COMMUNICOLOGY (SPEECH) 470 - NONVERBAL COMMUNICATION
Tuesdays and Thursdays 12:00 - 1:15 pm
Kuykendall 306

PROFESSOR: Dr. Amy S. E. Hubbard
OFFICE: George Hall, Room 333
OFFICE HOURS: TR 9:30 - 10:15 am & by appt.

PHONE: (808) 956-3321
E-MAIL ADDRESS: aebesu@hawaii.edu
COMG HOMEPAGE: manoa.hawaii.edu/communicology

TEXTBOOK & MATERIALS

2. Iclicker response pad

3. Additional readings, assignments, class materials, outlines of PowerPoint lectures, and announcements may be announced in class and/or distributed to the class via Laulima. It is your responsibility to regularly attend class on time and check your Laulima account. For this, you must go to: https://laulima.hawaii.edu and enter your UH identification and password to use Laulima.

PREREQUISITES: Students must have taken COMG 151, 170, 181, 185, or 251 to enroll in COMG 470

OBJECTIVES
This advanced course is designed to provide students with an in-depth examination of the major theories, principles, and latest research findings regarding nonverbal communication and its role in the total communication process. This course will examine how different nonverbal communication codes, such as touch and eye contact, function in interaction to influence the management of conversation, the impressions formed in interaction, the development and maintenance of relationships, and the process of social influence. Emphasis is on the functions that nonverbal communication performs in daily interactions. As such, this course is an important complement to other advanced topics in human communication. The content, which is multidisciplinary in nature, will be approached from the vantage point of scientific observation and hypothesis testing rather than intuitive and experiential judgments.

Although this course focuses on those foundational principles of concern to communicology majors, the content should have practical applications in a variety of work and personal contexts. To that end, course readings and projects will focus on how this knowledge can be applied in various contexts. To further increase the practical utility of the material, there will be numerous opportunities for first-hand observation of nonverbal behavior and analysis of actual communication events.

Student Learning Outcomes:
1. Identify the challenges in defining nonverbal communication
2. Identify the major nonverbal codes
3. Identify the major functions of nonverbal communication
4. Demonstrate how multiple nonverbal behaviors contribute to communication
5. Understand the role of sociobiology in nonverbal communication
6. Understand the role of social and cultural factors in nonverbal communication
7. Demonstrate familiarity with how nonverbal research is conducted
8. Demonstrate understanding of how nonverbal communication skills are assessed
9. Understand how a nonverbal communication analysis can be applied in a variety of contexts
CLASS FORMAT

This class will involve lecture, discussions, and activity-based learning. Because students will develop both a theoretical and practical understanding of nonverbal communication, students will need to analyze and be reflective in what they are learning. To do this successfully, students will need to complete the readings by the date in which the chapter is first assigned and students will have to participate in class discussions. In most cases, the readings are designed to complement the lecture content. Students are responsible for assigned reading material that is and is not covered in class.

CLASS POLICIES

Academic Integrity: The mission of a university can only be accomplished in an environment where academic integrity is valued. The Student Code of Conduct states that academic dishonesty includes both cheating and plagiarism. Plagiarism is, but is not limited to, “the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Word-for-word copying of another’s work without the use of quotation marks and the citation of the source, paraphrasing another person's ideas without proper citation of the source, lack of reference to the sources (i.e., reference pages) from which the information was obtained, and misleading citations are all considered plagiarism. A paper given to an instructor with the student’s name on it is assumed to be in the student's own words and to represent his or her original ideas, unless certain words and ideas are specifically credited to another source. A paper bearing a student's name that does not do this is plagiarized and will be considered academically dishonest.

According to the Student Code of Conduct, “the term ‘cheating’ includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff, or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.”

Students who disrupt teaching and research are also violating the Student Code of Conduct.

