get in touch with me, preferably by phone, as soon as the emergency arises. Contacting me before an absence is always preferable to contacting me after the fact. In extreme situations, you may also contact the Office of Student Affairs (825-2612) and request that a written memo be sent to all your instructors regarding your situation.

EXCUSED ABSENCE/EARLY DUE DATE POLICY: If you have to miss a class because of a school-sponsored experience (e.g., athletic competition, professional conference), you must submit official written documentation (signed by faculty/administrative sponsors) regarding the absence before you are due to travel. If your absences occur when we have quizzes scheduled or assignments to turn in or present, you must take the quiz or complete the assignment BEFORE your absence, NOT AFTER. If you don’t make arrangements well in advance of an absence, you will not be allowed to re-take a quiz or submit the assignment once you return to campus; the grade will be a zero.

GRADING SCALE: Here is my approach to letter grades: a “C” is average; a “D” is below average, and an “F” is way below average (a bomb out). A “B” is above average and an “A” is way above average. As and Bs are rewards for above-average performance, not minimal or average work.

ASSIGNMENTS & EVALUATION: Your final grade in this course is based on your performance on the following assignments and quizzes. All written assignments must be typed. No emailed or faxed assignments will be accepted. Point values for each assignment and quiz are shown below. Your final grade is based on a percentage of 350 points, minus deductions for excessive absences. Roughly 90% of 350 points (approx. 315 points) will earn you an A, roughly 80% (approx. 280 points) a B, and so forth.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Chapter Reporter</td>
<td>50</td>
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<td>Quiz 1</td>
<td>50</td>
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<td>Quiz 2</td>
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<td>Quiz 3</td>
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<td>Quiz 4</td>
<td>50</td>
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<tr>
<td>Individual Critique Oral Presentation</td>
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<tr>
<td>Individual Critique Written Handout</td>
<td>50</td>
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350 points maximum
ACADEMIC ADVISING: The College of Liberal Arts requires students to meet with an Academic Advisor once they’re ready to declare a major. The advisor will set up a degree plan which must be signed by the student, a faculty mentor (designated by the advisor), and the department chair. The Academic Advising Center is located in Driftwood 203E; call 825-3466.

EQUITY STATEMENT: All persons, regardless of sex/gender, age, class, race, ethnicity, religion, physical/psychological/learning ability, sexual orientation, veteran status, etc., shall have equal opportunity without harassment in this communication course. Any problems with or questions about harassment can be discussed confidentially with your instructor.

STUDENTS WITH DISABILITIES: TAMUCC complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with documented disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), contact the Services for Students with Disabilities Office (Driftwood 101, 825-5816), and then schedule a confidential conference with me within the first two weeks of class to discuss accommodations.

PLAGIARISM POLICY: Please understand that plagiarism is grounds for suspension from the university. Any student caught plagiarizing someone else’s paper, presentation, or speaking notes; lifting information from sources without citing those sources; attempting to turn in or present the same work in multiple classes; or cheating on a quiz may be given an automatic F for the course. Profs do compare notes and discuss student assignments. Do not even think about using material that is not your own—this includes website material. If you’re uncertain about the university’s policy on academic misconduct, refer to the Student Handbook or University catalog. If you’re uncertain as to what actions constitute plagiarism in communication courses, ask me.

GRADE APPEAL PROCESS: As stated in University Rule 13.02.99.C2, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in a course. The burden of proof is on the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2 Student Grade Appeals and University Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. These documents are accessible on the University Rules Web site at www.tamucc.edu/provost/university_rules/index. For assistance and/or guidance in the grade appeal process, contact the Office of Student Affairs.

COURSE SCHEDULE: The following tentative schedule details assigned readings, information to be covered during each class session, quiz dates, due dates for assignments—roughly everything you need to know to stay on top of this class. I use the word “tentative” because this schedule might change; however, students will be informed well in advance of any changes in schedule. Check the schedule and complete the assigned readings before you come to each class so that you will be prepared.
TENTATIVE SCHEDULE

Week 1
TH 8/25
Syllabus & Course Overview
Read: Chapter 1 & Guidebook pp. 1-9 (Syll & Ch. Reporter) by TU 8/30

