

CMST 2320  
Nonverbal Communication  
Spring 2022

Dr. Mark T. Morman  
Office Hours: T/Th 9:30-11:00 a.m., or by appointment  
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Mark's Basic Philosophy: *Life is hard but it is even harder if you can't effectively maintain close relationships.*

Course Objectives:

This course is designed to introduce you to theory and research on how humans communicate nonverbally. We will discuss several components of nonverbal communication, including touch, proximity, vocal quality, eye contact, facial expression, personal appearance, and the use of time and artifacts to communicate messages. Students should be able to:

1. Understand the vocabulary used by those communication researchers who study nonverbal communication.
2. Improve their ability to effectively encode and decode nonverbal messages.
3. Understand the direct influence of culture and context on the encoding and decoding of nonverbal messages.
4. Develop an awareness of the methodologies used in nonverbal research scholarship.
5. Appreciate the important role nonverbal communication plays in daily interaction.

Required Text:

Bowman, J.M. (2020). *Nonverbal Communication: An Applied Approach*. Thousand Oaks, CA: Sage.

ISBN 9781544325989 (paperback)

ISBN 9781544325972 (electronic version)

Assumptions and Expectations:

This class in nonverbal communication will be a discussion-oriented, seminar-type experience in which you can expect to be assigned and/or called upon to explain, evaluate, discuss, and offer your *informed* opinion on many of the theories and models presented in class. This will require you to read, re-read, and maybe even re-read for a third time chapters and articles that are on the table for discussion. My expectations are listed below:

1. Attendance: This is simple: All I ask is that you show up for every class meeting prepared to do your best. You have two (2) absences for this class to use at your discretion—no questions asked. *Starting with your third absence, you will lose two points per absence on your final course grade.*

2. Class Participation: This is a communication department course; thus, we will be communicating a lot in this class. Not just me, but you--ALL of you. Your participation is critical for a fun and intellectually stimulating class experience. Your personal and academic success in this course will depend upon the level of class participation you engage in during the semester. Always come prepared.

3. Electronic Equipment: PLEASE turn off and stow all electronic devices, e.g., cell phones, laptops, MP3 players, pagers, Blackberry's, GPS devices, Netbooks, iPads, iPhones, iPods, Kindle Fire readers, portable DVD players, alarm clocks, digital video camcorders, Bluetooth headsets, Beats wireless headphones by Dr. Dre, Wii Fit Plus Balance Boards, handheld Nintendo/PlayStation/Sony/Xbox video game consoles, digital picture frames, paper shredders, wireless surveillance/security monitors, 3D printers, Amazon Echo Alexa voice controlled speakers, night vision goggles, etc. If you cannot exist for 75 minutes without some type of electronic connection to the outside world, then perhaps this is not the best time to participate in this course (and you need extensive psychotherapy). Plus, as you will learn, current studies show overuse of cell phones is correlated with a number of negative outcomes, including depression, loneliness, and decreased levels of relational satisfaction with your family.

4. Assignments: All assignments and exams are to be completed on time. All late work will be penalized 10 points for every day the work is late.

5. Plagiarism and Academic Dishonesty: The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values. All students must adhere to the UT- Tyler Honor Code ("Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do"). Furthermore, students must complete their work with academic integrity as outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at UT Tyler.

Plagiarism is the act of representing, either directly or indirectly, and without proper source documentation, someone else's work as your own. I will not tolerate plagiarism or any other form of academic dishonesty. Students caught participating in any form of academic dishonesty will be removed from the course and will receive an "F." Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Furthermore, said student will be subject to suspension or dismissal from the Communication Department and/or the university. Finally, I will use the Turn-It-In application to check for plagiarism in your papers and original coursework. Not understanding plagiarism or other

aspects of the honor code is not an excuse. You may use online resources to study for this course, but you must do so in ways that are consistent with all aspects of the University Honor Code.

6. Student Behavior: All students will be expected to treat each other (and me) with respect, courtesy, and openness. All points of view are welcome and needed to get the most we can from our class meetings. You may not always agree with everything said and that is OK. But, just because you do not agree does not give license to ridicule, belittle, marginalize, or embarrass anyone else. Students who cannot or will not agree to this idea of open exchange and encounter should leave now. Disruptive students will also be asked to leave the class. No one has all the answers and just because you think you are right, does not mean anyone else does. Let us agree to treat each other with a high degree of integrity and respect as we share the semester together.