Finally, “engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions.” The penalties for academic dishonesty are severe, and the instructor will see that violators are punished. If anyone is determined to have cheated, plagiarized, or misrepresented work in this class or if the student has disrupted class or research, the best he or she can hope for is a notation on the student’s permanent record of the violation and failure on the relevant assignment in the course. The instructor will additionally recommend to the Department Head or hearing committees that the person be suspended or expelled from the University. Papers submitted for credit in other classes may NOT be submitted for credit in this course. Students are expected to have full knowledge of the University's Student Conduct Code. A copy of the code may be obtained from http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/.

E-mails: The University of Hawaii e-mail has been declared an official means for communication with students. Executive Policy E2.213 reads: “Students are responsible for checking their email account frequently and consistently to remain current with University communications. They are expected to monitor and manage their email storage quota to insure that their mailboxes are not saturated and are able to receive new messages.”

When sending an email message pertaining to this course, the subject line of the email should include (a) the class name and section and (b) a title in the subject line that is descriptive of the content of the email message. Separate emails should be sent for different topics. Also, students should include in their emails multiple ways to respond to them (e.g., provide a telephone number in addition to an email address). When responding to an email message, students should include appropriate parts of the original message in the email.
**Paper Requirements:** In general, all work turned in for credit must be typewritten, use left-justification, use double-spacing throughout, use a standard font type and size, and contain one inch margins on the left, right, top, and bottom of each page. Multiple copies of your work will sometimes be required. All group papers submitted to this class should list the group member names in alphabetical order, by last name. All work that does not conform to these requirements will be considered late. Students should avoid language that is sexist, racist, and ageist in their writing and speaking. In addition, every Project Paper should have the following declaration on the first page or cover:

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“I certify that this project and paper is my own work and is written for this class only.”
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______________  ________________  ________________
Student Printed Name  Student Signature  Date

**Drafts:** In general, drafts will be accepted up to a week before the due date, and I will review them (focusing primarily on stylistic concerns, structuring of ideas, and major content flaws). It is STRONGLY recommended that students review each other's drafts for spelling and grammatical errors before I evaluate them. All work submitted for this course should show critical thinking, thoughtful writing, and careful editing.

**Late Papers/Assignments:** Class activities are due when the instructor collects them. This is usually in the beginning of class. Activities not turned in at this time will be given ZERO credit. All other types of assignments not turned in when they are due will be considered LATE. Late work will not be accepted without explanation. It is the student’s responsibility to find out about missed work due to tardiness or an absence. Ask a fellow student for information regarding any missed assignment BEFORE approaching the instructor for clarification. Late papers/assignments can expect a full grade reduction per class period late. Exceptions may be made for MAJOR medical and MAJOR personal problems when the instructor has been given notification at the first possible opportunity.

Excused absences must be documented (e.g., doctor’s note on official stationery) and turned in on the first day of your return to class. All missed work due to an excused absence must be turned in within one week of your return to class. No papers will be accepted after the last day of instruction.

Except for illness or other emergencies, there will be no late exams given. Failure to take an exam without prior explicit exemption by the instructor may result in a failing grade for that exam. There will also be no incompletes given, except in the case of unforeseeable and uncontrollable events preventing completion of a small but important part of the assigned work before the term’s end.

**Appointments and Office Hours:** Appointments are a privilege. Do not abuse it. You must come prepared with materials and questions to ask prior to meeting with the instructor. Otherwise, it wastes the instructor’s time and other student’s time. Plan early for appointments. Last minute appointments may NOT be accommodated.

**Attendance Policy:** I expect you to be in class, be punctual, and be ready to contribute to the class. It will be impossible to do well in this course without regularly attending and participating in class every day. If you miss class, it is advisable to get notes for that day from a classmate. Once you have the notes and have examined them, see the instructor for further clarification (if needed). Do NOT attempt to acquire these materials during class time. Do NOT ask the instructor for his/her notes or to redo the lecture during office hours.

