

**SPEECH 470 - NONVERBAL COMMUNICATION**  
**Tuesdays and Thursdays 1:30 - 2:45 pm**  
**CRAWFORD 105**

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<b>OFFICE HOURS:</b>	TR 12:00 - 12:50 pm & by appt.	<b>SPEECH HOMEPAGE:</b>	<a href="http://www.hawaii.edu/speech/">www.hawaii.edu/speech/</a>

### TEXTBOOK & MATERIALS

1. Knapp, M. L., & Hall, J. A. (2006). *Nonverbal communication in human interaction* (6<sup>th</sup> ed.). Toronto, Ontario: Thomson Wadsworth.
2. Readings, articles, assignments, class materials, outlines of powerpoint lectures, and announcements will be distributed to the class via WebCT. It is your responsibility to regularly check your WebCT account. For this, you must go to: <http://webct.hawaii.edu> and click on "log in to" my WebCT. Then enter your UH username and password to be admitted into your "MyWebCT" account.
3. Iclicker response pad

### OBJECTIVES

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

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

#### Student Learning Objectives

1. Identify the major nonverbal codes and how they contribute to communication
2. Differentiate between codes and functions
3. Be familiar with how nonverbal research is conducted and reported
4. Understand the current state of the student's nonverbal skill development
5. Be able to apply a nonverbal communication analysis in a variety of contexts

## CLASS POLICIES

**Academic Integrity:** The mission of a university can only be accomplished in an environment where academic integrity is valued. The Code of Student Conduct states that academic dishonesty includes both cheating and plagiarism. Plagiarism, in particular, is using someone else's words or ideas without giving proper credit to the source. These include, but are not limited to, 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. 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.

The penalties for academic dishonesty are severe, and I will do all I can to see that violators are punished. **If anyone is determined to have cheated, plagiarized, or misrepresented work in this class, the best he or she can hope for is failure in the course. I 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. You are expected to have full knowledge of the University's Student Conduct Code. A copy of the code may be obtained from the Vice Chancellor for Students, QLC Student Services, Room 409, or you can visit the website, <http://www.hawaii.edu/student/conduct/>.

**Iclickers:** Students are expected to use the Iclicker response pad to key in their own responses. If you are caught with more than one Iclicker response pad in your possession, you will be deducted 100 points off of your grade. Additionally, if you use the Iclicker response pad to enter in a response for another student, you both will be deducted 200 points off of your grades.

**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](mailto:kokua@hawaii.edu), or Student Services Center, Room 13.

**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. During examinations, using or the act of looking at your phone will be considered cheating and appropriate disciplinary action will be taken.

**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.

**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."

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

**Attendance Policy:** Attendance will not be taken. However, it will be impossible to do well in this course without regularly attending and participating in class every day. If you miss class, get notes from a classmate prior to asking the instructor for assistance (assistance does not include office lectures).

**Alternate Locations:** In the event of disturbances that interfere with holding class at our scheduled location (e.g., bomb threats), meet the instructor at the **Zone 2 Parking Lot at the intersection of the Business Administration Building, George Hall, and the Architecture Building**. You will be given further instructions at that point. On days of scheduled exams, you will be directed to an alternate classroom to take the exam.

**Paper Requirements:** In general, all work turned in for credit must be typewritten, use left-justification, use double-spacing throughout, use a standard font type and size, and contain one inch margins on the left, right, top, and bottom of each page. Multiple copies of your work will sometimes be required. All group papers submitted to this class should list the group member names in alphabetical order. All work that does not conform to these requirements will be considered late. Students should avoid language that is sexist, racist, and ageist in their writing and speaking. In addition, every Project Paper should have the following declaration on the first page or cover:

“I certify that this project and paper is my own work.”

\_\_\_\_\_

Student signature

\_\_\_\_\_

Date

**Drafts:** In general, drafts will be accepted up to a week before the due date, and I will review them (focusing primarily on stylistic concerns, structuring of ideas, and major content flaws). It is **STRONGLY** recommended that students review each other's drafts for spelling, stylistic, 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 the assigned work before the term's end.

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

## GRADING SYSTEM

### ASSIGNMENTS

**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 cover lecture, activities, and reading material from the second half of the term. The format will be the same as the first exam.

**Semester Project:** There are two semester-long, group project options, articulated in the next section. The first involves conducting a modified research replication project. The second involves creating an applied training unit which incorporates videotaping. With both project options, all group members will be evaluated by themselves and by their peers.

