COMMUNICOLOGY 472 E FOCUS – DECEPTIVE COMMUNICATION
Mondays, Wednesdays, and Fridays 12:30 - 1:20 pm
Webster Hall 103

PROFESSOR: Dr. Amy Hubbard  
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OFFICE: George Hall, Room 333  
E-MAIL ADDRESS: aebesu@hawaii.edu
OFFICE HOURS: MWF 11:30-12:15 am & by appt.  
COMG WEBSITE: manoa.hawaii.edu/communicology

TEXTBOOK & MATERIALS


2. Iclicker 2 response pad

3. Some assignments, class materials, outlines of PowerPoint lectures, and announcements may be shared 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. Go to: https://laulima.hawaii.edu and enter your UH identification and password to use Laulima.

PREREQUISITES: Students must have a Junior standing or higher and have taken COMG 301 or 302 to enroll in COMG 472.

OVERVIEW & OBJECTIVES

This course is designed to acquaint students with the major social scientific theories, concepts, principles, and research findings in deceptive communication. Toward that end, we will examine how people create deceptive messages and strategies people use to detect deception. We will also survey and analyze the ethics involved in perpetrating and detecting deception in a variety of applied contexts, including academic, personal relationship, marketing, safety/security, and entertainment. Additionally, we will review how suspicion, stereotypes, heuristics, motivation, and mode of communication affect deceptive communication.

This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions, and assignments, students will develop basic competency in recognizing and analyzing ethical issues, responsibly deliberating on ethical issues, and making ethically determined judgments.

Student Learning Outcomes
1. Identify the basic communication issues and controversies in deception scholarship
2. Understand contemporary research and theory on deception
3. Understand the process of designing deceptive messages
4. Identify the factors that influence whether deception is detected
5. Identify deceptive practices in everyday life
6. Apply an ethical analysis to deceptive communication situations

CLASS FORMAT

This class will involve lecture, discussions, and activity-based learning. Because students will develop both a theoretical and practical understanding of deceptive communication, students will need to analyze and practice what they are learning. To do this successfully, students will need to complete the readings by the date in which the reading 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/.

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 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.

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 and review sessions of exams, using or the act of looking at your phone will be considered cheating and appropriate disciplinary action will be taken.

Video Recording: To borrow video cameras and other media equipment, go to Kuykendall 103, and bring your student ID. 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/equipment/ for more detailed instructions and information.
**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.

**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.

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

**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.

**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.

If you send the instructor an email message during regular business hours on weekdays, you can expect a response within 24 hours. If you do not hear from the instructor, then feel free to email the instructor again because your message might not have been received. During other times, such as weekends and holidays, response times may be longer.

**Paper & Oral 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 write and speak in a manner appropriate for an academic and scholarly environment and 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:

<table>
<thead>
<tr>
<th>“I certify that this project and paper is my own work and is written for this class only.”</th>
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<tbody>
<tr>
<td>Student Printed Name</td>
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</table>
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.

Research Participation: The Communicology Department uses Sona Systems 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 to earn extra credit in this course.

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.

Projects: There will be three projects conducted in this class. The projects are designed to allow students to think more deeply about deception related issues on a personal, ethical, and theoretical level. Working collaboratively with other members of the class will be an inherent part of two of the projects and I expect students to be engaged, focused, and a positive contributing member in your groups. All group members will be evaluated by themselves and by their peers.

Debate Project

For this assignment, students will be a part of a team of three people who will debate another team of three people in class on an issue related to deceptive communication.

I. Debate Teams
   A. There will be two teams who will debate each other: The affirmative team (3 people) and the negative team (3 people).
   B. Teams are expected to work collaboratively together with each member being responsible for researching and developing a set of arguments/counterarguments and evidence.
   C. All team members must speak during the debate for approximately the same amount of time.
II. Debate Topics
A. We resolve that people should strive to be accurate deception detectors.
B. We resolve that truth is more harmful in personal relationships than lying.
C. We resolve that advertisers should be able to deceive as long as they are not lying.
D. We resolve that people should not engage in plastic surgery because it is deceptive.
E. We resolve that current and former newscasters should be banned from endorsing commercial products.
F. We resolve that when families want to deny telling the patient the truth about the medical condition, nurses have an obligation to tell the truth to the patient.
G. We resolve that current and former newscasters should be banned from endorsing commercial products.
H. We resolve that people who use hair color to cover gray hair are being deceptive.
I. We resolve that people should not smile when they are not happy because it is deceptive.

