COMMUNICOLOGY 770
ISSUES IN MESSAGE PROCESSING: NONVERBAL COMMUNICATION
Tuesdays 3:00 - 5:30 pm
George Hall 214 and 335

PROFESSOR: Dr. Amy S. E. Hubbard
OFFICE: George Hall, Room 333
OFFICE HOURS: TR 10:30-11:20 am & by appt.

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COURSE DESCRIPTION & OBJECTIVES

This graduate seminar is designed to provide an in-depth survey of social scientific research and methodologies used to study nonverbal communication. Basic conceptual foundations will be reviewed as well as current theory and research on nonverbal communication. In addition, both theoretical and applied aspects of the study of nonverbal communication will be examined.

Student Learning Outcomes:

1. Understand major areas of research in nonverbal communication
2. Articulate current findings and perspectives on nonverbal communication
3. Critique and synthesize research findings on nonverbal communication
4. Discriminate between scientific claims and non-scientific claims about nonverbal communication
5. Identify various nonverbal communication measures available and the typical paradigms and practices used in conducting nonverbal research
6. Understand how to conduct a nonverbal communication research study
7. Analyze nonverbal behaviors in communicative interactions

REQUIRED TEXTBOOKS & MATERIALS


Each student is responsible for obtaining the articles and book chapters included in the reading list in this syllabus.

Some readings, assignments, class materials, and announcements may be distributed to the class via Laulima. It is each student’s responsibility to regularly check the Laulima account. Students should go to https://laulima.hawaii.edu and enter their UH identification number and password to use Laulima.
RECOMMENDED READINGS AND MATERIALS


CLASS FORMAT

This course will be conducted in a seminar format. The majority of class time will be devoted to discussion of the issues raised in the readings. Participation in this class means that each student will ask intelligent questions about the readings, raise pertinent issues for discussion, make helpful contributions to the discussion, and answer pointed questions posed by the instructor. Thus, it is essential that students carefully read the assigned readings PRIOR to each class meeting. Completion of the required readings is a prerequisite for attendance in class; students should not show up for class if they have not done the readings. Students are responsible for assigned reading material that is and is not covered in class. Students should avoid language that is sexist, racist, and ageist in their writing and speaking.

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/.

**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. Written work should follow the American Psychological Association (APA) style (most recent edition) and the guidelines described in SUGGESTIONS FOR WRITING PAPERS included in this syllabus.

**Late Papers/Assignments/Incompletes:** In general, no late papers or assignments will be accepted. Exceptions may be made for MAJOR medical and MAJOR personal problems when the instructor has been given notification at the first possible opportunity. 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. 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 end of the term.

**Attendance Policy:** Students are expected to be punctual, alert, and ready to contribute to the class. Absences will result in a 50-point penalty and tardiness/early departures will result in a 25-point penalty.

**Appointments and Office Hours:** Students must come prepared with materials and questions when 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 (“COMG 770”) 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 of responding 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.

In general, students can expect a response from the instructor within 24 hours. If the instructor has not responded to the student in that time frame, feel free to contact the instructor again because there might have been a problem with delivery of the email message.

**Laptop Computers and Other Electronic Devices:** Students 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 the student is using it for COMG 770 class work. If the student is discovered to be using the computer or related device to play games, prepare work for another class or activity, listen to music, and the like, during class time, the student will be dismissed from class.
**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.

**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.

**SUGGESTIONS FOR WRITING PAPERS**

1. All papers must be typewritten. Please double space. Do not use 1-1/2 space. Leave 1” margins at the side, top, and bottom so comments may be made on the paper without great difficulty.

2. Your papers should look clean and neat. Do not cross out errors. Do not write in corrections. Do not use draft quality when printing your papers.

3. Do not place papers in booklet covers. Staple or paper clip the pages together. Please do not use decorative clips, and please do not dog-ear the pages.

4. You are responsible for correct grammar, punctuation, spelling, and format. If you have not done much writing before, consult a style handbook (e.g., The Complete Stylist and Handbook). You should also regularly consult a dictionary for spelling. If you are using a word processing package, please remember to use your spell checker. Do remember, however, that a spell checker will not catch all spelling errors.

5. In general, follow the suggestions for composition in the Publication Manual of the APA (the most recent edition). Be particularly attentive to proper referencing within the text and on the reference page.