Week 2
TU 8/30
Discuss Ch. 1: Foundations of Nonverbal Communication
Assignment: Chapter Reporter (Guidebook pp. 7-9)
Read: Chapter 4 by TH 9/1
TH 9/1
Discuss Ch. 2: Nonverbal Comm Development: A Reflexive Approach
Read: Chapter 3 by TU 9/6
Read: Guidebook p. 36 (Quiz 1 Review) by TU 9/6

Week 3
TU 9/6
Discuss Ch. 3: Environment
Quiz 1 Review (Chs. 1, 2, & 3)
Read: Guidebook pp. 10-35 (Indv Crit, Journals, & APA) by TH 9/8
TH 9/8
Assignment: Individual Critique
Draw for Speaker Order (DUE 9/20, 9/27, 10/11, 10/18, 10/25, 11/8, 11/15)

Week 4
TU 9/13
Quiz 1 (Chs. 1, 2, & 3)
Read: Chapter 4 by TH 9/15
TH 9/15
Discuss Ch. 4: Proxemics: Our Use of Space
Review Individual Critique Assignment; Work with Indv Critiquers

Week 5
TU 9/20
Round 1: Individual Critiques (basics, environment, & space)
1. 4.
2. 5.
3.
Read: Chapter 5 by TH 9/22
TH 9/22
Discuss Ch. 5: Physical Appearance
Work with Individual Critiquers
Week 6  
TU 9/27  
Round 2: Individual Critiques (space & physical appearance)  
6.  
7.  
8.  
Read: Chapter 6 by TH 9/29  
Read: Guidebook pp. 37 (Quiz 2 Review) by TH 9/29  
TH 9/29  
Discuss Ch. 6: Body Movement, Gestures, & Posture  
Quiz 2 Review (Chs. 4, 5, & 6)  

Week 7  
TU 10/4  
Quiz 2 (Chs. 4, 5, & 6)  
Read: Chapter 7 by TH 10/6  
TH 10/6  
Discuss Ch. 7: Face & Eyes  
Work with Individual Critiquers  

Week 8  
TU 10/11  
Round 3: Individual Critiques (gestures, face, & eyes)  
11.  
12.  
13.  
Read: Chapter 8 by TH 10/13  
TH 10/13  
Discuss Ch. 8: Touch (Haptics)  
Work with Individual Critiquers  

Week 9  
TU 10/18  
Round 4: Individual Critiques (face, eyes, & touch)  
16.  
17.  
18.  
Read: Chapter 9 by TU 10/25  
TH 10/20  
Discuss Ch. 9: Vocalics (Paralanguage)  
Work with Individual Critiquers  
Read: Guidebook p. 38 (Quiz 3 Review) by TU 10/25  

Week 10  
TU 10/25  
Round 5: Individual Critiques (touch & vocalics)  
21.  
22.  
23.  
Quiz 3 Review (Chs. 7, 8, & 9)
TH 10/27  Quiz 3 (Chs. 7, 8, & 9)
Read: Chapter 10 by TU 11/1

**Week 11**
TU 11/1  Discuss Ch. 10: Nonverbal Communication & the Internet
Read: Chapter 11 by TH 11/3

TH 11/3  Discuss Ch. 11: NVC in Professional & Educational Contexts
Work with Individual Critiquers

F 11/4  UNIVERSITY DEADLINE TO DROP A CLASS

**Week 12**
TU 11/8  Round 6: Individual Critiques (Internet & Prof/Ed)
26. 29.
27. 30.
28. 31.
Read: Guidebook pp. 40-42 (Deception handouts) by TH 11/10

TH 11/10  Discuss Deception
Work with Individual Critiquers

**Week 13**
TU 11/15  Round 7: Individual Critiques (Gender, Relationships, & Sexuality)
31. 34.
32. 35.
33. 36.

TH 11/17  Library Research Day (Ivy at NCA convention)

**Week 14**
TU 11/22  Library Research Day (Ivy at NCA convention)
Read: Chapter 12 by TU 11/29

TH 11/24 & F 11/25  THANKSGIVING HOLIDAY

**Week 15**
TU 11/29  Discuss Ch. 12, Part I: NVC, Gender, & Intimate Relationships
Read: Guidebook p. 39 (Quiz 4 Review) by TH 12/1

TH 12/1  Discuss Ch. 12, Part II: NVC & Sexuality
Quiz 4 Review (Chs. 10, 11, & 12; Deception handouts)

**Week 16**
TU 12/6  Quiz 4 (Chs. 10, 11, 12, & Deception)