III. Debate Round Order and Time Limits
A. Affirmative Constructive – 3 minutes max
B. Negative Constructive – 3 minutes max
C. Break – 1 minute
D. Cross-examination by Affirmative – 3 minute max
E. Cross-examination by Negative – 3 minute max
F. Break – 1 minute
G. Affirmative Rebuttal – 2 minutes max
H. Negative Rebuttal – 2 minutes max
I. Break – 1 minute
J. Affirmative Last Shot – 1 minute max
K. Negative Last Shot – 1 minute max

IV. Components of Debate
A. Constructive: The constructive is your chance to build your side of the debate. You begin the debate with a general introduction about the importance of the proposition being disputed. You should then clearly articulate the side of the debate for which you will be arguing. You should end the constructive by establishing two or three main arguments supporting your position. The point of debate is not simply to make broad claims about your position. You are required to employ skills of deductive analysis and research that offer additional evidentiary support for your claims.
B. Cross-Examination: The cross-examination is an important part of the debate for many reasons. You may use the cross-examination to elicit information, aid in the development of your arguments, assist in weakening an opponent’s arguments, and/or clarify an unclear position. The goal of the cross-examination is to ask and answer questions in a prompt, yet exhaustive, manner. Speakers are rewarded for their ability to maintain professionalism during the cross-examination. You may decide to prepare general questions in advance of the debate, but it is also important to ask questions about specific arguments your opponent develops during the constructive.
C. Rebuttal/Last Shot: The rebuttal and last shot is a chance for you to respond to the “attacks” your opponent makes on your position. The responses should use both research and reasoning to mitigate the concerns of your opponents and audience members. To maintain organization, you should first articulate the attack from the opposition and then state how you respond to those concerns. It is important to manage time appropriately given the constraints. For the last shot speech, you should choose the argument that involved the most clash. Provide a comprehensive analysis of why you thought your position still remains superior after weighing all arguments.

V. Constructive and Evidence Cards
A. Students should prepare and memorize their Affirmative Constructive or Negative Constructive speech. These speeches should contain:
   1. an introduction
   2. at least two arguments in favor of/against the resolution
   3. evidence from the research which supports the arguments (at least three different citations)
   4. a direct appeal to your audience to concur with your position
B. Evidence cards should be used to document and condense arguments. Evidence cards provide an easy way to access the information. A card is composed of three parts: the tag, the cite, and the body. The tag is the debater's summary of the argument presented in the body. A tag is usually only one or two sentences. The cite contains all relevant citation information (that is, the author, date of publication, journal, title, etc.). Although every card should contain a complete citation, only the author's name and date of publication are typically spoken aloud during a debate. Some teams will also read the author's qualifications if they wish to emphasize the information. The body is a fragment of the author's original text. The length of a body can vary greatly—cards can be as short as a few sentences and as long as two or more pages. Most cards are between one and five paragraphs in length. The body of a card is often underlined or highlighted in order to eliminate unnecessary or redundant sentences when the card is read during a debate. In a round, typically the tag is read first, followed by the cite, and then the body.

C. Teams must develop a minimum of six evidence cards and use a minimum of 3 sources during their debate.

VI. Some Suggestions
   A. Take notes during the debate. One useful note taking system is called, flowing. Flowing helps debaters keep track of the arguments through the use of two columns on a sheet of paper, with one column devoted to listing the different arguments of the opposition and the other column used to identify responses to those arguments.
   B. You should prepare in such a way as to provide a coherent basis for your position and clear counterarguments that may be lodged by your opponents. You should support all your points with evidence and solid data (e.g., expert opinion and statistics). But, do not neglect moral considerations and commonsense reason. Additionally, do not lose sight of your voice: your viewpoint, your interpretation of the issues, and your conclusions.
   C. Whether you agree with the position you are arguing is irrelevant. For the duration of the debate and class period you must act as though you advocate your stance fully and enthusiastically.
   D. Practice debating with your team members and individually practice your arguments so you can present extemporaneously using brief notes on note cards.
   E. When preparing arguments and counterarguments, aim for depth instead of breadth.
   F. Refrain from sarcasm and personal attacks preceding and during the presentation.
   G. Divide your work among the team members by assigning people to research support for your position and against your position. Team members may be experts in certain arguments.

