COMM 3311: NONVERBAL COMMUNICATION
Professor: D. K. Ivy, Ph.D.
Fall, 2013
Section 001: 7-9:30pm, Wednesdays
OCNR 132

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Office: BH 325, 825-5986
Office Hrs: M 6-7pm; TU 3:30-5:30pm;
W 5-7pm
(Other office visits by appointment.)

COURSE DESCRIPTION: This course focuses on nonverbal communication or 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: Please turn off all laptops, cell phones, watches that beep, etc. before the start of class and KEEP THEM OFF. If you must keep your phone on because you’re on call or have an emergency, turn the sound to vibrate. If you have to answer an emergency call, leave the room quickly and quietly. 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. I expect you to listen to me as well as one another, and not to work on things for other classes or your personal life during my class. No texting or checking emails on laptop computers, cell phones, etc. 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 using laptops tend not to engage in class discussion because they’re engrossed in their computers. Discussion is a key element in a comm course. If you have a problem with this policy, talk to me. If you choose to purchase the textbook in an electronic format, talk to me about using a reader, pad, laptop, or other device in class.
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 absence is without penalty. Use this absence for illness and emergencies.
2. Each subsequent absence will lower your final course average by 6 points (equivalent to day class).
3. You must attend at least 2 hours and 15 minutes of each 2 and a half hour class to be counted present.

MISSED WORK: If you miss class when you’re expected to make a presentation, turn in an assignment, or take a quiz, you will not be allowed to make up that activity. The grade is a ZERO.
There are only three exceptions to this policy: (1) you’re admitted to a hospital (not just seen in an ER) and unable to attend class; (2) you’ve experienced a death in your family; or (3) you’re traveling for official university business. In all situations you must provide documentation for the absence. You or someone you know should get in touch with me as soon as the emergency arises. Contacting me before an absence is preferable to after the fact. In extreme situations, you may also contact Student Affairs (825-2612) and request that a memo be sent to your instructors. Anyone traveling for a university-related event must turn in assignments or take quizzes before your travel, not after.

GRADING SCALE: Here’s 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 and turned in at the beginning of the class session indicated in this syllabus. Point values for each assignment and quiz are shown below. Your final grade is based on a percentage of 350 points, minus any 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.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Chapter Reporter</td>
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<td>Quiz 1</td>
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<td>Quiz 2</td>
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<td>Individual Critique Oral Presentation</td>
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<td>Individual Critique Written Handout</td>
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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, 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/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 you have a disability (physical impairment, learning disability, psychiatric disability, etc.), contact Services for Students with Disabilities (CCH 116, 825-5816), and schedule a conference with me to discuss necessary accommodations. All discussions will remain confidential and should occur within the first two weeks of class. Please have your accommodation letter from the Disability Services Office with you when you see me.

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. Professors 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 tentative schedule below 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
W 9/4

Assignment: Chapter Reporter (Guidebook pp. 7-9)
Discuss Ch. 1: Foundations of Nonverbal Communication
Read: Chapters 1 & 2 by W 9/11
Read: Guidebk pp. 1-6; 10-31; 34-35 by W 9/11 (Syll, Ind Crit, & APA)
**Week 2**
W 9/11
Discuss Ch. 2: NVC Development: A Reflexive Approach

**Assignment: Individual Critique**

**Draw for Speaker Order** (9/25, 10/16, 11/6, 11/20, 12/4)

Read: Chapters 3 & 4 by W 9/18

**Week 3**
W 9/18
Discuss Ch. 3: Environment as NVC: Our Perceptions & Reactions
Discuss Ch. 4: Proxemics: Our Use of Space
Read: Guidebook p. 36 (Quiz 1 Review) by W 9/25
Review Individual Critique Assignment
Work with Individual Critiquers

**Week 4**
W 9/25
**Round 1: Individual Critiques (environment & proxemics)**
1. 4. 7.
2. 5.
3. 6.
Quiz 1 Review (Chs. 1, 2, & 3)

**Week 5**
W 10/2
**Quiz 1 (Chs. 1, 2, & 3)**
Read: Chapters 5 & 6 by W 10/9

**Week 6**
W 10/9
Discuss Ch. 5: Physical Appearance: The Body as NVC
Discuss Ch. 6: Kinesics: Body Movement, Gestures, & Posture
Work with Individual Critiquers
Read: Guidebook p. 37 (Quiz 2 Review) by W 10/16

**Week 7**
W 10/16
**Round 2: Individual Critiques (physical appearance & kinesics)**
8. 11. 14.
9. 12. 15.
10. 13.
Quiz 2 Review (Chs. 4, 5, & 6)
Read: Chapter 7 by W 10/23

**Week 8**
W 10/23
**Quiz 2 (Chs. 4, 5, & 6)**
Discuss Ch. 7: Face & Eyes: Revealing, Modifying, & Deceiving
Read: Chapters 8 & 9 by W 10/30
**Week 9**
W 10/30
- Discuss Ch. 8: Touch: Our Bodies in Contact
- Discuss Ch. 9: Vocalics: Our Voices Speak Nonverbal Volumes
- Work with Individual Critiquers
- Read: Chapter 10 by W 11/6
- Read: Guidebook p. 38 (Quiz 3 Review) by W 11/6

**Week 10**
W 11/6
- **Round 3: Individual Critiques (face, eyes, & touch)**
  - 16. 19.
  - 17. 20.
  - 18. 21.
- Discuss Ch. 10: NVC & the Internet
- Quiz 3 Review (Chs. 7, 8, & 9)
- Read: Chapter 11 by W 11/13

**Week 11**
W 11/13
- **Quiz 3 (Chs. 7, 8, & 9)**
- Discuss Ch. 11: NVC in Professional & Educational Contexts
- Work with Individual Critiquers
- Read: Chapter 12 by W 11/20

F 11/15
- University Deadline to Drop a Class

**Week 12**
W 11/20
- **Round 4: Individual Critiques (vocalics, Internet, & Prof/Ed)**
  - 22. 25.
  - 24. 27.
- Discuss Ch. 12: NVC: Gender, Intimate Relationships, & Sexuality
- Read: Guidebk pp. 39; 40-42 (Quiz 4 Review & Deception) by W 12/4

**Week 13**
W 11/27
- Thanksgiving Holiday

**Week 14**
W 12/4
- **Round 5: Individual Critiques (gender & deception)**
  - 28. 31. 34.
  - 29. 32. 35.
  - 30. 33.
- Discuss Deception
- Quiz 4 Review (Chs. 10, 11, & 12; Deception handouts)

**Week 16**
W 12/18
- Final Class Session -- Quiz 4 (Chs. 10, 11, & 12; Deception handouts)