6. Avoid unnecessary quotations. Especially for assignments in this class, quotations are rarely appropriate. If you must use a quotation, make it as brief as possible. Unless the quotation is written in a particularly elegant way or is needed to demonstrate the author's position on some issue, you will usually be better off simply paraphrasing it. Make sure that any quotation is used to support your own analysis, and not to replace it.

7. Please check subject-verb agreement and the agreement of pronouns and their referents. Remember that "criteria," “data,” and "phenomena" are plural nouns which do not agree with "it."

8. Please use gender neutral language when possible. However, try to avoid awkward phrases such as "s/he" or "his or her." In the case of indefinite references, it is perfectly acceptable to use third person plural pronouns (e.g., "they," "their," or "theirs") as a gender neutral substitute for third person singular pronouns (e.g., "he," "she," "her," or "his").

9. Make sure that you use proper punctuation. Remember that brackets indicate your interpolations in a quotation whereas parentheses represent interpolations in the original. Be sure to leave spaces between the three dots in an ellipsis. Be sure to check whether it is proper to place punctuation inside or outside the quotation mark.
10. Avoid splitting verb phrases. Whenever possible, place the modifying adjectives or adverbs before or after the verb phrase rather than in the middle of it.

11. Papers should be regarded as exercises in scholarly writing. Narrative material on how you discovered your topic, why the phenomenon you have chosen is personally important to you, and why you enjoy the course is neither necessary nor appropriate.

12. A major purpose of any writing assignment is to develop a clear and concise writing style. Remember, paragraphs should have thesis statements. The material in the paragraph should develop that thesis statement. Check to see that what you write is pertinent to a main point and that what you write follows a clear, orderly pattern of development. You should be able to outline in statement form the entire content of your paper.

13. Remember, a scholarly paper is argumentative and reflective. It should not be treated as simply a vehicle for the assertion of personal feelings, beliefs, or reactions. Individual interpretations require public justifications. Criteria for cogent arguments apply to your own paper as well as to the material you might be analyzing. Claims made in the paper need to be developed and defended. Descriptions should be elaborated. Opinions must be clarified and justified. In short, claims made in the paper should be presented and supported in a way that is understandable and convincing to a potential reader -- and not just to yourself.

14. Sources of information should be properly referenced. Wording and phrasing borrowed from other sources should be so indicated. Ideas or the outline of ideas should also be properly acknowledged if these are obtained from someone else. There is nothing unethical about using information or ideas that you found through research or discussion if you properly credit the source. Failure to do so, however, constitutes plagiarism.

15. Do not leave papers to be written until the last minute. Please have consideration for your reader as well as pride of authorship, and allow yourself enough time to prepare the paper so that your ideas may be expressed in clear, succinct, and stylistically appropriate prose.

16. Proofread your papers (and have classmates proofread and provide feedback on your work)!!!

**EVALUATION**

1. **Novel Nonverbal Observation** (100 points or 10% of grade): The goal of this assignment is to become more aware of nonverbal communication in everyday life by discovering a new nonverbal behavioral pattern.
   
   A. Students will observe people interacting in common situations (e.g., walking, eating) until the student observes a pattern the student was not fully aware of before. This behavior must be nonverbal, must be communicative, and must be novel to the student. In other words, examine the nonverbal behavior of people communicating with each other and continue observing them until a new nonverbal communication pattern is seen that had not been noticed before. The nonverbal communicative behavior should not be idiosyncratic behavior.
   
   B. Students will write a 3-5 page paper that describes what was observed, discusses its possible meanings, and explains why what was observed was nonverbal communication. Students should speculate about the meaning of the discovered nonverbal behavioral pattern to the parties interacting, discuss how the behavioral pattern would be classified in terms of
nonverbal communication, identify the characteristics that make it communicative, explain possible reasons for why the nonverbal communicative behavioral pattern occurred and the influences on its occurrence, and examine the likelihood of it occurring again (alone or in combination with other nonverbal cues or in different contexts).

C. Papers will be graded on writing ability, insightfulness, and analytic skills.

D. Students will share their insights with the class and demonstrate/illustrate the novel nonverbal communication that was observed in a 3-5 minute presentation (bring a visual aid to class).

E. Due Dates
2. Presentation: September 3, 2013

II. Reading Analysis (200 points or 20% of grade): The goal of this assignment is better prepare students to have productive and stimulating class discussions on the readings. Students will practice concept-integration skills and scholarly speaking skills. The reading analysis will allow students to display their grasp of the arguments made in the readings, their ability to reason about the issues raised, and their ability to write in clear, lucid prose. The reading analysis will also encourage students to more thoroughly think through the readings’ main concepts and its role in the field of nonverbal communication. Students will be graded on the accuracy and thoroughness of their summaries, the readability and format of the summaries, their command of the reading, their ability to pose thoughtful/provocative questions/statements, and their skill in generating lively discussion.

A. Each student will, in writing and orally, summarize 1 reading per week for 10 class sessions (September 3 through November 12, excluding September 24). Written summaries should typically be 2 pages, but no longer than 4 pages (in outline format, paragraphs, or a combination). Students will sometimes be asked to provide a 30 second oral summary and other times you will be expected to elaborate on your reading for 5 minutes. Be prepared for both contingencies. Avoid reading from the typewritten summary.

B. Each student will also type discussion questions (or reaction statements) for ALL of the assigned readings for the class (October 1 through November 12). Students should make sure that they have thought through how they would respond to their questions before using them for class discussion. After the oral summary on the reading is provided in class, students should immediately begin posing their discussion questions (or reaction statements) to the class.
1. Students will write at least 1 discussion question (or reaction statement) for each of the readings.
2. Students will write at least 1-2 integrative discussion questions (which reflects on issues addressed in several articles).
3. Exceptions
   a. On September 3, instead of writing discussion questions, each student will compare and contrast the readings by identifying at least 2-3 areas of similarities and differences.
   b. On September 10, instead of writing discussion questions, each student will explain and conduct a close approximation of a specific paradigm/practice in nonverbal communication research. Students will be given about 15 minutes of class time.

C. Due Dates
1. Summaries (provide hard copies to the instructor and class): September 3 through November 12, excluding September 24
2. Comparison and contrast: September 3
3. Paradigm/practice materials: September 10
4. Discussion questions (reaction statements): October 1 through November 12, excluding September 24
III. **Research Study** (250 points or 25% of grade): The goal of this assignment is to develop a research paper that can be submitted to a communication conference. Students will participate in all aspects of designing and conducting a research study. Students will be graded on their initiative, quality of work, attention to detail, attitude, timeliness, and problem solving ability. Additionally, on the last day of class, students will provide a debriefing of the research study (i.e., explanation of findings, implications of findings, limitations of study, future directions, and concluding remarks) in written and oral form. If the Human Studies Program does not approve of the class research study, an alternative assignment will be given.

IV. **Lecture Presentation** (250 points or 25% of grade): The goal of this assignment is to become well versed in a particular aspect of the nonverbal communication in an applied context (e.g., close relationships, instructional, medical, media, computer-mediated, culture, intergroup, and organizational).

A. Students will develop, design, and execute a 50-75 minute, formal in-class presentation on their chosen area for either an advanced undergraduate course on nonverbal communication or a specialized audience for which you could do “nonverbal communication consulting.” Please note that the time limit may be adjusted depending on the final class size.

B. Students will provide a self-analysis of the goals they hope to accomplish with the presentation.
   1. Consider your personal, academic, and professional goals for this project. Think about what you hope to accomplish and demonstrate in your presentation.
   2. In 1-2 pages, list and explain 3-5 goals for your presentation. Make sure that these goals are specific, measurable, and realistic.

C. At minimum, students will provide the class with an outline of their presentation, a bibliography of references, questions for discussion, a quiz (with answers), and a well-conceptualized and executed presentation that incorporates at least two activities or application exercises and at least one multimedia example.

D. Students will provide a self-assessment of the outcomes achieved during the presentation.
   1. In at least 1-2 pages, discuss whether your goals for the presentation were accomplished.
   2. Consider the following questions: Did you meet the goals you specified apriori? Did your goals change along the way? How so? Did anything unexpected happen? If your goals were not met, explain why? How would you improve? (Hint: It is particularly important that you demonstrate your attention to detail, multiple perspectives, and self-reflexivity in your assessment of yourself.)

E. Lecture topics must offer a unique and complementary perspective to the planned research literature of the course. To ensure no duplication and appropriateness of topics, please gain approval of your lecture topic as soon as possible. The lecture presentation topic areas are laid out in Course Schedule, but adjustments can be made.

F. Students are required to provide at least one article/book chapter for each member of the class as an “Assigned Reading” for their presentation day. This article must be distributed at least ONE WEEK BEFORE the presentation day.

G. **Due Dates**
   1. Lecture topic approval: **No later than September 24**
   2. Reading assignment: **No later than one week before lecture presentation date**
   3. Self-analysis of goals: **November 26, December 3, or December 7**
   4. Lecture presentation and related materials: **November 26, December 3, or December 7**
   5. Self-assessment of outcomes: **Within 48 hours following presentation date**
V. **Debunking Nonverbal Myths** (100 points or 10% of grade): The goals of this assignment are to identify imprecise information on nonverbal communication that is disseminated in the mass market and to provide more accurate information on nonverbal communication.

A. Read several chapters from a nonverbal book that is available in the mass market (see list below). Find one or more faulty claims that are made in the book. Notify the instructor of your book selection.

8. Spy the Lie: Former CIA Officers Teach You How to Detect Deception by Philip Houston, Michael Floyd, Susan Carnicero and Don Tennant (2013)

B. In a 3-5 page paper, explain the faulty claim(s) that is(are) made by the author of the mass market nonverbal book and provide correct information on that area of nonverbal communication based on credible research. This will entail that you provide introductory/background material on the book, research background information on the author, and find relevant and credible journal articles and edited book chapters on the specific area of nonverbal communication in question. Be sure to include a reference page following the American Psychological Association’s (APA) Publication Manual (most recent edition).

C. Students will share their assessments of the mass market book on nonverbal communication to the class in 3-5 minute presentation. Students should avoid overstating either their claims or the authors of the book’s claims. Student must also discuss what evidence would be needed to support the authors of the book’s claims.

D. Papers will be graded on the quantity and quality of research, the accuracy of the claims made, analytic skills, and writing ability. Presentations will be graded on the ability to speak clearly, precisely, and concisely while debunking the nonverbal communication myth.

E. **Due Dates**
1. Book selection: No later than October 1, 2013 (No duplications will be allowed)
2. Paper: December 17, 2013
3. Presentation: December 17, 2013

VI. **Initiative and Active Participation** (100 points or 10% of grade): Because this is a graduate seminar, you are expected to be fully prepared for each class session and contribute meaningfully and productively to the class discussion.
GRADING SYSTEM

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:

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<tr>
<th>Grade Level</th>
<th>Points Range</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>High Achievement</td>
<td>A = 1000 - 900</td>
<td>A+ (970)</td>
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<tr>
<td></td>
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<td>A (930)</td>
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<td>A- (900)</td>
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<tr>
<td>Meets Expectations</td>
<td>B = 899 - 800</td>
<td>B+ (870)</td>
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<td></td>
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<td>B (830)</td>
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<td>B- (800)</td>
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<td>Below Expectations</td>
<td>C = 799 - 700</td>
<td>C+ (770)</td>
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<td>C (730)</td>
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<td>C- (700)</td>
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<tr>
<td>Inadequate Performance</td>
<td>D = 699 - 600</td>
<td>D+ (670)</td>
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<td>D (630)</td>
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<td>D- (600)</td>
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<td>Failure</td>
<td>F = 599 - 0</td>
<td>F (0)</td>
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SUMMARY OF WORK

I. Novel Nonverbal Observation (100 points total) 10%
   A. Paper (80)
   B. Presentation (20)

II. Reading Analysis (200 points total) 20%
    10 sessions x 20 points each

III. Research Study (250 points total) 25%

IV. Lecture Presentation (250 points total) 25%
    A. Goals & Self Assessment (20)
    B. Presentation (180)
    C. Outline & Supporting Materials (50)

V. Debunking Nonverbal Myths (100) 10%
   A. Paper (80)
   B. Presentation (20)

VI. Initiative and Active Participation (100 points) 10%

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100%
# TENTATIVE CLASS SCHEDULE FOR COMG 770

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

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Readings</th>
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<tbody>
<tr>
<td>1: August 27</td>
<td>Overview &amp; Conceptual Definitions of Nonverbal Communication</td>
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</tbody>
</table>
| 2: September 3 | Perspectives on Nonverbal Communication  
DUE: Nonverbal Observation Experience |
<p>| | Handbook: Introduction &amp; Ch. 1 |
| 3: September 10 | Practices in Nonverbal Communication |
| | Handbook: Ch. 3 |
| | Sourcebook: Introduction to Nonverbal Communication Research (pp. 3-21) |
| | Sourcebook: Paradigms and Practices - Standard Content Methodology (pp. 417-430) |
| | Sourcebook: Paradigms and Practices - The Passing Encounters Paradigm (pp. 421-440) |
| | Sourcebook: Paradigms and Practices - The Meta-Emotion Interview and Coding System (pp. 441-455) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Sourcebooks</th>
</tr>
</thead>
</table>
| 4: September 17 | Interaction Management | Sourcebook: The Expression of Rapport (pp. 347-359)  
Handbook: Ch. 2  
doi:10.1023/A:1021698725361  
doi:10.1007/s10919-012-0140-y  
doi:10.1023/A:1012563421824  
| 5: September 24 | Research Study Day |   |
| 6: October 1    | Adaptation | Sourcebook: Measurements of Perceived Nonverbal Immediacy (pp. 113-126)  
Sourcebook: Observer Ratings of Nonverbal Involvement and Immediacy (pp. 221-235)  
Sourcebook: Measures of Judged Adaptation (pp. 309-316)  
Handbook: Ch.19 |


7: October 8 Verbal and Nonverbal Messages

Handbook: Ch. 6


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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>8: October 15</td>
<td>Biological/Evolutionary Perspectives</td>
<td>- Handbook: Ch. 7</td>
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<td>- Handbook: Ch. 8</td>
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| 9: October 22 | Intimacy & Dominance | Sourcebook: The Affectionate Communication Index (47-55) |
|              |                      | Sourcebook: The Touch Log Record (pp. 67-81) |
|              |                      | Sourcebook: The Relational Communication Scale (pp. 127-139) |
|              |                      | Sourcebook: Measuring Conversational Equality at the Relational Level (pp. 295-307) |
|              |                      | Sourcebook: Measuring Nonverbal Dominance (pp. 361-374) |
|              |                      | Handbook: Ch. 14 |
|              |                      | Handbook: Ch. 15 |


10: October 29

*Emotions and Facial Expressions*

Sourcebook: Behavioral Coding of Visual Affect Behavior (pp. 141-150)

Sourcebook: Assessing Display Rules in Relationships (pp. 151-161)

Sourcebook: Specific Affect Coding System (pp. 163-171)

Sourcebook: Measuring Conversational Facial Displays (pp. 173-188)

Sourcebook: The Affect Measures of the Couple Communication Scales (pp. 267-279)

Handbook: Ch. 16


11: November 5

**Impression Management and Deception**

Sourcebook: Measuring Nonverbal Indicators of Deceit (pp. 237-250)

Handbook: Ch. 17

Handbook: Ch. 18


12: November 12

**Cognitive Processes, Skills, Abilities, and Personalities**

Sourcebook: The Social Skills Inventory (pp. 25-33)

Sourcebook: The Touch Avoidance Measure (pp. 57-65)

Sourcebook: Self-Report Measures of Emotional and Nonverbal Expressivity (pp. 105-111)

Handbook: Ch. 4

Handbook: Ch 5

Handbook: Ch. 9


**13: November 19**

**NO CLASS: NCA**

**DUE: Readings from November 26 Presenters**

**14: November 26**

*Lecture Presentations*

*Nonverbal Communication in Close Relationships*

*Nonverbal Communication in Instructional Contexts*

**DUE: Readings from December 3 Presenters**

Handbook: Ch. 11, 21, & 22

Additional readings to be assigned and provided by Presenters

**15: December 3**

*Lecture Presentations*

*Nonverbal Communication in Medicine, Health, & Physician-Patient Interactions*

*Nonverbal Communication in Media & Computer-Mediated Communication*

**DUE: Readings from December 10 Presenters**

Handbook: Ch. 13, 23, & 24

Additional readings to be assigned and provided by Presenters
16: December 10  
**Lecture Presentations**  
*Nonverbal Communication and Culture, Race, & Intergroup Interaction*  
*Nonverbal Communication in Organizational Life*

Handbook: Ch. 12, 25, & 26

Additional readings to be assigned and provided by Presenters

17: December 17  
**Reflections & Debunking Myths**

**DUE: Debunking Nonverbal Myths**

Handbook: Part IV Final Thoughts