7. Elasticity Clause: I reserve the right to modify the existing course calendar and assignments. If changes must be made, I will notify students as soon as possible.  
Know my favorite proverb by heart: *Blessed are the flexible, for they will not be bent out of shape.*

8. Military Student Advisory: Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations).

9. Course Requirements: Your grade in this course will come from four sources: two examinations, an original research prospectus, and a series of short (3-5 pages) reaction papers that you will write periodically throughout the semester. Each exam will cover approximately half of the reading and discussion material. The exams and projects are all worth 100 points each.

The University Library system has a number of resources that will be important for you as you work to complete this course, including a number of scholarly journals dedicated to the study and understanding of family life, e.g., *Journal of Family Communication*, *Journal of Marriage and Family*. Also, students are encouraged to use the Psych-Info and/or Google Scholar academic journal search engine to find scholarly articles and books focused on the family. If our library does not have the article, inter-library loan will most likely be able to find it for you. Your final grade will be determined by your total number of points. I do not apply a curve to any assignments or exams. Thus, your final grade will follow the scale below:

Grades: Standard Grading Scale

90% - 100 %	= A	70% - 79%	= C	59% - 0%	= F
80% - 89%	= B	60% - 69%	= D		

## Course Projects:

### A. Nonverbal Communication Portfolio

This project asks you to create a portfolio of pictures representing various forms and types of nonverbal communication/behaviors. Below is a list of the various nonverbal categories for which you will acquire pictures/photos as representative examples for each category. Here are some basic rules to follow:

1. Your project will be constructed using PowerPoint. You will build your project slide by slide, including analysis and description for each item posted in your portfolio
2. Pictures, photos, advertisements, cartoons, memes, etc., may be found in various places, e.g., magazines, newspapers, online platforms, personal photo albums, etc.
3. Create a proper Title Slide for your PowerPoint portfolio, including the basics like your name, course, date, etc.
4. Each picture in your portfolio should have (a) a title indicating which nonverbal category this picture represents; (b) a short description explaining why and how this picture best represents the category.
5. Ideally, the pictures posted in your portfolio should speak for themselves, but sometimes the intent may not be all that clear—so please offer a short explanation (i.e., 100-200 words) to describe the picture. You may also identify other people in the picture, explain the context, where the picture is from and how it was taken, and *most important*, detail why you believe this picture best represents the particular category in question.
6. Your PowerPoint nonverbal portfolio should look as creative, neat, and professional as possible. This project is a representation of you—so make it look sharp. The portfolio should be of a quality level that if you were ever called upon to be a nonverbal communication expert or consultant, you could confidently display your project without shame, embarrassment, or feelings of inferiority or regret.
7. Your nonverbal portfolio must include the following pictures. If you wish to include additional pictures/items representing other nonverbal behaviors not listed below, that is always your option. Be sure to give each picture a title and description/explanation:
  - i. Facial Expressions of Emotion
  - ii. Oculistics/Eye Behaviors
  - iii. Kinesics & Gestures Message
  - iv. Haptics/Touch Message
  - v. Proxemics/Space Message
  - vi. Clothing & Personal Appearance Message
  - vii. Influence of Sex/Gender on Human Interaction

- viii. Influence of Culture on Human Interaction
  - ix. Intimacy, Affection, and/or Flirting Message
  - x. Power & Dominance Message
  - xi. Bonus Category—your pick/your call
8. The completed project is due: **Thursday, April 14, 2022**—email me your PowerPoint portfolio **by 5:00 p.m.**

## B. Consulting Reports

Periodically throughout the semester, you will be called upon to use your nonverbal expertise to consult with a client who needs help understanding the influence of nonverbal communication in a particular context. As the expert consultant, you will review the context of your case and then prepare an Executive Summary type report offering knowledge, insight, understanding, and suggestions for your client. Your consulting reports should:

- (a) be 3-5 pages in length
- (b) provide arguments for why the proposed program/plan is a good (or bad) idea
- (c) cite relevant nonverbal research and information linked to the client's issue/context
- (d) provide 3 or more tangible suggestions for how the client should respond

From the following list, please select five consulting problems to address. Each Executive Summary will be with 20 points (max 100 points). Reports will be due in class on the following schedule:

- Report 1—Tuesday, February 1, 2022
- Report 2—Tuesday, February 15, 2022
- Report 3—Tuesday, March 1, 2022
- Report 4—Tuesday, March 29, 2022
- Report 5—Tuesday, April 19, 2022

### Consulting Problem #1—Massage Therapy

Client: University Student Government is thinking about implementing a massage therapy program to help students and faculty deal with stress and to have better physical and mental health. Convince the campus officers this is a good idea and why it would be beneficial to our campus. What would it involve and how would you recommend it be implemented?