VII. Assessment. Pay particular attention to the following criteria.
   A. Argument Quality: The speakers presented clear, logical arguments to support their position and demonstrated logical fallacies in their opponent's arguments.
   B. Research Quality: The speakers presented relevant research to support their claims. They included information to determine the credibility of the source from which the research was drawn. Research should be synthesized and related to the argument under analysis.
   C. Refutation/Critical Analysis: The speakers were able to respond effectively to the attacks from the opposition. They were able to answer questions concerning their position from their opponents.
   D. Professionalism: The goal of debate is not to speak louder than the opponents. Civility and professionalism in debate is rewarded.
   E. Clarity/Delivery: The delivery in the debate was free from dysfluencies. The speakers were able to clearly articulate their positions. They used the limited time available in the debate effectively.

VIII. Point Distribution
   A. Typed Evidence Cards and Constructive Speeches – 10 points
   B. Debate – 38 points
   C. Winning team – 2 points

IX. Due Dates
   A. Submit a list of team members and a rank order of the team’s top 3 debate topics to the instructor by January 26, 2015.
   B. Debates will be held on either February 18 or 20, 2015.
   C. Evidence cards and constructive speeches are due on date of presentation.
Journal Project

For this assignment, students will individually keep a detailed daily record of deceptive communication that occurs in their personal life. Each student will need to record at least 7 consecutive days and then write a 2 – 4 page typed paper that analyzes the patterns in their records and the ethics of the deceptions they perpetrated and detected.

I. Journal Entries. The content of the journals is based on instances of deceiving, detecting deception, and being suspicious of others. It is not based on a quota system of one incident per day. Write an entry each time a deception occurs or is detected. However, students must have at least 5 entries to analyze (in rare cases, students may have to extend their record keeping beyond the 7 consecutive days to have 5 entries).

The actual formatting of the journal entry will be left up to the student, but all records must be typed and include the following elements, as applicable.

A. When did the deceptive communication occur? When was it detected?
B. Where did the deceptive communication occur? Where was it detected?
C. Describe the nature of the relationship to the persons involved in the deceptive communication interaction (e.g., stranger, friend, mother, father, sibling, co-worker, boss, or professor).
D. How close do you feel to the persons involved (very close to not close at all)?
E. What was your role (were you the sender/deceiver or receiver/deceivee/dupe)?
F. If you were the sender/deceiver, how did you feel? Did you feel guilty? Scared? Annoyed? Happy? Anxious? Other emotions ________? At what point did you feel these emotions?
G. Describe the situation and setting.
H. If you were the sender/deceiver, did you think the receiver was suspicious? Why?
If you were the receiver, what made you suspicious?
I. How did you deceive the other person (or how did the other person deceive you)?
J. What motivated you to deceive (or what do you think motivated the other person to deceive you)?
K. How did you or the other person detect your deception? How long did it take (minutes, hours, days)?
L. Was the deception anticipated?
M. Was the deception sanctioned by someone else/something else or was it your own choice to deceive?
N. What outcomes were associated with the deception or detection of deception?
O. Other details or observations?

II. Grading Criteria. Journal entries will be graded on responsiveness to the journal record elements identified previously, organization, and incorporation of class terms/concepts. The paper will be graded on (a) insight into how deceptions are enacted and detected, (b) analysis of the ethical issues involved in the deceptions encountered, (c) integration of class concepts/terms, (d) organization and logical flow of the paper, and (e) adherence to correct grammar and appropriate writing style.

III. Due Date. Journal entries and paper are due on March 30, 2015.

High Profile Deception Project

For this assignment, in pairs, students will research and present their findings on a high profile deception. The goal of this assignment is to examine a non-academically derived deceptive communication example and analyze its parallels and inconsistencies with scholarly deception research.

I. Partner Selection and High Profile Deceiver Selection. Students will find one or two partners to work with and will find and research a naturally occurring, high motivation deception. This deception should be relatively non-controversial in that it is generally accepted that deception and deceptive communication occurred. Please gain approval of your high profile deception choice before proceeding further because no duplication of profiles will be accepted. Also, submit your presentation date preferences.
II. Profile Paper. In a 5 – 7 page paper, students will discuss the deception and its linkages to contemporary scholarly research on deception. At minimum, the paper will address the following three areas.

A. The paper will detail the circumstances of the deception and its detection, including any additional pieces of information such as motivations, consequences, and role of suspicion.