**Alternate Locations:** In the event of disturbances that interfere with holding class at our scheduled location (e.g., bomb threats), meet the instructor at Campus Center near the ATMs. You will be given further instructions at that point. On days of scheduled exams, you will be directed to an alternate classroom to take the exam. You should check your email for additional instructions as well.

**Students with Disabilities:** Students with disabilities are encouraged to contact the KOKUA Program for information and services. Services are confidential and free for students. Contact KOKUA at 956-7511, kokua@hawaii.edu, or QLC 013.
Student Counseling: The Counseling and Student Development Center offers free and confidential counseling services. They can be reached at 956-7927 or go to QLC 312.

Iclickers: Bring your Iclicker response pads to class every day. Students are expected to use their Iclicker response pads to key in their own responses. If you are caught with more than one Iclicker response pad in your possession, you will be deducted 100 points off of your grade. Additionally, if you use the Iclicker response pad to enter in a response for another student, you both will be deducted 200 points off of your grades. To receive credit for Iclicker participation on each class day in which it is used, you must participate in at least 75% of the Iclicker activities for that day.

Video Recording: To borrow video cameras and other media equipment, go to Kuykendall 103. This office will already have your name as a student who is approved to use this equipment. However, you must keep all appointments and pick-up/return equipment promptly to the Kuykendall media rooms or they will not let any future students use the media equipment. See http://www.cis.hawaii.edu/mediaservices/MediaEquipLoan/centralpool/index.html/ for more detailed instructions and information.

Laptop Computers and Other Electronic Devices: You will only be allowed to have a laptop computer or a related electronic device during class if it is not distracting to other students and if you are using it for our class. If you are discovered to be using your computer or related device to play games, prepare work for another class or activity, listen to music, and the like, during class time, you will not be allowed to use your computer or related device for the entire semester.

Cellular/Digital Phones and Other Electronic Devices: Before attending class, turn off all cellular/digital phones and other portable electronic devices that can ring or “sing” and generally disrupt the class. This also means that texting during class is not allowed. During examinations, using or the act of looking at your phone will be considered cheating and appropriate disciplinary action will be taken.

Research Participation: The Communicology Department uses the SONA system to manage opportunities to participate in research conducted within the Communicology Department. In order to participate, students will need to create an account at http://hawaii-communicology.sona-systems.com. Once an account is established, students will be able to sign up for a variety of research projects and the system will keep track of the student’s participation. Students can participate in research projects until the last day of instruction.

GRADING SYSTEM

Midterm Examination: This exam will be given midway in the semester and will cover lecture, activities, and reading material from the first half of the course. Exam questions will consist of multiple choice, true/false, fill-in, and short answer/essay items.

Final Examination: This exam will be given at the regularly scheduled time during the final examination week and will generally cover lecture, activities, and reading material from the second half of the term. The format will be the same as the first exam.

Semester Project: There will be one semester-long, group project, articulated in the next section. This project involves creating an applied training unit that incorporates video recording. All group members will be evaluated by themselves and by their peers.

Class Activities & Participation: Throughout the semester, there will be numerous activities conducted inside and outside of the classroom. Assessment of your work will be based on your participation in Iclicker activities and on a check plus (✔+), check (✔), check minus (✔–), and minus (–) system; that is, whether you exceeded expectations, you did a good job, you did an adequate job, and you did not meet the criteria, respectively, for activities that are turned in to the instructor. The total number of points earned for activities and participation will be determined once all activities and assignments are completed.
**POINT SYSTEM:** Each graded assignment earns points, not letter grades. However, your final grade will be a letter grade. This grade will be awarded as follows:

| Excellent | A = 1000 - 900 | A+ (970) | A (930) | A- (900) |
| Above Average | B = 899 - 800 | B+ (870) | B (830) | B- (800) |
| Average | C = 799 - 700 | C+ (770) | C (700) | |
| Minimal Passing | D = 699 - 600 | D+ (670) | D (630) | D- (600) |
| Failure | F = 599 - 0 | F (0) | |

