CmSt 325: Nonverbal Communication
Tu / Th 3:40 – 5:00 p.m.
202 Carver Hall

Instructor: Dr. Dawn M. Sweet
Office Hours: Tu/Th 10:00 a.m. – 12:00 p.m. / also by appointment
Office: Carver Hall 366
E-mail: sweet@iastate.edu
Tel: 515.294.6370

Required Text

Required Readings

Inbau, F. E., Reid, J.E., & Buckley, J.P. (1986). Tacticts and techniques for interrogating suspects whose guilt or innocence is considered doubtful or uncertain. In F.E. Reid, J.E. Reid, & J.P. Buckley, *Criminal interrogations and confessions* (3rd ed.) (pp. 43-56). Baltimore: Williams & Wilkins.


Course Description
Nonverbal communication plays an important role in how human beings construct meaning through social interaction with each other in the diverse settings that make up a society’s social worlds. This course addresses the fundamental concepts associated with nonverbal communication and introduces students to the nonverbal elements involved in human interaction. Research in nonverbal communication is addressed, and students will learn to apply theoretical concepts and research findings to daily communication behaviors.

The objective of this course is to have students demonstrate an understanding of nonverbal message features, codes, and social functions people use in everyday encounters. We begin with a brief introduction various methods for studying nonverbal communication in current research and consider how people use nonverbal communication in interactions with others. We then examine the role of different kinds of nonverbal behaviors (i.e., body orientation, gaze direction, gestures, laughter, prosody, etc.) in establishing joint focus of attention, coordinating turn-taking, conveying meaning, and constructing and negotiating interpersonal relationships. Finally, we will take a closer look at how people negotiate, establish and protect personal space and territory.

This class is interdisciplinary and incorporates materials from communication, psychology, environmental psychology, anthropology, and sociology. However, we will look at our readings and frame our discussions from a communication perspective. That is, we will forefront focus on the role of communication in looking at nonverbal behaviors.

Course Objectives and Student Outcomes

1. Describe how nonverbal communication features such as gaze, gestures and body orientation contributes to the organization of face-to-face interaction
2. Illustrate how nonverbal communication relates to research that investigates concepts such as identity, deception, and intimacy
3. Determine the communicative function of personal space zones through field observations
4. Engage in close observation of naturally occurring interaction and recognize basic nonverbal actions in both intimate and public contexts

Required Materials

1. Readings: Bring your textbook and printed copies of assigned readings to each class meeting
2. All readings not in the textbook are available as PDF files either through the WebCT or the library course reserve area.

I strongly encourage you to print out the readings so that you can take notes, highlight, etc. All of the readings should be read before class on the day for which they are listed.

Class Attendance

Attendance is expected. You are expected to be on time and present, both physically and mentally, for the entire class. Our class, Nonverbal Communication, is designed and intended to be an interactive course so it is important for each of you to actively participate, come prepared to class, and complete the readings and the written assignments. If you do not wish to take this class or be an active and engaged participant you should consider dropping this course now rather than missing classes later as a strategy to avoid a situation you do not wish to be in.

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Attendance is an important component of this course. Not only do you need to be in class to better understand the course content, but your participation will contribute to your peers’ learning, also. Your attendance and participation in this course is expected. You will need to attend regularly in order to succeed.

An unexcused absence is one that you take at your discretion. Excused absences are those which you could not control. For example, illness, auto accidents, and deaths in the family are considered excusable; sleeping in and being called into work are not. If you miss an assignment due to an excused absence, please supply documentation (e.g., a note from your doctor or the health center, or a traffic ticket) upon return to class. Accumulating numerous absences and then miraculously providing documentation at the end of the semester will not be tolerated.

It is also important to be in class on time. We have a lot of content to cover this semester, so it is necessary to begin class at the published time. Students who consistently arrive late to class will receive reductions in their participation grades.

This is hands-on course and your attendance and participation during class meetings will contribute to your overall success in this course. *Missing class will negatively impact your grade far beyond the allotted percentage for attendance.*

Please notify me in advance for absenses due to religious obligations, valid personal obligations, or University affiliated extracurricular activities that would prevent you from attending class. Legitimate absences that require documentation include illness, family death, and job interviews.

**Missing class does not excuse you from submitting your work in a timely fashion.**

**Missed Class & Work**

If you miss class it is your responsibility to contact a classmate or the syllabus to find out what you missed. If you miss class for a legitimate reason as indicated above you may contact me for work missed. If you miss class for a non-legitimate reason it is your responsibility to find out on your own what you missed. You must learn to be accountable for the choices and decisions you make.

**WebCT**

Our class will be supported by WebCT. Readings assigned from a source other than the textbook will be available either in WebCT or through the library’s course reserve page. You will be notified well in advance where you can find an assigned reading. WebCT will also be used as a space for me to post reminders, post assignments, and post relevant information relating to our class.

I ask that you please do not send me an email through WebCT. I will use the WebCT email platform only when I need to send a message to the entire class. If I need to contact an individual student, I will use his/her preferred email address to do so. Thank you for cooperating and using regular ISU email to reach me.
Time Management
Poor planning on your part constitutes neither an emergency on my part nor the expectation that I will be unusually understanding or bend over backwards to help you. We all have multiple responsibilities and obligations, and as adults we must learn to budget our time. You have ample time to complete each assignment, ask questions, and come see me for help. It is therefore inexcusable to not have assignments ready in time for the start of that day’s class. You have a responsibility to manage your time and manage your priorities with respect to academics, work, and social life. Waiting to the last minute to ask for help or do your assignments will not work to your benefit.

This class requires you to organize your time wisely. To ensure the best grade possible you are strongly encouraged to begin assignments immediately after they are assigned.

If you wait until the last minute to begin an assignment your chances of realizing your preferred outcome (i.e., a good grade) will diminish. Each of our projects requires the full length of the allotted out of class time to complete.

Be advised that I am more than happy to help each of you with assignments. However, should you choose to wait until the last minute to do these assignments I cannot guarantee that I will have enough time to help you. In fact, it is highly unlikely that I will have time the day before an assignment is due to help you give shape and form to your topic. That is, if you wait until one or two days before the assignment is due, I cannot guarantee that I will have enough time to help you. In other words, budget your time and plan ahead.

When the assignments are introduced in class and posted in WebCT it is incumbent upon each of you to review and reflect on the assignment. Assignments will be posted in WebCT the day they are assigned. After the assignments are introduced and discussed, you are strongly encouraged to come to our next class meeting with questions relating to the assignment.

Technology in the Classroom
Laptops
The use of laptop computers are strongly discouraged during class, and you are ill advised to turn one on during class. The use of laptops during class detracts from focusing on the material and concepts at hand.

Cell phones, Blackberries, iphones, ipods, and other electronic hand-held devices
The use of these items is strictly prohibited. Unless you are the primary caregiver for a young child or an ailing family there is no need for you to check email, text messages, facebook, myspace, or voicemail during class time. While we are in class it is critical for each of you to give your undivided attention to course material and the concepts at hand. These devices are distractions and their use will result in you missing valuable information. Please tell your friends to not email, text, facebook, or myspace you between 3:40 and 5:00 p.m. on Tuesdays and Thursdays.

If you are the primary caregiver for a young child or an ailing parent then it is incumbent upon you to talk about this.

Consequences for violating any of the above classroom hygiene rules will result in you being asked to leave the class for that day.

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### Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
</tr>
<tr>
<td>(Part I 10%)</td>
<td></td>
</tr>
<tr>
<td>(Part II 10%)</td>
<td></td>
</tr>
<tr>
<td>Practicums</td>
<td>50%</td>
</tr>
<tr>
<td>Final Research Project</td>
<td>20%</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

There will be several graded projects throughout the semester. Further information may be provided in class and on WebCT. Evaluation criteria for each written assignment will also be provided.

Written assignments are due at the start of class, unless otherwise specified. Assignments turned in after the start of class will be reduced by one full letter grade, unless it is due to an excused absence. For example, if you cut class on the day an assignment is due or fail to turn in your assignment, the highest possible grade you could earn for that assignment is a B. A full letter grade will be deducted for each day your assignment is late.

When at all possible, please inform me ahead of time of an excused absence on a day an assignment is due. Try to make arrangements (e.g., drop it off in my mailbox earlier or send the assignment with a friend/classmate) to get your assignment to me on time if possible. I WILL NOT accept emailed assignments, so please plan accordingly. An excused absence does not excuse you from turning your assignment in a timely manner.

### Brief Project Overviews

**Project 1: Annotated Bibliography (Two parts, 10% each)**

Each student is responsible for producing an annotated bibliography on nonverbal communication topic of your choice. Topics must be approved by me ahead of time. Failure to confirm your topic with me will result in a five point deduction from your final grade.

The specifics of this project will be discussed in class, and a detailed outline of this assignment will be posted in WebCT.

