GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences
Department/School: Hugh Downs School of Human Communication

Prefix: Com Number: 317 Title: Nonverbal Communication Units: 3

Course description:

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No
If so, list all academic units offering this course:

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No
If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

Requested designation: Social-Behavioral Sciences–SB
Mandatory Review: No

Note: a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.L.mcie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2019 Effective Date: October 5, 2018
For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist

Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:
☑ Signed course proposal cover form
☑ Criteria checklist for General Studies designation being requested
☑ Course catalog description
☑ Sample syllabus for the course
☑ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Laura Guerrero
E-mail: laura.guerrero@asu.edu
Phone: 602-690-3881

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Linda Lederman
Date: 2/21/19

Chair/Director (Signature):
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction. See sample syllabus and table of contents of text book</td>
</tr>
<tr>
<td>✗</td>
<td>✗</td>
<td>2. Course content emphasizes the study of social behavior such as that found in: See syllabus, table of contents from text book, and sample reference pages from text book</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• ANTHROPOLOGY Human Communication</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• ECONOMICS Psychology</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• CULTURAL GEOGRAPHY Anthropology</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• HISTORY Family Studies</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>• SOCIOLOGY Sociology</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>3. Course emphasizes: See attached pages from the text book outlining the history of the field of personal relationships.</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data. See syllabus, especially course calendar</td>
</tr>
</tbody>
</table>

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM</td>
<td>317</td>
<td>Nonverbal Communication</td>
<td>SB</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This course focuses on nonverbal messages and perceptions of behavior that are integral to human interaction, including interpersonal, social, and cultural aspects of nonverbal communication.</td>
<td>Description of course in syllabus; table of content from the primary text book used (Burgoon, Guerrero, and Floyd).</td>
</tr>
<tr>
<td>2</td>
<td>Theory and research on nonverbal communication has a strong base in several disciplines within the social and behavioral sciences, including communication, psychology, anthropology, and sociology.</td>
<td>Sample reference pages from the Burgoon et al. text book show how the course content draws upon research and theory from different social science disciplines (e.g., communication, social psychology).</td>
</tr>
<tr>
<td>3</td>
<td>Course material draws upon the distinct knowledge of the social and behavioral sciences as related to the study of nonverbal communication. Moreover, nonverbal communication is studied from both bio-evolutionary and cultural perspectives.</td>
<td>Sections of the Burgoon et al. book that show how the knowledge base is grounded within the social and behavioral science literature are included, including the beginning sections of chapters focusing on cultural, bio-evolutionary, cognitive, and communicative factors affecting and affected by nonverbal communication.</td>
</tr>
<tr>
<td>4</td>
<td>The course illustrates use of social scientific perspectives and data, both in terms of the coverage of major theories about human interaction in relationships, as well as in writing assignments that require students to delve into social scientific research on relationships. Students also learn how to apply these perspectives to their lives.</td>
<td>See course objectives in the syllabus, plus table of contents from the Guerrero and Hecht book used as a secondary text in the course. Most of the articles in this book are condensed research studies. Students present and discuss many of these studies in class.</td>
</tr>
</tbody>
</table>
Nonverbal Communication

Course Description:
Study of communication using space, time, movement, facial expression, touch, appearance, smell, environment, objects, voice, and gender/cultural variables.

Offering School/Collages Pre-requisite(s):
New College of Interdisciplinary Arts and Sciences -- School of Social and Behavioral Sciences
Prerequisite(s): minimum 2.00 GPA; minimum 45 hours
College of Integrative Sciences and Arts -- College of Integrative Sciences and Arts
Prerequisite(s): minimum 2.00 GPA; minimum 45 hours
College of Liberal Arts and Sciences -- Hugh Downs School of Human Communication
Prerequisite(s): minimum 2.00 GPA; minimum 45 hours

Allow multiple enrollments: No
Repeatable for credit: No
Primary course component: Lecture
Grading method: Student Option
COM 317: NONVERBAL COMMUNICATION  
Spring 2019  
Tu/Th 12:00-1:15 pm (#10167)  
Design North 62

Dr. Laura Guerrero  
Email: laura.guerrero@asu.edu  
Office: Stauffer 460  
Office hours: Tu/Th 10:30 to 11:45 am & by appointment

WELCOME TO COM 317  
This course is designed to introduce you to concepts, theories, and principles of nonverbal communication, with an emphasis on the role nonverbal messages play in the total communication process. Class readings include a mix of brief articles and longer chapters that summarize research on specific topics in nonverbal communication. The class covers traditional "codes" of nonverbal communication, such as kinesics (body movement), proxemics (space), and physical appearance; as well as contemporary work on the functions of nonverbal communication, such as emotion, affection, power, and deception. Course content, which is interdisciplinary in nature, emphasizes both theory and practical application.