### Consulting Problem #2—New Student Lounge

Client: The department of Campus Life and Student Activities wants to build a new student lounge for students to have a place to interact, study, work, watch TV, rest, etc.

Why is spatial arrangement an important issue to consider? What recommendations for designing this lounge space would you make? How would you use this new space to maximize its benefit to students?

### Consulting Problem #3—Roommate Differences

Client: The Office of Student Housing wants to develop a program to help mediate and resolve roommate conflict. Recently, the office has been overwhelmed with all types of roommate issues, for example, differences in perceptions of cleaning, amount of sleep needed, privacy concerns, using the silent treatment, and even a case of a roommate persistently walking around naked, even though his roommates have repeatedly asked him to stop. How would you respond to this concern for helping roommates gain compliance and cooperation as they learn to live together in a new culture? What would your program involve, what nonverbal interaction issues should it address, and how would you implement it?

### Consulting Problem #4—Job Center Interviewing

Client: The Job Center on campus is planning a career day where recruiters will come to campus and interview prospective job candidates. They need help advising students about proper behavior during job interviews. What recommendations would you make to help students boost their credibility and enhance their positive impression management?

### Consulting Problem #5—Scented Candles

Client: The Campus Bookstore is thinking about using scents in the store to boost sales and employee satisfaction and performance. What recommendations would you make about using scents in the store and why? What potential benefits could result as an outcome of implementing this aroma-based program?

### Consulting Problem #6—International Student Enculturation

Client: The Office of International Education needs help designing a program to help international exchange students adjust to life in the USA. These international students are often unfamiliar with even basic nonverbal rules and norms of American life. Being sensitive to the needs of any international student brave enough to leave their country to study in the US, how might you consult with the International Education office regarding helping their students adjust to our American culture? Knowing you can't address everything, what 3-5 nonverbal topics would you suggest be focused on during such an important program?

### Consulting Problem #7—Jury Duty

Client: The Student Judiciary Court wants to improve their campus courtroom experience by offering a program to help lawyers, judges, witnesses, and jurors know how to properly behave and dress while in a courtroom environment. Everything from

jury selection to client wardrobe consideration to ways for lawyers to boost their impression formation skills and enhance their credibility. What suggestions would you make or what advice would you provide to help all members of the courtroom understand the influence of nonverbal communication in a legal setting?

#### Consulting Problem #8--Freshman Orientation Program

Client: The New Student Orientation Program is in need of some recommendations to help the new incoming freshman class learn about the social/dating scene on campus and in the area. What recommendations would you make to help these new students “learn the ropes” about the nonverbal rules of flirting, dating, showing affection, and interacting with each other? What would such a program look like and how you implement it?

#### Course Evaluation:

<u>Course Grades</u>	<u>Points Available</u>
1. Mid-Term Exam	100 points
2. Final Exam	100 points
3. NVC Portfolio	100 points
4. Consulting Reports	<u>100 points</u>
TOTAL	400 points

#### Tentative Daily Course Calendar—Spring 2022

T Jan 11	Welcome & Course Introduction
Th 13	What Is Communication?
T 18	What Is Nonverbal Communication? Chp. 1 & 2
Th 20	Characteristics of Nonverbal Communication--Chp. 1 & 2
T 25	Facial Expressions--Chp. 4
Th 27	Facial Expressions—Chp. 4
T Feb 1	Oculesics/Eye Behavior—Chp. 7
Th 3	Oculesics/Eye Behavior—Chp. 7
T 8	Paralanguage—Chp. 8
Th 10	Silence—Chp. 8
T 15	Kinesics & Gestures—Chp. 4
Th 17	Kinesics & Gestures—Chp. 4

T 22	Haptics/Touch—Chp. 6
Th 24	Haptics/Touch—Chp. 6
T Mar 1	Chronemics/Time—Chp. 11
Th 3	Midterm Exam
T 8	SPRING BREAK!
Th 10	SPRING BREAK!
T 15	Proxemics/Space—Chp. 5
Th 17	Proxemics/Space—Chp. 5
T 22	Clothing & Personal Appearance—Chp. 9
Th 24	Olfactics/Smell—Chp. 11
T 29	Gender & Nonverbal Communication—Chp. 3
Th 31	Culture & Nonverbal Communication—Chp. 3
T Apr 5	Intimacy, Affection, & Flirting—special reading
Th 7	Intimacy, Affection, & Flirting—special reading
T 12	Compliance, Power, & Dominance—special reading
Th 14	Health & Doctor/Patient Interaction—special reading
T 19	Deception—special reading
Th 21	Deception—special reading
Final Exam—TBD	