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. E-versions of the textbook are acceptable. 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 pagers, 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 off the sound so that only you’ll be aware of a call. If you have to answer an emergency call, please 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, blackberries, cell phones, etc. I don’t allow students to use laptop computers 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 versus checking email or some other activity; 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 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: 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 admitted to a hospital (not just seen by someone in an ER) 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. Anyone traveling for a school-related event must turn in assignments or take quizzes before your travel, not after.

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 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Chapter Reporter</td>
<td>25</td>
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<td>Team Field Observation/Presentation</td>
<td>25</td>
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<td>Quiz 1</td>
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<td>Quiz 2</td>
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<td>Quiz 4</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:** TAMU-CC complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in my class, please see me as soon as possible. Please have your accommodation letter from the Disability Services Office with you when you see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), contact the Disability Services Office (CCH 116, 825-5816). All discussions will remain confidential and should occur within the first two weeks of class.

**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:** Students who feel they haven’t been held to appropriate academic standards as outlined in this syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**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.**

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**TENTATIVE SCHEDULE**

**Week 1**

**M 1/27**

**Assignment:** Chapter Reporter (Guidebook pp. 7-9)

Discuss Ch. 1: Foundations of Nonverbal Communication

Read: Chapters 1 & 2 by M 2/3

Read: Guidebk pp. 1-6; 10-31; 34-35 by M 2/3 (Syll, Ind Crit, & APA)
Week 2
M 2/3
Discuss Ch. 2: NVC Development: A Reflexive Approach
Assignment: Individual Critique
Draw for Speaker Order (2/17, 3/17, 4/7, 4/21, 5/5)
Read: Chapters 3 & 4 by M 2/10

Week 3
M 2/10
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 M 2/17
Review Individual Critique Assignment
Work with Individual Critiquers

Week 4
M 2/17
Round 1: Individual Critiques (environment & proxemics)
1. 4. 7.
2. 5.
3. 6.
Quiz 1 Review (Chs. 1, 2, & 3)

Week 5
M 2/24
Quiz 1 (Chs. 1, 2, & 3)
Read: Chapters 5 & 6 by M 3/3

Week 6
M 3/3
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 M 3/17

SPRING BREAK
March 10-14

Week 7
M 3/17
Round 2: Individual Critiques (physical appearance & kinesics)
8. 11. 14.
9. 12.
10. 13.
Quiz 2 Review (Chs. 4, 5, & 6)
Read: Chapter 7 by M 3/24

Week 8
M 3/24
Quiz 2 (Chs. 4, 5, & 6)
Discuss Ch. 7: Face & Eyes: Revealing, Modifying, & Deceiving
Read: Chapters 8 & 9 by M 3/31
Week 9  
M 3/31  
Discuss Ch. 8: Touch: Our Bodies in Contact  
Discuss Ch. 9: Vocalics: Our Voices Speak Nonverbal Volumes  
Work with Individual Critiquers  
Read: Guidebook p. 38 (Quiz 3 Review) by M 4/7

F 4/4  
University Deadline to Drop a Class

Week 10  
M 4/7  
**Round 3: Individual Critiques (face, eyes, & touch)**  
15.  
16.  
17.  
18.  
19.  
20.  
Quiz 3 Review (Chs. 7, 8, & 9)  
Read: Chapter 10 by M 4/14

Week 11  
M 4/14  
**Quiz 3 (Chs. 7, 8, & 9)**  
Discuss Ch. 10: NVC & the Internet  
Work with Individual Critiquers  
Read: Chapter 11 by M 4/21

Week 12  
M 4/21  
**Round 4: Individual Critiques (vocalics, Internet, & Prof/Ed)**  
22.  
23.  
24.  
25.  
26.  
27.  
Discuss Ch. 11: NVC in Professional & Educational Contexts  
Read: Chapter 12 by M 4/28

Week 13  
M 4/28  
Discuss Ch. 12: NVC: Gender, Intimate Relationships, & Sexuality  
Work with Individual Critiquers  
Read: Guidebook pp. 39; 40-42 (Quiz 4 Review & Deception) by M 5/5

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

Week 15  
M 5/12  
**Quiz 4 (Chs. 10, 11, & 12; Deception handouts)**