**Class Activities & Participation:** Throughout the semester, there will be numerous activities conducted inside and outside of the classroom. Assessment of your work will be based on a check plus (✓+), check (✓), check minus (✓-), and minus (-) system; that is, whether you exceeded expectations for the assignment, you did a good job on the assignment, you did an adequate job on the assignment, and you did not meet the criteria for the assignment, respectively. The total number of points earned for activities and participation will be determined once all activities and assignments are completed.

**POINT SYSTEM:** Each graded assignment earns points, not letter grades. However, your final grade will be a letter grade. This grade will be awarded as follows:

Excellent	<b>A</b> = 1000 - 900	A+ (970)	A (930)	A- (900)
Above Average	<b>B</b> = 899 - 800	B+ (870)	B (830)	B- (800)
Average	<b>C</b> = 799 - 700	C+ (770)	C (730)	C- (700)
Minimal Passing	<b>D</b> = 699 - 600	D+ (670)	D (630)	D- (600)
Failure	<b>F</b> = 599 - 0	F (0)		

		<b>POSSIBLE POINTS</b>	<b>POINTS EARNED</b>
<b>I.</b>	<b>MIDTERM EXAM</b>	300	_____
<b>II.</b>	<b>FINAL EXAM</b>	300	_____
<b>III.</b>	<b>PROJECT</b>	300	_____
<b>IV.</b>	<b>CLASS ACTIVITIES &amp; PARTICIPATION</b>	100	_____
		_____	
<b>GRAND TOTAL POINTS</b>		1000	_____

## SEMESTER PROJECT OPTION 1: RESEARCH PROJECT

This project option for the course will be conducted in groups of approximately 4-6 people. You and your group members will complete all phases of a modified research replication. A modified replication is a study that repeats in essential details the methods and/or hypotheses/research questions of a previous investigation but includes some modifications or additions to the hypotheses/research questions, sample, and/or methods employed. You will be required to make at least one modification to the study you are replicating. Note, make sure that you have at least one group member who is familiar with statistics (e.g., basic descriptive statistics, correlations, t-tests, one-way ANOVA tests, and/or chi-square tests).

- I. Group Members and Replication Article Selection (5 pts). Your first task is to select your group members and choose a specific investigation you wish to replicate. Turn in TWO COPIES of a TYPED list of your group member names (in alphabetical order) and a rank order of three possible articles your group would like to replicate. Below is a list of suggested articles that can be replicated and modified. You will find these articles on WebCT. No duplication of articles will be allowed. So, choose wisely and quickly. This must be completed NO LATER THAN THURSDAY, JANUARY 24.
- Article 1 Aune, R. K. (1999). The effects of perfume use on perceptions of attractiveness and competence. In L. K. Guerrero, J. A. Devito, & M. L. Hecht (Eds.), *The nonverbal communication reader: Classic and contemporary readings* (2nd ed., pp. 126-132). Prospect Heights, IL: Waveland Press.
- Article 2 Krumhuber, E., Manstead, A. S. R., & Kappas, A. (2007). Temporal aspects of facial displays in person and expression perception: The effects of smile dynamics, head-tilt, and gender [Electronic version]. *Journal of Nonverbal Behavior, 31*, 39-56.
- Article 3 Patterson, M. L., Iizuka, Y., Tubbs, M. E., Ansel, J., Tsutsumi, M., & Anson, J. (2007). Passing encounters East and West: Comparing Japanese and American pedestrian interactions [Electronic version]. *Journal of Nonverbal Behavior, 31*, 155-166.
- Article 4 Turkstra, L., Ciccio, A., & Seaton, C. (2003). Interactive behaviors in adolescent conversation dyads [Electronic version]. *Language, Speech, and Hearing Services in Schools, 34*, 117-127.
- Article 5 Barber, N. (2001). Mustache fashion covaries with good marriage market for women. *Journal of Nonverbal Behavior, 25*, 261-272.
- Article 6 Tucker, J. S., & Anders, S. L. (1998). Adult attachment style and nonverbal closeness in dating couples [Electronic version]. *Journal of Nonverbal Behavior, 22*, 109-124.
- Article 7 Afifi, W. A., & Johnson M. L. (1999). The use and interpretation of the signs in a public setting: Relationship and sex differences. *Journal of Social and Personal Relationships, 16*, 9-38.
- Article 8 Keating, C. F., Randall, D. W., Kendrick, T., & Gutshall, K. A. (2003). Do babyfaced adults receive more help? The (cross-cultural) case of the lost resume. *Journal of Nonverbal Behavior, 27*, 89-109.
- Article 9 Levine, T. R., Asada, K. J. K., & Park, H. S. (2006). The lying chicken and the gaze avoidant egg: Eye contact, deception, and causal order. *Southern Communication Journal, 71*, 401-411.
- Article 10 Henningsen, D. D., Valde, K. S., & Davies, E. (2005). Exploring the effect of verbal and nonverbal cues on perceptions of deception [Electronic version]. *Communication Quarterly, 53*, 359-375.

- II. Preliminary Reference List and Replication Article Summary (20 pts). Individually, create a preliminary reference list with a MINIMUM of FOUR reference citations related to your group's replication article and write a 1-2 page summary of the article to be replicated. You can examine the textbook, a computer database, the reference page on any articles you find, and a citation index in the reference area of Hamilton Library for ideas on other articles related to your topic area. Alphabetize your entries according to the last name of the first author of each reference. Each reference item should conform to the American Psychological Association's (APA) Publication Manual (5<sup>th</sup> edition). The preliminary reference list should be typed, double-spaced, and must be accompanied by the original articles (which will be returned to you). The summary of the replication article should capture the rationale and hypotheses/questions, methods, findings reported, and discussion section.

Criteria for evaluation: Number of references, relevancy to replication article, quality of articles (from refereed/peer-reviewed journals), recency of articles, completeness of citation, conformity to APA style, accuracy and clarity in capturing the content and organization of the replication article, and absence of grammatical and typographical errors. DUE DATE: TUESDAY, FEBRUARY 12.

- III. Proposed Modified Replication Rationale and Research Design (60 pts). As a group, write a 4-6 page typed paper or outline which (a) describes the section of the study you will replicate and modify, along with a rationale for your replication and modification, (b) states your hypothesis and/or research questions, (c) identifies your sample (e.g., who, how many, and how obtained), (d) discusses the data collection procedures, (e) specifies the independent and dependent variables (if applicable), (f) shows how the variables will be measured or manipulated, and (g) gives a detailed and specific time line for completing the study, writing the final report, giving the presentation, and turning in evaluations.

Criteria for evaluation: Persuasiveness of rationale for study, reasonableness and completeness of proposed method, adequacy of sample, and clarity of ideas and procedures to be done. This paper should also be grammatically correct, be proofread, be well organized, use a scholarly and scientific reporting style, and have clearly articulated ideas and conclusions. Turn in TWO COPIES of your proposed research rationale and design. DUE DATE: THURSDAY, FEBRUARY 28.

- IV. Meeting on Proposed Modified Replication Rationale and Research Design (5 pts). As soon as possible, make an appointment to meet with the instructor to discuss your proposed research rationale and design. All group members must be present at this meeting. During the meeting, you will be assigned a due date for your in-class presentation. Meetings must take place DURING THE PERIOD OF FRIDAY, FEBRUARY 29 TO THURSDAY, MARCH 6.

- V. Data Collection and Analysis. Based on the feedback you receive, conduct the actual experiment or investigation that addresses your hypotheses/research questions. If you would like help with your data analyses, make additional appointments with the instructor.

- VI. Final Report (200). The final report should be a group submission, must be typed, double-spaced, and approximately 12-15 pages of content (do not count the title page, abstract, and reference list). It should be similar to a scientific journal article in that it should contain: (a) the specific issue being addressed, (b) the importance of the topic and rationale for undertaking the study, (c) any definitions of relevant terms, (d) all relevant research findings and theories (including your summarized literature and other relevant literature), (e) the hypotheses/research questions that follows from the literature, (f) a detailed description of the method (incorporating what you submitted previously), (g) the results, written in prose and accompanied by summary tables (of percentages, means, etc.), and (h) a discussion section which summaries your findings, explains the implications of the findings, critiques the methods you used, and suggests future areas of research. Turn in TWO COPIES of your final report.

Criteria for evaluation are: (a) adequate identification of the value and importance of this topic and particular investigation, (b) ability to synthesize and summarize relevant literature, (c) amount of literature reviewed, (d) reasonableness of hypotheses/research questions selected to investigate, (e) appropriate wording of hypotheses/research questions, (f) clear and complete report of methods used, (g) validity and appropriateness of methods used, adequacy of sample size and number/types of observations, (h) clear and complete summary of the primary findings according to whether or not they support the hypotheses, (i) analysis of implications for communication, and (j) good discussion of methodological strengths and shortcomings. The final report should be written using a scholarly and scientific reporting style. Your own original analysis and thinking should be evident in the paper and you must be explicit in identifying what material is taken from other sources. Give complete citations on all materials taken from other sources and identify whether or not it was taken from a primary source or secondary source (primary sources are preferred). The reference list must be complete, accurate, and conform to APA style. Additionally, papers will be penalized for spelling, grammatical, and typographical errors.

DUE DATE: TUESDAY, APRIL 22.

- VII. Presentation (10 pts). Your group will be allotted 5-7 minutes of in-class time (maximum) to share with the class a summary of your research project and results. You will be graded on your ability to give a well-organized presentation, provide a coherent explanation of your rationale, method, and results, and deliver your presentation in a credible and professional manner.

DUE DATE: TO BE ASSIGNED – MAY BE APRIL 24, APRIL 29, MAY 1, OR MAY 6.

- VIII. Evaluations. All group members will be evaluated by themselves and their peers. Using the material on WebCT, each group member will write a typed evaluation of the other member's contributions to the group project and an evaluation of their own contribution to the group project. All responses will be kept strictly confidential. DUE DATE: NO LATER THAN THE CLASS DAY AFTER THE PRESENTATION.

### **SEMESTER PROJECT OPTION 2: NONVERBAL TRAINING PROJECT**

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

- I. Group Members and Topic Selection (5 pts). Your first task is to select your group members and choose a project topic/target audience for your training module. As a group, turn in TWO COPIES of a TYPED list of your group member names (in alphabetical order) and a rank order of three possible project topics and target audiences your group would like to develop. No duplication of topics will be allowed. This must be completed NO LATER THAN THURSDAY, JANUARY 24.

#### Possible Training Topics

Understanding nonverbal dominance, power, and/or status cues in the workplace

Suggested Audience: New employees, human resource managers, business leaders, or workplace designers

Identifying nonverbal cues associated with deception

Suggested Audience: Attorneys or police officers

Increasing perceptions of credibility, particularly trustworthiness

Suggested Audience: Politicians or sports figures

How to pose for a picture (head canting and smiling)

Suggested Audience: Models, business professionals, or engaged couples

What messages do uniforms send?

Suggested Audience: People on sports teams, school principals

How to manage conversations

Suggested Audience: Co-hosts of talk shows or news programs

Improving children's ability to identify emotions in facial expressions

Suggested Audience: Parents, children, elementary school teachers, or special needs teachers

Understanding the role of nonverbal immediacy in learning

Suggested Audience: College professors

Understanding the effects of touch and gaze in persuasion

Suggested Audience: People in service or sales industries

How to achieve rapport

Suggested Audience: Health care professionals or people in the hospitality industry

Understanding how communication apprehension is manifested behaviorally

Suggested Audience: Public speakers

- II. Preliminary Reference List (20 pts). Individually, create a preliminary reference list with a MINIMUM of FIVE reference citations related to your group's training module. You can examine the textbook, a computer database, the reference page on any articles you find, and a citation index in the reference area of Hamilton Library for ideas on other articles related to your topic area. Alphabetize your entries according to the last name of the first author of each reference. Each reference item should conform to the American Psychological Association's (APA) Publication Manual (5<sup>th</sup> edition). The preliminary reference list should be typed, double-spaced, and must be accompanied by the original articles (which will be returned to you).

Criteria for evaluation: Number of references, relevancy to training module, quality of articles (from refereed/peer-reviewed journals), recency of articles, completeness of citation, conformity to APA style, and absence of grammatical and typographical errors. DUE DATE: TUESDAY, FEBRUARY 12.

- III. Videotape, Training, and Presentation Proposal (60 points). As a group, write a 4-6 page typed paper or outline which (a) describes the rationale for your training module, the target audience, the scope of your project, (b) identifies 3-5 specific outcomes to be achieved (i.e., discuss what the target audience is supposed to gain from your training module), (c) describes what you will be videotaping (who, how many, how obtained), (d) explains the general content areas of the training manual, and (e) provides a detailed and specific time line for completing the videotape, training manual, presentation, and evaluations.

Criteria for evaluation: Reasonableness and completeness of proposed project, adequacy and creativity of videotaping idea, and clarity of ideas and procedures to be done. This paper should also be grammatically correct, be proofread, be well organized, use a scholarly reporting style, and have clearly articulated ideas. Turn in TWO COPIES of your proposal. DUE DATE: THURSDAY, FEBRUARY 28.