TEXTBOOKS


COURSE POLICIES

In the spirit of fairness to everyone, here are the "rules"...

Exams: Make-up exams are only given when you have a university-sanctioned excuse, such as participation on a university athletic team or a documented illness. If possible, you must notify me prior to the exam to secure permission for taking a make-up exam at a later date. If you are involved in a university activity, such as being part of an athletic team or the speech team, you must provide me with a copy of your schedule at the beginning of the course. Similarly, if you need to miss class because of a religious holiday, you should notify me at the beginning of the semester regarding the date(s) you will be absent. Please note that a plane ticket home before the end of the semester does NOT excuse you from taking our last exam on the final day of class.
Attendance: ASU recommends that attendance be taken in all classes. I will pass an attendance sheet around every day. You will be rewarded for good attendance by receiving extra credit points as follows:

- 2 or fewer absences = 7 points
- 3 absences = 5 points
- 4 absences = 3 points
- 5 absences = 1 point
- 6 or more absences = 0 points

Please note that it is your responsibility to sign the attendance sheet every time you come to class. On most days, the attendance sheet will be passed out about halfway through lecture. Because I realize that things come up (e.g., illnesses, car trouble, family emergencies, etc.), you can still receive all 7 possible points of attendance extra credit even if you miss two days.

Good attendance is also important because students who attend regularly tend to be much more successful in the course. The lectures help you determine what is most important to study for the exams. Lecture outlines are posted on Canvas. However, these outlines are not a substitute for attending class and taking good notes. You should supplement these outlines with more detailed information from class lecture and the textbook and use them to guide your reading. In addition, you are responsible for knowing the highlights from any videos shown in class. Some of the videos I show are not available anywhere online, so if you miss on those days you need to either find someone you know who was there or come to my office and watch what you missed. Similarly, students will be presenting the research from some of the articles in the Nonverbal Communication Reader in class. The slides for these presentations will be posted on the class discussion board and you can read the articles, but coming to class and hearing the lectures helps students better remember this information (some of which will be on the exams). Of course, getting notes from someone is helpful if you are not in class, but it does not substitute for being there and seeing the material as presented.

Academic Integrity: Academic integrity is required of all Arizona State University students. Cheating of any kind will not be tolerated and can result in failing an exam or the entire course and receiving an X on your transcript to indicate an academic integrity violation. In addition to “traditional” forms of cheating and plagiarism, it is unacceptable to turn the same paper in to two classes. If you have not done so already, you are strongly encouraged to read the information about the College of Liberal Arts and Sciences policies on plagiarism and other forms of academic integrity at: https://clas.asu.edu/resources/academicintegrity

Title IX: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services,
https://eoss.asu.edu/counseling is available if you wish discuss any concerns confidentially and privately.

**GRADING**

**EXAMS AND ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams @ 125 pts. each</td>
<td>375 pts.</td>
</tr>
<tr>
<td>Article Presentation</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Career Application Paper</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Travel Flyer</td>
<td>75 pts.</td>
</tr>
<tr>
<td>3 Position Posts &amp; Responses @ 50 pts. Each</td>
<td>150 pts.</td>
</tr>
</tbody>
</table>

**TOTAL= 800 pts.**

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>780+</td>
<td>B</td>
<td>660-699</td>
</tr>
<tr>
<td>A</td>
<td>740-779</td>
<td>B-</td>
<td>640-659</td>
</tr>
<tr>
<td>A-</td>
<td>720-739</td>
<td>C+</td>
<td>610-639</td>
</tr>
<tr>
<td>B+</td>
<td>700-719</td>
<td>C</td>
<td>544-599</td>
</tr>
<tr>
<td></td>
<td>0-463</td>
<td>D</td>
<td>464-543</td>
</tr>
</tbody>
</table>

* Please note: final grades are based on points not percentages, so there is no rounding up.

**CALENDAR OF EVENTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>BGF</th>
<th>G&amp;H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu 1/8</td>
<td>Welcome and Course Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th 1/10</td>
<td>The Importance of Nonverbal Communication</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tu 1/15</td>
<td>What Counts as Nonverbal Communication?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th 1/17</td>
<td>Sociocultural Influences</td>
<td>2</td>
<td>12, 29</td>
</tr>
<tr>
<td>Tu 1/22</td>
<td>Sociocultural Influences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Position Post #1 Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th 1/24</td>
<td>Bio-Evolutionary Influences</td>
<td>3</td>
<td>9, 45</td>
</tr>
<tr>
<td></td>
<td>Presentation: Article 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tu 1/29</td>
<td>Research Methods in Nonverbal Communication</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Th 1/31</td>
<td>Module 1 Exam</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>BGF</td>
<td>G&amp;H</td>
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<tr>
<td>Tu 2/5</td>
<td>Components of Attractiveness</td>
<td>4</td>
<td></td>
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<tr>
<td>Th 2/7</td>
<td>Effects of Attractiveness</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*Presentations: Article 5 and Article 6</td>
<td></td>
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<tr>
<td></td>
<td>*Travel Flyer Due</td>
<td></td>
<td></td>
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<tr>
<td>Tu 2/12</td>
<td>Adornment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*Presentations: Article 8 and Article 10</td>
<td></td>
<td></td>
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<tr>
<td>Th 2/14</td>
<td>Kinesics</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>*Presentation: Article 14</td>
<td></td>
<td></td>
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<tr>
<td>Tu 2/19</td>
<td>Vocalics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Presentation: Article 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th 2/21</td>
<td>Haptics</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Tu 2/26</td>
<td>Communication Conference—NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Position Post #2 Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th 2/28</td>
<td>Haptics and Proxemics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*Presentations: Article 24 and Article 25</td>
<td></td>
<td></td>
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<tr>
<td>Tu 3/12</td>
<td>Proxemics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*Presentations: Article 22 and Article 23</td>
<td></td>
<td></td>
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<tr>
<td>Th 3/14</td>
<td>The Environment</td>
<td>7</td>
<td>32, 33</td>
</tr>
<tr>
<td>Tu 3/19</td>
<td>Chronemics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Presentations: Article 28 and Article 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th 3/21</td>
<td>Module 2 Exam</td>
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<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>BGF</td>
<td>G&amp;H</td>
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<tr>
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<td>--------------------------------------------</td>
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<tr>
<td><strong>Tu 3/26</strong></td>
<td>Power, Dominance, and Compliance Gaining</td>
<td>13</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><em>Presentation: Article 26</em></td>
<td></td>
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<tr>
<td><strong>Th 3/28</strong></td>
<td>Principles of Power</td>
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<tr>
<td><strong>Tu 4/2</strong></td>
<td>Sales and Interviewing</td>
<td></td>
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<tr>
<td></td>
<td><em>Presentations: Article 16 and Article 34</em></td>
<td></td>
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<tr>
<td><strong>Th 4/4</strong></td>
<td>Communicating Affection and Immediacy</td>
<td>12</td>
<td></td>
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<tr>
<td><strong>Tu 4/9</strong></td>
<td>Courtship and Flirting</td>
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<tr>
<td></td>
<td><em>Presentations: Article 39</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Th 4/11</strong></td>
<td>Expressing Emotion</td>
<td></td>
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<tr>
<td></td>
<td><em>Career Applications Paper Due</em></td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td><strong>Tu 4/16</strong></td>
<td>Expressing Emotion</td>
<td></td>
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<tr>
<td></td>
<td><em>Presentation: Article 43</em></td>
<td></td>
<td></td>
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<tr>
<td><strong>Th 4/18</strong></td>
<td>Deception Cues</td>
<td></td>
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<tr>
<td></td>
<td><em>Presentation: Article 48</em></td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td><strong>Tu 4/23</strong></td>
<td>Deception Detection</td>
<td></td>
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<tr>
<td><strong>Th 4/25</strong></td>
<td><strong>Module 3 Exam</strong></td>
<td></td>
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<tr>
<td><strong>Tu 4/30</strong></td>
<td><strong>Position Post #3 Due</strong></td>
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</tbody>
</table>
EXAMS AND ASSIGNMENTS

Exams

There will be three exams. Each exam contains two parts: a multiple choice section taken on a scan-tron, with each question worth 2 points; and an essay section worth 25 points. The first part of the essay section will involving matching questions. The second part will involve answering two essay questions (worth 10 points each). For the essays, you will be able to choose 2 out of 3 questions to answer. Each exam covers one of the modules and is not comprehensive.

