

**Jackson State University
College of Liberal Arts
Department of Speech Communication and Theatre
Nonverbal Communication
SPCH-338-01, 90715**

Course Number and Title: SPCH-338-01 Nonverbal Communication 90715
Class Time and Place: T-TH 1:00 until 2:20, Fall 2014
Instructor: Laura Kay McDavitt
Office Location: Room 202, 118 Rose E. McCoy Building
Office Hours: T-TH 10-11, 2:30-5, W- 12-5; By Appointment
E-Mail: laura.k.mcdavitt@jsums.edu or lkmcdavitt@bellsouth.net
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Jackson, MS 39217

Course Description

The course will explore the functions of communication in such areas as posture, gesture, facial expressions, voice, touching, clothing, proxemics and environment as they impact on the process of communication.

Course Prerequisite

There are no prerequisites for this course but it is best if you have completed SPCH-201 Speech Arts prior to taking this class.

Course Objectives (Course objectives address how the course is situated within the Core Curriculum and/or within the department as a major requirement. The primary audience for course objectives is faculty)

In this course (SPCH-338-01) students will:

- Explain and appraise various theories of nonverbal communication.
- Analyze cultural and gender differences in nonverbal communication.
- Express and distinguish how nonverbal communication is an essential component of both interpersonal and professional relationships.
- Interpret and analyze various nonverbal cultural taboos.

Student Learning Outcomes (Student Learning Outcomes describe what students will be required to *do* to achieve the Course Objectives. The primary audience for SLOs is students.)

At the completion of this course:

1. Students will be able to use both their oral and written communication skills to demonstrate their understanding of how to identify, explain the different theories of nonverbal communication.
2. Students will be able to formulate and express original ideas in the field of nonverbal communication
3. Students will be able to research, interpret and analyze current scholarly research in the field of nonverbal communication.

Course Competencies (Course competencies describe skills and abilities students will engage, develop, or sharpen as they complete the SLOs and work towards achievement of the Course Objectives)

This course fulfills the following course competencies:

- **Written Communication:** Context and purpose, content development, genre and disciplinary conventions, and sources and evidence.
- **Oral Communication:** Organization, language use, delivery, supporting material.
- **Inquiry and Analysis:** Topic selection, analysis, conclusions.
- **Global Learning:** Cultural Diversity

Required Text and Readings

To successfully complete the class you will need to purchase a copy of the following textbook:

Andersen, A. (2008). Nonverbal Communication: Forms and Functions, 2nd ed. Mountain View, California: Mayfield Publishing Company.

Below you will find an outline of your reading assignments. It is important that you have the assigned chapters read prior to assigned discussion date. Additional reading assignments may be assigned throughout the semester.

Course Content and Assignment Schedule (Schedule is subject to adjust as needed)

WEEK # 1	Class Schedule	Points
Tuesday 26-Aug	Registration and review of course	
Thursday 28-Aug	Class Activity, syllabus review and discussion of Nonverbal-at-Noon & Deeper Exploration Paper	
WEEK # 2		
Tuesday, 2-Sept	Class discussion of Chapter 1, Nonverbal Communication and Language	
Thursday, 5-Sept	Chapter 1 Skills Building Activity and Film	25
WEEK # 3		
Tuesday, 9-Sep	Class discussion of Chapter 2, The Body Codes of Nonverbal Communication	
Thursday, 11-Sep	Class discussion of Chapter 3, The Contextual Codes of Nonverbal Communication	
WEEK # 4		
Tuesday, 16-Sep	Chapter 2 & 3 Skills Building Activity	25
Thursday, 18-Sep	Chapter 1, 2, & 3 Topic Exploration & Summary and Presentation Due (125), Nonverbal-at-Noon Organizational Meeting and Group Assignments (25)	150
WEEK # 5		
Tuesday, 23-Sep	Class discussion of Chapter 4, Cultural Cues	
Thursday, 25-Sep	Class discussion of Chapter 5, Gender, Sex and Nonverbal	
WEEK # 6		

Tuesday, 30-Sep	Chapter 4 & 5 Skills Building Activities	25
Thursday, 2-Oct	Chapter 4 & 5 Topic Exploration & Summary and Presentation Due, Nonverbal-at-Noon Organizational Meeting	150
WEEK # 7		
Tuesday, 7-Oct	Chapter Test Review	
Thursday, 11-Oct	Chapters 1, 2, 3, 4, and 5 Midterm Test	250
WEEK # 8		
Tuesday, 14-Oct	Class discussion of Chapter 6, Nonverbal Communication of Emotion	
Thursday, 16-Oct	Class discussion of Chapter 7, Communication & Stress	
WEEK # 9		
Tuesday, 21-Oct	Chapter 6 & 7 Skills Building Activities & Nonverbal-at-Noon meeting	25
Thursday, 23-Oct	Class discussion of Chapter 8, Immediacy and Nonverbal Communication	
WEEK # 10		
Tuesday, 28-Oct	How Good Are You at Reading Nonverbal Activity—Silent Movie	25
Thursday, 30-Oct	Continue How Good Are You at Reading Nonverbal Activity & student presentation of results	75
WEEK # 11		
Tuesday, 4-Nov	Class discussion of Chapter 9, Nonverbal Communication of Intimacy and Affection	
Thursday, 6-Nov	Chapter 6, 7, and 9 Topic Exploration & Summary and Presentation Due	150
WEEK #12		
Tuesday, 11-Nov		
Thursday, 13-Nov	Class discussion of Chapter 10, Influencing Others Through Nonverbal Communication	
WEEK # 13		
Tuesday, 18-Nov	Class discussion of Chapter 11, Concealing and Revealing & Class discussion of Chapter 12, Position of Power	
Thursday, 20-Nov		
WEEK #14	Chapter 10, 11 & 12 Topic Exploration & Summary and Presentation Due	150
24-29-NOV	Fall Break and Thanksgiving	
WEEK # 15		
Tuesday, 2-Dec	Nonverbal-at-Noon Final Prep	50
Thursday, 4-Dec	Nonverbal-at-Noon Practice and presentation at 12 noon (attendance required)	200
WEEK 16		
	Final Exam Chapters 6-12	200
	TOTAL POINTS:	1500

Methods of Student Evaluation and Instruction Strategies

Your individual performance on directed exercises, analyzing selected movies, application logs, oral presentations and analytical term paper, exams will serve as the basis for earned grades. Specifically, grades will be determined from the following: instructor evaluations and the Written and Oral Communication VALUE Rubrics provided below.

Formative Assignments Points

Chapter Skill Building Activities	100
Nonverbal-at-Noon Meetings and Preparation	50
How Good are You at Reading Nonverbal Presentation	100

Summative Assignments Points

Midterm and Final Exams	450
Topic Exploration Paper and Presentations	600
Nonverbal-at-Noon Presentation and Paper	200

Total Points: 1500

***Please note that Speech Communication and Theatre majors can only pass this course with the final grade of A, B, or C.**

Letter grades will be determined by the following:

Letter Grade	Point Range
A	1350-1500
B	1200-1350
C	1050-1200
D	900-1050
F	Below 900

*Students will receive the grade of I (if passing) for incomplete minor work, at the professor's discretion.

Oral Presentations

This class has multiple opportunities to orally present your ideas and research to the class. A significant proportion of your grade will be assessed on your ability to effectively orally communicate. You will be expected to be well organized, professional and demonstrate your skills as a communicator. I will provide you additional guidelines in class and below you will find a copy of the Presentation Grading Criteria that will be used throughout the class. In addition a rubric is provided below outlines class expectations for oral presentations.

Writing Assignments

This is a course that requires a substantial amount of writing and significant portion of your grade will be derived from writing assignments. Throughout the semester you will be submitting 4 topic exploration papers and a nonverbal-at-noon paper. The course schedule above provides you an outline of our schedule. I will provide you with detailed instructions in class about each assignment and the writing guidelines. I have also

provided a grading rubric that can be used to help identify what I will be looking for in your written assignments.

Exams

There will be two exams in this class, a midterm and a final. The chapter exams are designed to encourage you to remain current on your reading. Due to the large amount of material you will find that keeping current with your reading will be prepared for your midterm and final.

The five chapter text will consist of multiple choice and true-false questions and you will only be given 60 minutes for completion. These tests will start 5 minutes after our scheduled class time. If you are late you will eat into your time. The midterm and final will include a mix of multiple-choice, true-false and short essay. Your tests are worth 30% of your semester grade. Please remember that failure to take an exam will result in a 0 unless you have contacted me prior to the exam and obtained my permission to reschedule.

Class Rules

1. Arrive on time prepared to discuss assigned reading
2. Completed all assignments on time.
3. Actively contribute to class discussions.
4. Contact me if you need of extra help or feels confused about any assignments or requirements in a timely manner.
5. Demonstrate respect for fellow classmates and the instructor.
6. Be prepared to focus your attention on the class. Use of electronic devices should be limited to purposes pertaining to the class only.
7. Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.
8. Contact me about any disagreement about a grade or other assessment within one week of receiving the grade.
9. Do not bring food or beverages to class other than water.

Classroom Attendance and Work Policies

You are expected to be in class, on time and to actively participate in class discussions. Be mindful that there are several assignments that require in-class presentations or participation and if you are absent or late you will forfeit the available points for that day. If you fail to attend you will not be given an opportunity to make up the work. I reserve the right to adjust the assignment dates as stated above, therefore you need to be present to ensure you are present. **Please note that after your 3rd unexcused absence you will drop one letter grade. After 9 absences you will fail this class.** In addition, being late to class is disruptive and if you are late 3 times it will counted as 1 absence. It is your responsibility to ensure that you are counted present. **Further, all assignments and readings are due on time.**

Academic Honesty Statement

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing or presenting another person's work as one's own, having another person write one's paper, fabricating research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of University Policy, which will entail appropriate penalties.

Additional Course Resources

Richard Wright Center (RWC)

This course is a writing intensive course and a large proportion of your grade will be based on written assignments. Prior to submitting a written assignment you are encouraged to make an appointment at the Richard Wright Center to receive personal assistance with the development of your writing and research skills.

The Richard Wright Center for Writing, Rhetoric, and Research provides an environment for intellectual engagement beyond the classroom. At any stage of the creative and research processes, students may interact with trained tutors using technology to develop written, oral, and visual representations of their ideas for an academic audience. Location: H. T. Sampson Library, 1st floor. For hours, workshops, and to make an appointment, go to www.jsums.edu/wrightcenter, or call [601-979-6094](tel:601-979-6094).

Mentoring

I am available to assist you with any concerns you may have about the course or your career development. If you wish to schedule an appointment for an in-depth consultation please contact me at 662-312-7149 or at laura.k.mcdavitt@jsums.edu.

Additional Resources

Additional assistance is available through me if needed. Feel free to schedule a one-on-one session with me as needed. I am also available via email or text from the hours of 8 AM until 9 PM. You can contact me at laura.k.mcdavitt@jsums.edu or 662-312-7149.

Special Needs Learning

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the **Office of the Americans with Disabilities Act (ADA) Coordinator and Compliance Officer, P.O. Box 17999, Jackson, MS 39217, telephone (601) 979-3704** as early as possible in the term.

Method of Course Evaluation

This course will be evaluated through the Jackson State University Instructional Rating System (SIRS) and faculty evaluation.

Diversity Statement

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. All persons are encouraged to respect the individual differences of others.

Grievances

Any student who has a grievance and/or complaint must first discuss the grievance and/or complaint with the professor and complete a student complaint form with the professor. If there is no resolution at the student/professor level, the student can then address his/her complaints through the appropriate channels of administration:

Department Chair: Dr. Mark Henderson (McCoy Building)

Dean of College of Liberal Arts Dr. Deborah H. Barnes. (Liberal Arts Building)

References

- Karpf, Anne. (2006). *The human voice: how this extraordinary instrument reveals essential clues about who we are*. New York & London: Bloomsbury.
- Navarro, J. (2008). *What every BODY is saying: an ex-FBI agent's guide to speed-reading people*. New York: Collins / HarperCollins.
- Burgoon, J. D., Butler, D. B., Woodall, W. G., (2002). Nonverbal communication: The Unspoken dialogue, 2nd ed, inc.: New York: McGraw-Hill Companies, Inc.

Collett, P. (2003). *The book of tells: from the bedroom to the boardroom---how to read other people*. Ontario: HarperCollins, Ltd.

Morreale, S., Spitzber, B., & Barge, J. K. (2007). *Human communication*, 2nd ed. Thomson/Wadsworth: Canada.

Green, D. M., (2011) African American Students' Reactions to Benjamin Cooke's "Nonverbal Communication Among Afro-Americans: An Initial Classification" *Journal of Black Studies*

Writing Assignments will be Graded on the Following Criteria					
	"A" Paper Criteria	"B" Paper Criteria	"C" Paper Criteria	"D" Paper Criteria	"F" Paper Criteria
Context of & Purpose of Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s)	Does not demonstrate attention to context, audience, purpose or the assigned task(s).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Does not use appropriate or relevant content to develop simple ideas.
Genre & Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions including organization, content, presentation, formatting, and stylistic choices found in this field.	Demonstrates consistent use of important conventions including organization, content, presentation, and stylistic choices found in this field.	Follows expectations appropriate for basic organization, content, and presentation in the field of communications.	Little attempt to use a consistent system for basic organization and presentation in this field	No attempt to use a consistent system for basic organization and presentation.
Sources & Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources to support ideas.	Rarely demonstrates an attempt to use sources to support ideas in the writing.	Did not demonstrate an attempt to use sources to support ideas in the writing.
Control of Syntax & Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that impedes meaning because of errors in usage.
*Criteria based on the Association of American Colleges and Universities' Oral Communication Value Rubric					

Presentation Grading Criteria					
	"A" Presentation Criteria	"B" Presentation Criteria	"C" Presentation Criteria	"D" Presentation Criteria	"F" Presentation Criteria
Organization (specific introduction and conclusion, sequenced material within the body, and transitions)	Organizational pattern is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is intermittently observable within the presentation.	Organizational pattern is rarely observable within the presentation.	Organizational pattern is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices show little evidence of being well thought-out and only partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and rarely support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery (posture, gesture, eye contact, and vocal expressiveness)	Delivery techniques make the presentation compelling, and speaker appears polished and confident.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative.	Delivery techniques are used only minimally to make the presentation understandable, but speaker appears uncomfortable.	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable and unprepared.
Supporting Material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)	A variety of types of supporting materials were used to make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility on the topic.	Supporting materials were used to make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility on the topic.	Supporting materials were used to make appropriate reference to information or analysis that partially supported the presentation or establishes the presenter's credibility on the topic.	Insufficient supporting materials were used to make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic.	Failure to utilize supporting materials or make reference to information or analysis that supports the presentation or establishes the presenter's credibility on the topic.
Central Message	A compelling central message was used that was precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Central message can not be deduced, but is not explicitly stated in the presentation.
*Criteria based on the Association of American Colleges and Universities' Oral Communication Value Rubric					