**POSSIBLE POINTS**  | **POINTS EARNED**  
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I. MIDTERM EXAM | 300  
II. FINAL EXAM | 300  
III. PROJECT | 300  
IV. CLASS ACTIVITIES & PARTICIPATION/ICLICKER | 100  
**GRAND TOTAL POINTS** | 1000  

**SEMESTER PROJECT: NONVERBAL TRAINING PROJECT**

This project for the course will be conducted in groups of approximately 4-6 people. You and your group members may choose to create a training unit area from the list provided below. Only one group of people will be able to sign up for each unit (therefore the earlier you sign up, the better the chance of getting your desired topic). You will construct a video recording, develop an accompanying manual, and present a 15-20 minute training session during class time for your class project. Note, please make sure your group has access to a video camera or similar equipment.

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<tr>
<th>Training Topic Areas</th>
<th>Sample of Possible Clients</th>
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| Nonverbal communication and leadership (dominance, power, and status cues) | Altres, Kelly Services, etc.  
Transportation Security Administration |
| Nonverbal communication and sports (uniforms, color choice, expectations for winning/losing, emotions from winning/losing) | Department of Education, Punahou, Iolani, etc. |
| Nonverbal communication and deception (stereotypical cues, suspicion, deception detection) | Honolulu Police Department  
American Bar Association |
| Nonverbal communication and romantic relationships (sexual communication, flirting, attraction, hand-holding, hugs) | Match.com, eharmony.com  
Counseling and Student Development Office |
| Nonverbal communication and credibility | Democratic, Republican Party of Hawaii  
NBC, ABC, CBS, FOX news |
| Nonverbal communication in the medical setting (rapport building for physicians, nurses) | Hawaii Medical Service Association  
Hawaii Pacific Health |
| Nonverbal communication in photography (how to pose for a picture, clothing, color, head canting, and smiling) | Kathy Muller Talent and Modeling Agency  
Hawaii Association of Realtors |
| Nonverbal communication and education (cues that aid in understanding and learning, developmental changes in children) | Department of Education  
UH Center for Teaching Excellence |
| Nonverbal communication and persuasion (touch, gaze, voice qualities) | Zippy’s Restaurants, Denny’s, IHOP, etc.  
Macy’s, Sears, etc. |
| Nonverbal communication and anxiety (communication apprehension) | Toastmasters  
UH Debate and Forensics Club |
| Nonverbal communication and intercultural communication (emotion expression across cultures) | East-West Center  
Halekulani Hotel, Sheraton Waikiki, etc. |
I. Group Members & Topic Selection (5 pts). Your first task is to select your group members and choose a project topic and client who will hypothetically hire you to conduct a training module for them. As a group, turn in TWO COPIES of a TYPED list of your group member names (in alphabetical order) and a rank order of three possible project topics (with possible clients) your group would like to develop. Clients CANNOT be STUDENTS. No duplication of topics will be allowed. This must be completed NO LATER THAN THURSDAY, JANUARY 19.

II. Preliminary Reference List (20 pts). Individually, create a preliminary reference list with a MINIMUM of FIVE reference citations of journal articles from peer-reviewed journals that are related to your group’s training module. You can examine the textbook, a computer database, the reference page on any articles you find, and a citation index in the reference area of Hamilton Library for ideas on other articles related to your topic area. Alphabetize your entries according to the last name of the first author of each reference. Each reference item should conform to the American Psychological Association’s (APA) Publication Manual (6th edition). The preliminary reference list should be typed, double-spaced, and must be accompanied by the original articles (which will be returned to you). The original articles may be turned in as a paper copy or in digital form (using the Drop Box function on the Laulima website). Do NOT send your articles via email.

Criteria for evaluation: Number of references, relevancy to training module, quality of articles (from refereed/peer-reviewed journals), recency of articles, completeness of citation, conformity to APA style, absence of grammatical and typographical errors, and adherence to assignment guidelines. DUE DATE: TUESDAY, FEBRUARY 7.