B. The paper will explore the parallels or lack of parallel to the research findings and the manner in which research is conducted on deceptive communication. Scholarly journal articles and other academic writings should be incorporated into your analysis.

C. The paper will discuss the implications for thinking about and studying deceptive communication to include highlighting important considerations that should be addressed when theorizing about and investigating deceptive communication.

D. Criteria for evaluation are: (a) fully addressing the three areas that must be examined in the paper, (b) evidence of your own original analysis and thinking, (c) clear identification of what material is taken from other sources, with complete citations on all materials taken from other sources and identification of whether or not it was taken from a primary source or secondary source (primary sources are preferred), and (d) well-organized and logical structure to the paper. Additionally, papers will be penalized for spelling, grammatical, and typographical errors. The reference list must be complete, accurate, and conform to APA style.

III. Presentation. Design a formal 12 – 14 minute presentation based on your research and paper. This presentation should include a multi-media example (ideally with the actual communication) and transcripts of the deceptive communication. You will be graded on your ability to give a well-organized presentation, provide a coherent description of the deception, its connection to scholarly research on deceptive communication, and its implications for theorizing and investigating deceptive communication. The presentation must be completed within that time frame and each group member must present some of the findings to the class. Deliver your presentation in a credible and professional manner. Be sure to follow the principles of designing (e.g., including an attention getter, preview, transitions, clear pattern of organization, and memorable closing) and delivering effective presentations (e.g., strong, loud voices, easy to identify who is speaking, effective gestures and movements, sustained eye contact with the audience, and sufficient energy and enthusiasm).

IV. Evaluations. Write a typed evaluation for yourself and your partners. Evaluate your partner’s contributions to the high profile deception project and your own contribution to the high profile deception project. All responses will be kept strictly confidential. Evaluate each person by answering the following questions.

A. What was ____________ contributions to the project?
B. Describe the quality of ____________ participation and attitude in doing the project (e.g., attendance at meetings, getting work done in a timely fashion, interpersonal communication skills, group communication skills, etc.).
C. Did you think ____________ worked hard on the project?
D. How creative was ____________ contributions?
E. Was it easy or difficult to work with ____________?
F. Was ____________ a team player?
G. What specific suggestions do you have for improvement for ____________?
H. Have you shared any of this information with your specific partners? If so, how and what happened? If not, why not?
I. On a scale of 0-100 points, estimate how much of the total grade for the project ____________ deserves (I do not want to know what grade you think you and your partners deserve)? [Note, EACH partner should be individually evaluated on a scale of 0-100. Do not divide the 100 points between yourself and your partners]
J. Additional comments?

V. Point Distribution

A. Partner Selection and High Profile Deceiver Selection – 5 points
B. Profile Paper – 70 points
C. Presentation – 70 points
D. Evaluations – 5 points
VI. **Due Dates**
A. Submit partner names, deceiver selection, and presentation date preference by **March 16, 2015**.
B. Profile papers are due on **April 20, 2015**.
C. Presentations will be held on **April 20, 22, 24, and 27, 2015**.
D. Evaluation of partners due on **April 29, 2015**.

**Class Activities:** Throughout the session, there will be numerous activities conducted inside and outside of the classroom. Assessment of your work will be based on your participation in Iclicker and other in class activities as well as miscellaneous outside-of-class mini-assignments that will be worth between 5 to 10 points for individual mini-assignments. The total number of points earned for Iclicker and in class activities will be determined at the halfway mark in the semester and at the end of the semester.

**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:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>A = 1000 - 900</th>
<th>A+ (970)</th>
<th>A (930)</th>
<th>A- (900)</th>
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</thead>
<tbody>
<tr>
<td>Above Average</td>
<td>B = 899 - 800</td>
<td>B+ (870)</td>
<td>B (830)</td>
<td>B- (800)</td>
</tr>
<tr>
<td>Average</td>
<td>C = 799 - 700</td>
<td>C+ (770)</td>
<td>C (700)</td>
<td></td>
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<tr>
<td>Minimal Passing</td>
<td>D = 699 - 600</td>
<td>D+ (670)</td>
<td>D (630)</td>
<td>D- (600)</td>
</tr>
<tr>
<td>Failure</td>
<td>F = 599 - 0</td>
<td>F (0)</td>
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| I. MIDTERM EXAM      | 300            |          |
| II. FINAL EXAM       | 300            |          |
| III. PROJECTS        |                |          |
| A. DEBATE            | 50             |          |
| 1. Evidence Cards & Constructive Speeches (10 pts) |          |
| 2. Debate (38 pts)   |          |
| 3. Winning team (2 pt) |          |
| B. JOURNALS          | 100           |          |
| C. HIGH PROFILE DECEPTION & PRESENTATION | 150 |          |
| 1. Partner Selection & High Profile Selection (5 pts) |          |
| 2. Profile Paper (70 pts) |          |
| 3. Presentation (70 pts) |          |
| 4. Evaluations (5 pts) |          |
| IV. CLASS ACTIVITIES  |                |          |
| A. ICLICKER/PARTICIPATION (75 pts) |          |
| B. MINI ASSIGNMENTS  (25 pts) |          |

