HOW THIS FALL WILL WORK: Dear students, you don’t need me to tell you that this fall will be DIFFERENT. I’m planning this syllabus using the information I have right now, but we all know that could change at any point, so flexibility is key. Please know that I will do everything I can to keep you (and me) safe in this course. We are a small group and have been moved to a larger classroom than originally assigned so we can seat everyone at safe distances. WE WILL ALL WEAR MASKS during the entirety of class sessions; I will work hard to be heard clearly. Any changes in this setup will be communicated to you as quickly as I can over email, so please check your email regularly for messages from me. Email me anytime with any questions about the course, safety, etc.

If at any point you feel ill, try to let me know as soon as possible via email and don’t come to class—we will work something out, again being flexible. I will likely ask you for documentation from a healthcare provider about any absences. These are extraordinary times.

COURSE DESCRIPTION: There may not be a more interesting time to study nonverbal communication because it has changed SO MUCH because of the pandemic. (Next comes the typical syllabus stuff....) This course focuses on nonverbal communication or messages without words. We will explore how we communicate a sense of self through such nonverbal cues as body movement, facial expressions (behind masks!), 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) identify and explain the nature, codes, and functions of nonverbal communication;
(2) more accurately analyze their own as well as others’ nonverbal behavior; and
(3) describe how nonverbal cues impact four critical contexts of social interaction: technology & social media, educational settings, professional situations, and personal relationships.

REQUIRED COURSE MATERIALS: The required textbook for this course is Nonverbal Communication for a Lifetime (3rd ed.) by Ivy & Wahl. (Older editions of the book won’t work, as much of the content has changed.) Downloadable 6-month rentals are available from Kendall Hunt Publishers; hard copies will also be available for purchase or rental at the university bookstore. Students are expected to keep current in assigned readings, even if chapter material is not directly covered in class. Quizzes will be drawn primarily from assigned readings. Bring the guidebook of materials handed out during the first class with you to each class session. All guidebook materials (assignment descriptions, study guides, etc.) will be on Blackboard (Bb) for easy reference.

CITATION STYLE: APA 6th edition style is required for all assignments for this course. (Yes, the 7th edition is out, but with all that’s happened, I’ve had no time to study the new version, so we’re sticking with 6th.) A 2-page handout on APA style is in your guidebook and on Bb. Other styles (MLA, Chicago, etc.) will not be acceptable in this course.
EXPECTATIONS FOR STUDENTS:
(1) Reading: 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 a mere exchange of personal stories and opinions.

(2) Discussion/Class Involvement: Attempt to 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. In addition, 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, checking emails, or posting on social media during class time.

(3) Technology Usage: Personal technology is allowed in the classroom, but please mute your devices so only you’ll be aware if you receive a call or text. If use of devices becomes excessive or disruptive, such that class attention and discussion is hampered, I reserve the right to ban their usage in the classroom. Please use technology as a tool to assist your learning, not as a replacement for the work needed to make classroom time successful.

CLASSROOM BEHAVIOR: As an academic community, TAMUCC requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, behavior that interferes with (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of peace and subject to disciplinary sanctions outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, e.g., classrooms, electronic classrooms, labs, discussion groups, field trips. Please don’t bring meals to class; drinks/snacks are okay, but meals with smells will distract me and your classmates.

ACADEMIC INTEGRITY/PLAGIARISM: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of exams or exam materials, falsification, forgery, complicity, and plagiarism (presentation of someone else’s work as one’s own work). 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 online 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 Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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 the 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 Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.

ACADEMIC ADVISING: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

DROPPING A COURSE: I hope you never find it necessary to drop this or any other course. However, events sometimes occur that make dropping necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center (round building) and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the course. For the fall semester of 2020, Thursday, November 5 is the last day to drop a course with an automatic grade of “W.”

DISABILITIES ACCOMMODATIONS: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at 361-825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services Office for assistance at 361-825-5816. Once you have contacted Disability Services, please feel free to discuss classroom accommodations with me so that I can provide an optimum learning environment for you.

EQUITY STATEMENT: All persons, regardless of sex/gender identity, 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 me.

ATTENDANCE POLICY: IF YOU HAVE SYMPTOMS RELATED TO COVID-19, DO NOT COME TO CAMPUS. Check the university’s website for information and resources. Again, this fall will be strange and different, so this attendance policy may change. For now, here’s how we will operate, as I believe in-person attendance is crucial and will be done safely. I will check attendance at each class period; if you do miss a class, it’s your responsibility to get the information from a classmate. The following policy will be enforced:
1. Your first two absences are without penalty. Use these absences for illness and emergencies. This means that you can miss two weeks of class without penalty to your final grade, provided you don’t miss an assignment due date or quiz.

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’re expected to make a presentation or turn in an assignment, you will most likely not be allowed to make up that activity on a subsequent date. (It depends on the circumstances.) Some assignments will likely be accepted via email attachment, YouTube video link (for oral presentations), or submitted on Blackboard; watch for instructions and updates from me. The four quizzes will be open book/open notes and taken online in Blackboard, but there will be due dates to complete each quiz. If you have circumstances that make it impossible for you to complete an assignment or quiz, please contact me via email (diana.ivy@tamucc.edu) before taking an action such as dropping the course.