- IV. Meeting on Proposed Videotape, Training, and Presentation (5 pts). As soon as possible, make an appointment to meet with the instructor to discuss your proposed training module project. All group members must be present at this meeting. During the meeting, you will be assigned a due date for your in-class presentation. Meetings must take place DURING THE PERIOD OF FRIDAY, FEBRUARY 29 TO THURSDAY, MARCH 6.
- V. Develop Training Module. Create the training manual, develop and edit the videotape, and design the in-class presentation.
- VI. Final Project (210 pts). Your final project will consist of a videotape, a written manual, and an in-class presentation. One way to think of this final project is to imagine that you are a group of speech communication consultants hired to train your target audience on a particular aspect of nonverbal communication. If applicable, you should mention how your project adds to the course materials and extends the course content. But, do not regurgitate material already covered in class.
- A. The videotape (70 points) should accomplish the following objectives: (a) show that you have appropriately used this visual medium to illustrate some important aspects of your topic, (b) demonstrate accurate and complete knowledge of a particular nonverbal area, (c) provide examples of the topic, and (d) be visually clear and pleasing. Turn in a copy of your videotape.  
DUE DATE: TUESDAY, APRIL 22.
- B. The accompanying manual (70 points) will include, at minimum, all of the following elements: (a) table of contents, (b) introduction--discuss the importance of developing and/or improving skills in your selected area for your target audience and elaborate on the goals of the entire training module, (c) supporting literature review--justify and support all substantive statements/claims made in the videotape and manual by explaining and synthesizing relevant literature (following APA guidelines); this section is equivalent to a literature review of a journal article, and (d) quiz questions and answers--construct a multiple choice quiz with at least FIVE questions that assesses the content of your training manual. Turn in TWO COPIES of this manual.  
DUE DATE: TUESDAY, APRIL 22.
- C. The formal in-class presentation (70 points) will allow you to put your ideas into practice. You will be allotted 15-20 minutes of in-class time (maximum) where you will discuss the importance of the topic of your videotaped project, conduct your training of the "target audience" (i.e., the class pretending to be your target audience), and show the class your videotape. During your presentation or after your formal presentation is concluded, you will give the class a handout containing a mini-quiz that assesses what the class should have learned (or the main points) from your presentation. Be sure to include the quiz questions and answers on the handout. You must also turn in TWO COPIES of a transcript or outline of the presentation to the instructor. You will be graded on the professional quality of your materials and your presentation delivery and content as a group.  
DUE DATE: TO BE ASSIGNED – MAY BE APRIL 24, APRIL 29, MAY 1, OR MAY 6.
- VII. Evaluations. All group members will be evaluated by themselves and their peers. Using the material on WebCT, each group member will write a typed evaluation of the other member's contributions to the group project and an evaluation of their own contribution to the group project. All responses will be kept strictly confidential. DUE DATE: NO LATER THAN THE CLASS DAY AFTER THE PRESENTATION.

**TENTATIVE CLASS SCHEDULE FOR SPEECH 470**

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

<b><u>DATES</u></b>	<b><u>LECTURE TOPICS</u></b>	<b><u>READINGS</u></b>
Jan 15, 17, 22	Orientation to Course: "Why Is Nonverbal Communication Important?"	Ch. 1 & 2
Jan 24, 29, 31	Nonverbal Research: "How Do We Study Nonverbal Communication?"	Reading 1-4
Feb 5	"It Is Not What You Said, But How You Said It!": Encoding & Decoding	Ch. 3
Feb 7, 12	Kinesics: "Actions Speak Louder Than Words"	Ch. 7, 10
Feb 14	Physical Appearance: "Do Looks Really Matter?"	Ch. 6
Feb 19, 21	Contact Codes: "Don't Touch Me and Don't Stand Too Close To Me"	Ch. 5 & 8
Feb 26	Place and Time Codes: "That Is Ugly. Are You A Morning Person?"	Ch. 4
Feb 28	Olfactics: "Do You Smell Something Funny?"	Article 1
Mar 4	Vocalic Codes: "Stop Whining"	Ch 11 (pp. 370-384)
Mar 6	Catch-Up & Review for Midterm	
<b>Mar 11</b>	<b>MIDTERM EXAMINATION</b>	
Mar 13, 18	Managing Identifies and Forming Impressions: "How Do You See Me?"	Ch. 12
Mar 20	Communicating Emotions: "You're Making Me Very Angry"	Ch. 9, 11 (pp. 384-388) Article 2
<b>Mar 25, 27</b>	<b>Spring Recess</b>	
Apr 1, 3	Managing Conversations: "Stop Talking When I'm Trying To Speak"	Ch. 11 (pp. 391-407) Article 3, 4
Apr 8, 10	Defining and Managing Relationships: "Where Do We Stand?"	Article 5-7
Apr 15	Influencing Others: "Do As I Say, Not As I Do"	Ch. 11 (pp. 389-391) Ch. 13 Article 8
Apr 17, 22	Deceiving Others: "Are You Pulling My Leg?"	Article 9, 10
Apr 24	Presentations	
Apr 29	Presentations	
May 1	Presentations	
May 6	Presentations, Wrap-Up, Course Evaluations	
<b>May 13</b>	<b>FINAL EXAMINATION: 12:00 - 2:00 PM</b>	