Our annotated bibliographies must meet the following criteria:

1. **Maximum of 5 sources**
   - Three peer-reviewed articles (scholarly sources in an academic journal)
   - Two popular sources (newspaper, magazine article)
   - If popular sources are not available for your topic you may do five peer-reviewed articles see me to discuss other source options
2. Times New Roman font
3. Black ink
4. Font Size = 12
5. 1” margins top, bottom, left, right
6. Title page (guidelines will be provided)
7. One page per annotation (six pages in all – 5 pages of annotations + title page)
8. Papers must be stapled. Paper clips are not acceptable. Failure to hand in your paper with a staple will result in a five point deduction from your final grade.
9. APA citation style

Project 2: Practicum Assignments (5 @ 10% each)

As part of this course, you will be asked to perform some informal “experiments” and reflect on your experiences with nonverbal communication in day-to-day life. Topics for our practicums will be driven by class discussion and student interest. That is, topics will emerge organically from class interaction. You will complete five practicum assignments throughout the semester. The purpose of these assignments is to help you dissect typical nonverbal encounters in order to illustrate and better understand course content as well as well make links between what we do in the classroom and what we see in the real world. In other words, practicums are designed to demonstrate the link between theory and practice. Details for each practicum assignment will be distributed in a timely manner before the assignment is due. Details will be handed out in class and posted in WebCT. You should use these practicums to inform your final research project whenever possible. Work smarter, not harder.

Formatting requirements are as follows:

1. Times New Roman font
2. Black ink
3. Font Size = 12
4. 1” margins top, bottom, left, right
5. Title page (guidelines will be provided)
6. Four pages in all – three pages for write up + title page (reference page does not count toward page limit)
7. Papers must be stapled. Paper clips are not acceptable. Failure to hand in your paper with a staple will result in a five point deduction from your final grade.
8. APA citation style

Project 3: Final Research Paper (20%)

Students are encouraged to link their annotated bibliography topics and practicums to their final research project. You are each strongly encouraged to meet with me to discuss your final research paper. Though not required, spending 15 minutes with me to discuss the idea and focus of your final paper will increase your chances of earning the highest possible grade. You should each use me as a resource to help give shape to this final project.

No topics are off limits, though good taste and good judgment should be exercised. More details relating to your final paper will be provided in class.

Formatting requirements are as follows:

1. Times New Roman font
2. Black ink
3. Font Size = 12
4. 1” margins top, bottom, left, right
5. Title page (guidelines will be provided)
6. Eight – 11 pages in all – Seven - 10 pages of write up + title page (reference page does not count toward page limit)

7. Papers must be stapled. Paper clips are not acceptable. Failure to hand in your paper with a staple will result in a five point deduction from your final grade.

8. APA citation style

Course Schedule of Day-to-Day Activities

The table below outlines the topic for each class meeting and the required reading. The readings, their due dates, and designated project dates are tentative and subject to change, depending on our progress. That is, the additional readings may be added or listed readings may be subtracted and project due dates may change. Students will be given a sufficient amount of time in the event of changes to the schedule below. Part of life is learning to adapt to change and roll with the punches.

Readings are the due the day they are listed. For example, you must have read Schegloff and Kendon for class on Tuesday, 1 September. HW assigned indicates the day the HW assignment is given. It is due in the following class unless otherwise noted.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>HW assigned</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 1    | Tu 8/25 | Course Overview | Think of a topic for anno bib and final research project  
Assigned: Annotated bibliography ( Pt 1)  
Locate two sources for anno bib | |
| 1    | Th 8/27 | Review: APA Style / annotated bibliography / Topics | HW: Anno Bib, Part I | |
| 2    | Tu 9/1 | Kinesics: Orientation and Interaction Organization | Practicum 1: First Impressions | Schegloff – Body Torque (535 – 565)  
Kendon – Visible Behavior  
DUE: two APA citations |
| 2    | Th 9/3 | Kinesics: Orientation and Interaction Organization | | Schegloff – Body Torque (535 – 565)  
Kendon – Visible Behavior |
| 3    | Tu 9/8 | Proxemics: Personal Space & Territory | Knapp Chp 5 | Altman Chp 9: Crowding: Meaning, theory, and methods  
DUE: Confirm Annotated Bib Topic |
| 3    | Th 9/10 | Proxemics: Personal Space & Territory | Knapp Chp 5 | Altman Chp 9: Crowding: Meaning, theory, and methods  
DUE: Practicum 1 - First Impressions |
DUE: Annotated Bibliography (Pt 1) |
<p>| 4    | Th 9/17 | Communication Environments | Knapp Chp 4 | Bitner – Servicescapes |</p>
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<th></th>
<th>Physical Characteristics &amp; The Face</th>
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</table>
| 5   | Tu 9/22 | HW: Practicum 2
|     |     | Knapp Chp 6 & Chp 9
|     |     | Reading TBA
| 5   | Th 9/24 | Knapp Chp 6 & Chp 9
|     |     | Reading TBA
|     |     | DUE: Anno Bib Pt II