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 (361-825-2612) and request that a written memo be sent to all your instructors regarding your situation. Anyone traveling for a school-related event (including all athletes) must complete assignments or 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. A’s and B’s 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>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Reporter</td>
<td>25</td>
</tr>
<tr>
<td>Field Observation Essay</td>
<td>25</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>50</td>
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<td>Quiz 2</td>
<td>50</td>
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<td>Quiz 3</td>
<td>50</td>
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<tr>
<td>Quiz 4</td>
<td>50</td>
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<tr>
<td>Individual Critique Oral Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Individual Critique Written Handout</td>
<td>50</td>
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</tbody>
</table>

350 points maximum

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**
W 8/19
Syllabus Overview & Student Introductions

**Discuss Chapter Reporter Assignment** (Guidebook pp. 7-9)
Discuss Ch. 1: Foundations of Nonverbal Communication
Read: Chapters 1 & 2 by W 8/26
Read: Guidebk pp. 1-6; 12-15; 16-19 by W 8/26 (Syll, Ind Crit, & APA)

**Week 2**
W 8/26
Discuss Ch. 2: NVC Development: A Reflexive Approach

**Discuss Individual Critique Assignment**

**Draw for Speaker Order (9/9, 9/23, 10/21, 11/11, 11/18)**
Read: Chapter 3 by W 9/2

**Week 3**
W 9/2
Discuss Ch. 3: Environment as NVC: Our Perceptions & Reactions
Field Observation Assignment (Team Activity; Guidebook pp. 10-11)
Review Individual Critique Assignment
Read: Chapter 4 by W 9/9
Read: Guidebook p. 20 (Quiz 1 Review) by W 9/9
Work with Individual Critiquers

**Week 4**
W 9/9
**Round 1: Individual Critiques (environment & proxemics)**
1. 4.
2. 5.
3. 6.
Discuss Ch. 4: Proxemics: Our Use of Space
Quiz 1 Review (Chs. 1, 2, & 3)
Read: Chapter 5 by W 9/16

**Week 5**
W 9/16
**Quiz 1 (Chs. 1, 2, & 3)**
Discuss Ch. 5: Physical Appearance: The Body as NVC
Work with Individual Critiquers

**Week 6**
W 9/23
**Round 2: Individual Critiques (physical appearance & kinesics)**
7. 10. 13.
8. 11. 14.
9. 12. 15.
Read: Chapters 6 & 7 by W 9/30
Read: Guidebook p. 21 (Quiz 2 Review) by W 9/30
| Week 7       | Discuss Ch. 6: Kinesics: Body Movement, Gestures, & Posture |
|             | Discuss Ch. 7: Face & Eyes: Revealing, Modifying, & Deceiving |
|             | Quiz 2 Review (Chs. 4, 5, & 6) |
|             | Read: Chapter 8 by W 10/7 |
| Week 8      | **Quiz 2 (Chs. 4, 5, & 6)** |
|             | Discuss Ch. 8: Touch: Our Bodies in Contact |
|             | Read: Chapters 9 & 10 by W 10/14 |
| Week 9      | Discuss Ch. 9: Vocalics: Our Voices Speak Nonverbal Volumes |
|             | Discuss Ch. 10: NVC, Technology, & Social Media |
|             | Read: Guidebook p. 22 (Quiz 3 Review) by W 10/21 |
|             | Work with Individual Critiquers |
| Week 10     | **Round 3: Individual Critiques (face, eyes, & touch)** |
|             | 16. 19. 22. |
|             | 17. 20. 23. |
|             | Quiz 3 Review (Chs. 7, 8, & 9) |
|             | Read: Chapter 11 by W 10/28 |
| Week 11     | **Quiz 3 (Chs. 7, 8, & 9)** |
|             | Discuss Ch. 11: NVC in Professional & Educational Contexts |
|             | Read: Chapter 12 by W 11/4 |
|             | Work with Individual Critiquers |
| Week 12     | Library Research Day (Ivy attending National Comm Assoc convention) |
| TH 11/5     | **University Deadline to Drop a Class** |
| Week 13     | **Round 4: Individual Critiques (vocalics, tech, & prof/educ)** |
|             | 25. 28. |
|             | 26. 29. |
|             | 27. |
|             | Discuss Ch. 12: NVC: Gender, Intimate Relationships, & Sexuality |
|             | Read: Guidebk pp. 23; 24-26 (Quiz 4 Review & Deception) by W 11/18 |
|             | Work with Individual Critiquers |
Week 14
W 11/18  
Round 5: Individual Critiques (deception & gender)
30.  
31.  
32.  
Discuss Deception
Quiz 4 Review (Chs. 10, 11, & 12; Deception handouts)

TH 11/25  
READING DAY I (no classes)

THURSDAY 11/26 – SUNDAY 11/29  THANKSGIVING HOLIDAY

M 11/30  
READING DAY II (no classes)

Week 15
TU 12/1 – M 12/7 Finals  
Online Quiz 4 (Chs. 10, 11, 12, & Deception)

(NOTE: Online final—our Quiz 4—must be completed on Blackboard by midnight M 12/7.)

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Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**

- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**TAMU-CC Face Coverings**
TAMUCC Face Coverings Policy and FAQs:
https://www.tamucc.edu/fall-2020/face-coverings-faq/

Rule and Procedure:
https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf