COMMUNICOLOGY (SPEECH) 781
SEMINAR IN RELATIONAL COMMUNICATION: INTERPERSONAL DECEPTION
Wednesdays 6:00 - 8:30 pm
George Hall 335

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COMG WEBSITE: manoa.hawaii.edu/communicology

REQUIRED TEXTBOOKS & MATERIALS

3. Some readings, assignments, class materials, and announcements may be distributed to the class via Laulima. It is your responsibility to regularly check your Laulima account. Go to: https://laulima.hawaii.edu and enter your UH identification and password to use Laulima.

RECOMMENDED MATERIAL


OBJECTIVES

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

Student Learning Outcomes:

1. Students will have a working knowledge of the research on deceptive communication.
2. Students will be able to critique and synthesize the scholarly literature on deceptive communication.
3. Students will become familiar with the various deceptive communication related measures available and the typical paradigms and practices used in conducting deceptive communication research.
4. Students will gain practice conducting a deceptive communication research study.
5. Students will improve their ability to analyze deception related behaviors in communicative interactions.
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. Your participation in class means that you 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; do not show up if you 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 term's end.
Attendance Policy: I expect you to be in class, be punctual, and be ready to contribute to the class.

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 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.

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.

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. 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."

7. 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").

8. 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.

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. 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.

11. 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.

12. 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.

13. 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.

14. 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.

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

I. **Measurement Profile** (125 points or 12.5% of grade): The goal of this assignment is to become familiar with one measurement instrument used in deception related research and develop a measure profile similar to those found in “Communication Research Measures: A Sourcebook” which is edited by R. B. Rubin, P. Palmgreen, and H. Sypher (1994).

A. Students will select a deception related measure to profile. To ensure no duplication of topics, please gain approval of your measurement choice as soon as possible. Choose a measure that you could defend using in a study of your own.

1. Suspicion
2. Trust/mistrust
3. Credibility
4. Social desirability
5. Honesty/integrity/authenticity
6. Skepticism
7. Machiavellianism
8. Guilt
9. Sincerity
10. Morality

B. Students will write a 1-3 page paper that describes the measure (and any applicable subscales), its uses, and estimates of the time required to complete the measure. Students will also discuss research on the reliability and validity of the measure, if available, and include additional comments regarding the utility of the measure, how often the measure is used in research, and the types of research that uses the measure. Be sure to include a reference page and an appendix with the actual measure as well.

C. Students will give an 8-10 minute presentation on their chosen measure. During the presentation, students should include an opportunity to actually complete the entire measure or a reasonable portion of the measure.

D. Students will provide every class member with a digital copy of the measure and instructions on how to complete and score it (e.g., all items, scaling, reverse coding, calculating scores, and meaning of scores). Note, students may choose to select a portion of the measurement instrument to profile.

E. Students will provide the class with at least one journal article/book chapter that is based on the measure.

F. **Due Dates**

1. Measurement selection: as soon as possible
2. Paper: September 7
3. Presentation: September 7
4. Measure with instructions and scoring: September 7
5. Article/chapter: September 7

II. **High Profile Deception** (125 points or 12.5% of grade): 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.

A. Students 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 occurred. Please gain approval of your high profile deception choice because no duplication of profiles will be accepted.

B. In a 3-5 page paper, students will discuss the deception and its linkages to contemporary scholarly research on deception. At minimum, the paper will address the following areas.

1. Details and circumstances of the deception and its detection, including any additional pieces of information such as motivations, consequences, and role of suspicion.
2. The parallels or lack of parallel to the research findings and the manner in which research is conducted on deception.
3. Implications for important considerations to be addressed when theorizing about and studying deception.

C. Design a formal 10-15 minute presentation based on your research and paper. If possible, this presentation should include a multi-media example (ideally with the actual communication) and transcripts of the deceptive communication.

D. **Due Dates**

1. Deceiver profile selection: as soon as possible
2. Paper: October 5
3. Presentation: October 5
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, each student should be prepared to debrief on the research study (i.e., explanation of findings, implications of findings, limitations of study, future directions, and concluding remarks) in written and oral form. Note: If the Committee on Human Studies does not approve our study, an alternative assignment will be given.

IV. **Lecture Presentation** (300 points or 30% of grade): The goal of this assignment is to become well-versed in a particular aspect of deceptive communication in an applied (e.g., advertising/marketing, legal/criminal, security, intercultural, journalistic, political, online, entertainment, organizational/business, and psychological) context.

A. Students will develop, design, and execute a 45-50 minute, formal in-class presentation on their chosen area for either an advanced undergraduate course on deceptive communication or a specialized audience for which you could do “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.

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, why? How would you improve?

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.

F. Students are required to provide 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 28**
   2. Reading assignment: **No later than one week before lecture presentation date**
   3. Self analysis of goals: **November 23, November 30, or December 7 (or December 14)**
   4. Lecture presentation and related materials: **November 23, November 30, or December 7 (or December 14)**
   5. Self assessment of outcomes: **Class day after presentation**

V. **Reading Analysis** (100 points or 10% of grade): The goal of this assignment is better prepare you for productive and stimulating class discussions on the readings. Your reading analysis papers will allow you to display your grasp of the arguments made in the readings, your ability to reason about the issues raised, and your ability to write in clear, lucid prose.

A. Each student will, in writing and orally, summarize 1 reading per week for 10 class sessions (August 31 through November 9, excluding October 5). Written summaries should be no longer than 2 pages. You 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.

B. Each student will write discussion questions for **ALL** of the assigned readings for the class. Make sure that you think through how you would respond to your questions before using them for class discussion.
   1. Students will write at least 1 discussion question for each of the readings.
   2. Students will write 1 integrative discussion question (which reflects on issues addressed in several articles).
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:

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

<table>
<thead>
<tr>
<th>I. Measurement Profile (125 points total)</th>
<th>12.5%</th>
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<tbody>
<tr>
<td>A. Instrument &amp; Article/Chapter (25)</td>
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<tr>
<td>B. Paper (50)</td>
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<tr>
<td>C. Presentation (50)</td>
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<tr>
<td>II. High Profile Deception (125 points total)</td>
<td>12.5%</td>
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<tr>
<td>A. Paper (50)</td>
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<td>B. Presentation &amp; Examples (75)</td>
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<tr>
<td>III. Research Study (250 points total)</td>
<td>25%</td>
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<tr>
<td>IV. Lecture Presentation (300 points total)</td>
<td>30%</td>
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<tr>
<td>A. Goals &amp; Self Assessment (20)</td>
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<tr>
<td>B. Presentation (200)</td>
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<td>C. Outline &amp; Supporting Materials (80)</td>
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<td>V. Reading Analysis (100 points total)</td>
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<td>10 sessions x 10 points each</td>
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<tr>
<td>VI. Initiative and Active Participation (100 points)</td>
<td>10%</td>
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<td>100%</td>
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## TENTATIVE CLASS SCHEDULE FOR COMG 781

(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</th>
<th>Readings**</th>
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</thead>
<tbody>
<tr>
<td>1: August 24</td>
<td>Overview &amp; Conceptual Definitions of Deception</td>
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</tr>
<tr>
<td>2: August 31</td>
<td>Deceptive &amp; Truthful Messages; Verbal &amp; Nonverbal Correlates</td>
<td>K 1-3; M&amp;K 1, 3</td>
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<tr>
<td>3: September 7</td>
<td>Investigating Deception; Measure Presentations</td>
<td>**</td>
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<tr>
<td>4: September 14</td>
<td>Deception in Research Studies</td>
<td>**</td>
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<tr>
<td>5: September 21</td>
<td>Evolutionary &amp; Developmental Perspectives on Deception</td>
<td>K 4-5</td>
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<tr>
<td>6: September 28</td>
<td>Theories of Deception</td>
<td>K 7; M&amp;K 2</td>
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<tr>
<td>7: October 5</td>
<td>High Profile Deception Presentations</td>
<td>M&amp;K 4-5</td>
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<tr>
<td>8: October 12</td>
<td>Accuracy &amp; Strategies to Detect Deception</td>
<td>K 9-10</td>
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<tr>
<td>9: October 19</td>
<td>Stereotypes, Norms, &amp; Heuristics</td>
<td>K 8</td>
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<tr>
<td>10: October 26</td>
<td>Emotions, Mood, Probing, &amp; Suspicion</td>
<td>**</td>
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<tr>
<td>11: November 2</td>
<td>Attraction, Dating, &amp; Self Presentation</td>
<td>M&amp;K 7</td>
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<tr>
<td>12: November 9</td>
<td>Accounts &amp; Justifications; Discovery &amp; Consequences</td>
<td>M&amp;K 8-11</td>
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<tr>
<td>13: November 16</td>
<td><strong>No Class: NCA Convention</strong></td>
<td>K 11-13; M&amp;K 6</td>
</tr>
<tr>
<td>14: November 23</td>
<td>Deception Lecture Presentation</td>
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<tr>
<td>15: November 30</td>
<td>Deception Lecture Presentation</td>
<td>**</td>
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<tr>
<td>16: December 7</td>
<td>Deception Lecture Presentation</td>
<td>**</td>
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<tr>
<td>17: December 14</td>
<td>Deception Lecture Presentation; Debriefing on Deception Study</td>
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**Additional readings will be made available throughout the semester via Laulima**