Florida - TBA
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>HW</th>
<th>Reading</th>
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<tbody>
<tr>
<td>6</td>
<td>Tu 9/29</td>
<td>Voice</td>
<td>Knapp Chp 11</td>
</tr>
<tr>
<td>6</td>
<td>Th 10/1</td>
<td>Voice</td>
<td>Reading TBD</td>
</tr>
</tbody>
</table>
| 7    | Tu 10/6                              | Proxemics and Kinesics in EverydayLife | Burnett & Badzinski - Judge nonverbal communication on trial: Do mock trial jurors notice?  
Heath - The physical exam.  
Reading TBD |
| 7    | Th 10/8                              | Proxemics and Kinesics in EverydayLife | Burnett & Badzinski - Judge nonverbal communication on trial: Do mock trial jurors notice?  
Heath - The physical exam.  
Reading TBD |
| 8    | Tu 10/13                             | Touch                     | Knapp Chp 12                                                           |
| 8    | Th 10/15                             | Touch                     | Knapp Chp 12                                                           |
| 9    | Tu 10/20                             | Gaze and Mutual Orientation | Knapp Chp 10                                                           |
| 9    | Th 10/22                             | Gaze and Mutual Orientation | Knapp Chp 10                                                           |
| 10   | Tu 10/27                             | Gesture                   | Knapp Chp 7                                                           |
| 10   | Th 10/29                             | Gesture                   | Knapp Chp 7                                                           |

**DUE: Practicum 2**

**DUE: Practicum 3**

**Reading TBD**

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Reading TBA
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>HW</th>
<th>Reading</th>
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<tbody>
<tr>
<td>11</td>
<td>Tu 11/3</td>
<td>Mental Health</td>
<td>Bobbs - A revealing reflection (pp 22 – 27)</td>
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<tr>
<td>11</td>
<td>Th 11/5</td>
<td>Mental Health</td>
<td>HW: Practicum 5</td>
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<td></td>
<td>Bateson - Toward a theory of schizophrenia</td>
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<td></td>
<td>DUE: Practicum 4</td>
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<td>12</td>
<td>Tu 11/10</td>
<td>NCA No Class</td>
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<td></td>
<td>Th 11/12</td>
<td>NCA No Class</td>
<td>NCA No Class</td>
</tr>
<tr>
<td>13</td>
<td>Tu 11/17</td>
<td>Deception</td>
<td>Ekman – Facial Expressions</td>
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<td>Ekman &amp; Frank – Appearing Truthful</td>
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<td></td>
<td></td>
<td>Smith – Natural Born Liars</td>
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<tr>
<td>13</td>
<td>Th 11/19</td>
<td>Deception</td>
<td>Ekman – Facial Expressions</td>
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<td>Ekman &amp; Frank – Appearing Truthful</td>
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<td></td>
<td>Smith – Natural Born Liars</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Reading - TBD</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>DUE: Practicum 5</td>
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<tr>
<td>14</td>
<td>Tu 11/24</td>
<td>Thanksgiving</td>
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<tr>
<td></td>
<td>Th 11/26</td>
<td>Thanksgiving</td>
<td>Thanksgiving</td>
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<tr>
<td>15</td>
<td>Tu 12/1</td>
<td>Wiggle Week</td>
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<tr>
<td>15</td>
<td>Th 12/3</td>
<td>Wiggle Week</td>
<td></td>
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<tr>
<td>16</td>
<td>12/8 &amp; 10</td>
<td>Dead Week</td>
<td>DUE: Final Project</td>
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<tr>
<td>17</td>
<td></td>
<td></td>
<td>FINALS WEEK</td>
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<td></td>
<td></td>
<td></td>
<td>FINALS WEEK</td>
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<td></td>
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<td>FINALS WEEK</td>
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## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>D</td>
<td>69-65</td>
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<tr>
<td>D-</td>
<td>64-60</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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**NOTE:** I will not send your grades via email, so please do not send an email request for your grades. If you’d like to discuss your grades you should make an appointment with me.