III. Video Recording, Training, & Presentation Proposal (60 points). As a group, write a 4-6 page typed paper or outline which (a) describes the rationale for your training module, the client (who cannot be students), the scope of your project, (b) identifies 3-5 specific outcomes to be achieved (i.e., discuss what the client is supposed to gain from your training module), (c) describes what you will be video recording (who, how many, how obtained), (d) explains the general content areas of the training manual, and (e) provides a detailed and specific time line for completing the videotape, training manual, presentation, and evaluations.

Criteria for evaluation: Reasonableness and completeness of proposed project, adequacy, authenticity, and creativity of videotaping idea, and clarity of ideas and procedures to be done. This paper should also be grammatically correct, be proofread, be well organized, use a scholarly reporting style, and have clearly articulated ideas. Turn in TWO COPIES of your proposal. DUE DATE: TUESDAY, FEBRUARY 21.

IV. Meeting on Proposed Video Recording, Training, & Presentation (5 pts). As soon as possible, make an appointment to meet with the instructor to discuss your proposed training module project. All group members must be present at this meeting. During the meeting, you will be assigned a due date for your in-class presentation. Meetings must take place DURING THE PERIOD OF WEDNESDAY, FEBRUARY 22 TO TUESDAY, FEBRUARY 28.

V. Develop Training Module. Create and design the training manual, video recording, and in-class presentation.

VI. Final Project (210 pts). Your final project will consist of a video recording, a written manual, and an in-class presentation. One way to think of this final project is to imagine that you are a group of nonverbal communication consultants hired by your client to train their staff, personnel, etc. on your chosen aspect of nonverbal communication. However, make sure that do not simply regurgitate material already covered in class. Your training must add to the course materials and expand on the course content.

A. The video recording (70 points) should accomplish the following objectives: (a) show that you have appropriately used this visual medium to illustrate some important aspects of your topic, (b) demonstrate accurate and complete knowledge of a particular nonverbal area, (c) provide examples of the topic, and (d) be visually clear and pleasing. Turn in a copy of your video recording. DUE DATE: TUESDAY, APRIL 17. 

**A revised video recording may be submitted on the date of the presentation**

B. The accompanying manual (70 points) will include, at minimum, all of the following elements: (a) table of contents, (b) introduction--discuss the importance of developing and/or improving skills in your selected area for your target audience and elaborate on the goals of the entire training module, (c) supporting literature review--justify and support all substantive statements/claims made in the videotape and manual by explaining and synthesizing relevant literature (following APA guidelines); this section is equivalent to the content that might be included in a literature review of a journal article, and (d) quiz questions and answers--construct a multiple choice quiz with at least FIVE questions that assesses the content of your training manual. Turn in TWO COPIES of this manual. DUE DATE: TUESDAY, APRIL 17.
C. The formal in-class presentation/training (70 points) will allow you to put your ideas into practice. You will be allotted 15-20 minutes of in-class time (maximum) where you will discuss the importance of the topic of your training project, conduct your training with the “client” (i.e., the class pretending to be your client), and show the class your video recording. During your presentation or after your formal presentation is concluded, you will give the class a handout containing a mini-quiz that assesses what the class should have learned (or the main points) from your presentation. Be sure to include the quiz questions and answers on the handout. You must also turn in TWO COPIES of a transcript or outline of the presentation to the instructor. You will be graded on the professional quality of your materials and your presentation delivery and content as a group.

**DUE DATE: TO BE ASSIGNED – MAY BE APRIL 17, 19, 24, OR 26.**

VII. Evaluations. Write a typed evaluation for yourself and each of your group members. Evaluate each group member’s contributions to the group project and your own contribution to the group project. All responses will be kept strictly confidential. Evaluate each person by answering the following questions.

A. What were _____ contributions to the group project?
B. Describe the quality of _____ participation and attitude in doing the group project (e.g., attendance at meetings, getting work done in a timely fashion, interpersonal communication skills, group communication skills, etc.).
C. On a scale of 0-100 points, estimate how much of the total grade for the group project _____ deserves (I do not want to know what grade you think your group deserves)? [Note, EACH group member should be individually evaluated on a scale of 0-100. Do not divide the 100 points among all of your group members]

**DUE DATE: NO LATER THAN THE CLASS DAY AFTER THE PRESENTATION.**

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**TENTATIVE CLASS SCHEDULE FOR COMMUNICOLOGY 470**

(Note, sometimes it is necessary to make changes in the schedule in terms of material to be covered. Changes will be announced in class.)

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<thead>
<tr>
<th>DATES</th>
<th>LECTURE TOPICS</th>
<th>READINGS</th>
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<td>Jan 10, 12</td>
<td>Orientation to Course: “Why Is Nonverbal Communication Important?”</td>
<td>Ch. 1</td>
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<tr>
<td>Jan 17</td>
<td>Nonverbal Research: “How Do We Study Nonverbal Communication?”</td>
<td>Reading 1-4</td>
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<tr>
<td><strong>Jan 19</strong></td>
<td><strong>LIBRARY TOOLS: MEET AT HAMILTON LIBRARY CLASSROOM 306</strong></td>
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<tr>
<td>Jan 24, 26</td>
<td>Nonverbal Research: “How Do We Study Nonverbal Communication?” (cont.)</td>
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<td>Feb 2</td>
<td>Physical Appearance: “Do Looks Really Matter?”</td>
<td>Ch. 2, 4</td>
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<td>Feb 7</td>
<td>Kinesics &amp; Oculsics: “Actions Speak Louder Than Words”</td>
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<tr>
<td>Feb 9, 14</td>
<td>Proxemics &amp; Haptics: “Don’t Touch Me and Don’t Stand Too Close To Me”</td>
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<tr>
<td>Feb 16</td>
<td>Vocalic Codes: “Stop Whining”</td>
<td>Ch. 3, 5</td>
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<tr>
<td>Feb 21</td>
<td>Place and Time Codes: “That Is Ugly. Are You A Morning Person?”</td>
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<td>Feb 23</td>
<td>Olfactics: “Do You Smell Something Funny?”</td>
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<td>Feb 28</td>
<td>Catch-Up &amp; Review for Midterm</td>
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<tr>
<td><strong>Mar 1</strong></td>
<td><strong>MIDTERM EXAMINATION</strong></td>
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<td>Mar 6, 8</td>
<td>Managing Identifies and Forming Impressions: “How Do You See Me?”</td>
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<td>Mar 13, 15</td>
<td>Communicating Emotions: “You’re Making Me Very Angry”</td>
<td>Ch. 6</td>
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<tr>
<td>Mar 20, 22</td>
<td>Managing Conversations: “Stop Talking When I’m Trying To Speak”</td>
<td>Ch. 7, 8</td>
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<tr>
<td><strong>Mar 27, 29</strong></td>
<td><strong>HOLIDAY - SPRING RECESS</strong></td>
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<tr>
<td>Apr 3, 5</td>
<td>Defining and Managing Relationships: “Where Do We Stand?”</td>
<td>Ch. 9, 12</td>
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<td>Apr 10</td>
<td>Influencing Others: “Do As I Say, Not As I Do”</td>
<td>Ch. 10</td>
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<tr>
<td>Apr 12</td>
<td>Deceiving Others: “Are You Pulling My Leg?”</td>
<td>Ch. 11</td>
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<tr>
<td><strong>Apr 17, 19, 24, 26</strong></td>
<td><strong>TRAINING PRESENTATIONS</strong></td>
<td></td>
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<tr>
<td>May 1</td>
<td>Catch-Up and Wrap-Up</td>
<td></td>
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<tr>
<td>May 10</td>
<td><strong>FINAL EXAMINATION: 12:00 - 2:00 PM</strong></td>
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