# COMX 202s Nonverbal Communication

# Spring Semester 2017

**Blended Course: on-campus class meetings + online components**

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## Course Description

The purpose of this course is to acquaint you with classic and contemporary ideas about how people communicate nonverbally. We will discuss the different channels through which people express themselves nonverbally, the functions of nonverbal communication, contextual factors impacting nonverbal communication, and the ways that nonverbal communication can be applied in “real-world” settings. A comparative approach is used to guide students to evaluate sociocultural influences on nonverbal communication. This is a blended course, incorporating online learning, in-class cooperative learning, and mini field research projects.

## Course Objectives

By the time you complete this course, you should be able to:

* Define and classify the types of nonverbal behaviors involved in the study and practice of nonverbal communication.
* Identify and comprehend the major theoretical perspectives that help us explain and understand why people communicate nonverbally in certain ways.
* Use theory and empirical knowledge to predict how one person’s nonverbal behaviors could affect another’s.
* Apply empirical knowledge about nonverbal communication to everyday situations.
* Become aware of sociocultural influences on nonverbal communication.

## Required Text

Title: ***Nonverbal Communication***

Authors: Judee Burgoon, Laura Guerrero, and Kory Floyd

Publisher: Allyn & Bacon, 2010

## Recommended Text

Title: ***Nonverbal Communication Research: Readings and Applications***

Editor: Stephen Yoshimura

Publisher: Congnella, 2016

Order directly from the publisher website and get 30% discount: [https://students.universityreaders.com/store](https://messaging.umt.edu/owa/redir.aspx?C=3LIzS_2Hv0Bi-qso10Nun98QWGvLdU7p3QdoTPlGr7Ci13f9yDLUCA..&URL=https%3a%2f%2fstudents.universityreaders.com%2fstore)/

## Assessment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment** | | | **Points Earned** | | | |
| Quizzes on readings (seven) | | | Quiz 1=10 points  Quiz 2 – 6 = 30 points x 5 =180 points | | | |
| Mini-projects (five) | | | 70 points x 5 = 350 points | | | |
| In-class participation  (five class meetings) | | | 25 points x 5 =125 points | | | |
| Reading Club preparation and facilitation | | | 55 points | | | |
| Mid-term report and presentation | | | 140 points | | | |
| Group project and presentation | | | 150 points | | | |
|  | | | Total: 1,000 points possible | | | |
|  | Distribution Scale |  | 933 –1000 | | A | 900 – 932 | A- |
|  | 866 – 899 | B+ | 833 – 865 | | B | 800 – 832 | B- |
|  | 766 – 799 | C+ | 733 – 765 | | C | 700 – 732 | C- |
|  | 666 – 699 | D+ | 633 – 665 | | D | 600 – 632 | D- |
|  |  |  | < 600 | | F |  |  |

## Grading Rubric for In-class Participation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grading criterion** | **5 points or below** | **10 points** | **15 points** | **20 points** |
| Content of Interaction | Your contributions are remotely related to the assigned readings or the ongoing class discussion. | Your contributions are supported or illustrated with some non-specific references to the assigned readings or personal experiences. | Your contributions are supported or illustrated with some non-specific references to the assigned readings or personal experiences. | Your contributions are thoughtful and supported with representative evidence from the assigned readings and/or are illustrated with direct quotes and specific examples from the assigned readings, personal experiences, and other sources. |
| Quality of Contribution | You sit quietly, but you do not participate in class discussion. | You contribute to class discussions no more than once or twice each bi-weekly meeting. Your contributions tend to be limited to short responses (a few words) to questions raised in class. | You contribute to class discussions by engaging in dialogues that involve supporting or challenging classmates’ ideas and raising pertinent questions for further reflection and discussion. | Your contribution goes beyond Level B. In addition to helping further ongoing dialogues and stimulate deeper reflection, you assist your classmates decipher connections across concepts, ideas, and perspectives. |
| Professionalism | Arrive late or leave early for reasons other than illness or emergency. Show minimal interest in class discussions and activities. | Arrive on time. Listen attentively when others speak. | Arrive on time. Take part in all discussions and in-class activities seriously. Listen attentively when others speak. | Arrive on time and remain an interested and active participant throughout the whole class. Contribute to class discussions and activities using respectful, professional verbal and nonverbal communication approaches. Interact with others in a manner that conveys respect for diverse perspectives. |

## Course Schedule

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| --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Date** | **Assignment** | **Reading** |
| Week 1 | Introduction to Nonverbal Communication | January 25 | Learning unit on Moodle  Quiz 1 due | Burgoon, et al. Chapter 1 |
| Week 2 | Sociocultural and Bio-Evolutionary Influences on Nonverbal Communication | Week of Feb 1 | Learning unit on Moodle  Quiz 2 due | Burgoon, et al. Chapter 2 &3 |
| Week 3 | Feb 8  Wednesday  Meeting | Face-to-face class meeting  Field testing report due | Yoshimura Chapter 9 |
| Week 4 | The Body Code and the Visual and Auditory Codes | Week of Feb 15 | Learning unit on Moodle  Quiz 3 due | Burgoon, et al. Chapter 4 & 5 |
| Week 5 | Feb 22  Wednesday  Meeting | Face-to-face class meeting  Storytelling report due | Yoshimura Chapter 14 |
| Week 6 | The Contact Codes and Place and Time Codes | Week of Mar 1 | Learning unit on Moodle  Quiz 4 due | Burgoon, et al. Chapter 6 & 7 |
| Week 7 | Mar 8  Wednesday  Meeting | Face-to-face class meeting  Comparative analysis report due | Yoshimura Chapter 2 |
| Week 8 | Mid-Term | Mar 15  Wednesday  Meeting | Face-to-face class meeting  Executive summary and presentation due |  |
| Week 9 | Spring break | Mar 20 - 24 |  |  |
| Week 10 | Social Cognition, Impression Formation, and Expressing Identities | Week of Mar 29 | Learning unit on Moodle  Quiz 5 due | Burgoon, et al. Chapter 8 & 9 |
| Week 11 | Apr 5  Wednesday  Meeting | Face-to-face meeting  Replica experiment report due | Yoshimura Chapter 3  Sign up for a final-project group in class |
| Week 12 | Managing Conversations and Deceiving Others | Week of Apr 12 | Learning unit on Moodle  Quiz 6 due | Burgoon, et al. Chapter 14&15 |
| Week 13 | Apr 17  Individual consultation  April 19  Wednesday Meeting | Group meeting  Group project plan due by the end of the class |  |
| Week 14 | Relational Messages: Intimacy, Affection, Power, Dominance, and Influence | Week of Apr 26 | Learning unit on Moodle  Quiz 7 due | Burgoon, et al. Chapter 10&11 |
| Week 15 | May 3  Wednesday  Meeting | Face-to-face class meeting  Problem Solving report due | Yoshimura Chapter 5 |
| Finals Week | Group project presentations | May 10  Wednesday  5:30 – 7:30 PM | See presentation schedule on Moodle |  |