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<thead>
<tr>
<th>POSSIBLE POINTS</th>
<th>POINTS EARNED</th>
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<tr>
<td>GRAND TOTAL POINTS</td>
<td>1000</td>
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**TENTATIVE CLASS SCHEDULE FOR COMMUNICOLOGY 472**
(Note, sometimes it is necessary to make changes in the schedule in terms of material to be covered. Changes will be announced in class.)

<table>
<thead>
<tr>
<th>DATES</th>
<th>LECTURE TOPICS</th>
<th>READINGS**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12, 14, 16</td>
<td>Overview and Conceptual Definitions of Deception</td>
<td>Ch. 1, 4</td>
</tr>
<tr>
<td><strong>JAN 19</strong></td>
<td><strong>NO CLASS - MARTIN LUTHER KING, JR. DAY</strong></td>
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<tr>
<td>Jan 21, 23, 26, 28, 30</td>
<td>Deceptive and Truthful Messages</td>
<td>Ch. 2</td>
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<tr>
<td>Feb 2, 4, 6</td>
<td>Investigating Deception and Ethical Decisions</td>
<td>Ch. 3, ++</td>
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<tr>
<td>Feb 9, 11, 13</td>
<td>Deception in Academia</td>
<td>++</td>
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<tr>
<td><strong>FEB 16</strong></td>
<td><strong>NO CLASS – PRESIDENTS’ DAY</strong></td>
<td></td>
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<tr>
<td><strong>FEB 18, 20</strong></td>
<td><strong>DEBATES</strong></td>
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<tr>
<td>Feb 23</td>
<td>Children and Deception</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Feb 25, 27</td>
<td>Theories of Deception</td>
<td>Ch. 6, ++</td>
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<tr>
<td>Mar 2, 4</td>
<td>Verbal and Nonverbal Correlates of Deception</td>
<td>Ch. 7</td>
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<tr>
<td>Mar 6</td>
<td>Strategies to Detect Deception</td>
<td>Ch. 9, ++</td>
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<tr>
<td><strong>MAR 9</strong></td>
<td><strong>MIDTERM EXAMINATION</strong></td>
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<tr>
<td>Mar 11, 13</td>
<td>Strategies to Detect Deception - Continued</td>
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<td>Mar 16, 18, 20</td>
<td>Deception in Safety/Security Professions</td>
<td>Ch. 8, 10, ++</td>
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<td><strong>MAR 23, 25, 27</strong></td>
<td><strong>NO CLASS – SPRING RECESS</strong></td>
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<td>Mar 30, Apr 1</td>
<td>Deception in Personal Relationships</td>
<td>++</td>
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<td><strong>APR 3</strong></td>
<td><strong>NO CLASS – GOOD FRIDAY</strong></td>
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<td>Apr 6, 8</td>
<td>Deception in Personal Relationships - Continued</td>
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<td>Apr 10, 13, 15, 17</td>
<td>Deception in Entertainment</td>
<td>++</td>
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<td><strong>APR 20, 22, 24, 27</strong></td>
<td><strong>HIGH PROFILE DECEPTION PRESENTATIONS</strong></td>
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<tr>
<td>Apr 29, May 1, 4</td>
<td>Deception in the Public Arena</td>
<td>Ch. 11, 12, 13</td>
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<tr>
<td>May 6</td>
<td>Catch-Up and Wrap-Up</td>
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<td><strong>MAY 11</strong></td>
<td><strong>FINAL EXAMINATION: 12:00 - 2:00 PM</strong></td>
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</table>

**All readings will be made available throughout the semester via Laulima, including chapters from the assigned textbook (Ch.) and additional articles (++)**