Please bring a #2 pencil since the first part of these exams will be taken using scan-trons. I will supply scan-trons as well as paper for the essay section. A study guide will be posted on Canvas about a week prior to each exam. In addition to using the study guide, you should prepare for the exams by taking good notes, knowing those notes in depth, and knowing the material in the text books that is related to the concepts and theories we discuss in class. Be sure to take notes when documentary-type videos are shown in class as well as during the student presentations. You should know the main findings from the various studies that are presented. Exam scores will be posted on Canvas.

Research Presentation

You will work in pairs to present one of the research articles in Guerrero and Hecht’s (2008) Nonverbal Communication Reader. Presentations should be 10 to 12 minutes long and should cover the following points:

- **Justification for the Study** (Why is the study important? What research and ideas lead up to it?)
- **Questions and/or Predictions** (What questions or hypotheses were tested?)
- **Method** (What did they do to test their ideas? For example, did they use a survey, observations, an experiment, etc.?)
- **Results** (What did they find?)
- **Implications** (Why are these findings important? What do they tell us?)
- **Future Research** (What do you think future research on this topic should investigate?)

Your presentation should include PowerPoint or Prezi Slides. These slides should be posted on the Discussion Board for Presentations by 11:59 the night before you and your partner will be presenting. You will then be able to download these slides for your presentation the next day.

Partners can divide up the presentation any way they choose. In the past, students usually each cover 3 of the topics listed above. Transitions between speakers should be smooth. The presentation will be graded based on four general criteria: (1) accuracy of the information presented, (2) degree to which all points listed above were covered, (3) level of professionalism in delivery, and (4) quality of your slides.

* Students will sign up for presentation articles the second week of class on a first come first served basis.
Position Posts

Throughout the semester, you will be required to contribute three position posts on our class discussion board. Each post involves answering a question related to material we have discussed in class. There are no “right” answers to these questions, but some answers are better than others based on the quality of the argument and, in some cases, the accuracy of the evidence used to support one’s position.

Each position post consists of two parts: your post and your response to a classmate’s post. Your response should be between 200 and 300 words. After posting your response, you will be able to see your classmates’ posts. You will then post a 100- to 150-word reply to a classmate’s post of your choosing. Your response should focus on how this classmate’s response fits with your own. For example, you might mention that they brought up arguments that would have strengthened or complemented your own position, made points that were especially convincing, or even caused you to change your position or re-think part of your argument. The objective of both the posts is to provide thoughtful answers that show reflection and critical thinking about the issues discussed in class.

Your position posts should: (1) take a clear position, (2) include definitions and/or explanations of key concepts and/or principles, (3) provide examples to clarify your position, (4) make a strong argument in support of your position, and (5) be written in a clear manner using college-level writing.

Your response to a classmate should: (1) identify how your classmate’s post relates to your position, (2) elaborate on ideas in their post, as described above, and (3) be written in a clear manner using college-level writing.

Position Post #1: You have learned about the sender, receiver, and message perspectives defining what counts as communication. Which perspective do you agree most with and why?—Your Post due 1/22 by 11:59 pm; Your Response due 1/23 by 11:59 pm

Position Post #2: You have learned about several stereotypes connected to appearance (i.e., attractiveness, body type) and vocalic behavior. Which of these stereotypes do you believe is strongest in everyday life and how does that stereotype affect how people communicate with each other?—Your Post due 2/26 by 11:59 pm; Your Response due 2/27 by 11:59 pm

Position Post #3: You learned that it is challenging to detect deception. If you had to choose three things to focus on most while trying to determine if someone is deceiving you, what would you focus on and why?—Your Post due 4/30 by 11:59 pm; Your Response due 5/1 by 11:59 pm
Nonverbal Communication

Judee K. Burgoon
University of Arizona

Laura K. Guerrero
Arizona State University

Kory Floyd
Arizona State University

Allyn & Bacon
Boston Columbus Indianapolis New York San Francisco
Upper Saddle River Amsterdam Cape Town Dubai London Madrid
Milan Munich Paris Montreal Toronto Delhi Mexico City
São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo
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Sociocultural Influences on Nonverbal Communication

A culture may be conceived as a network of beliefs and purposes in which any string in the net pulls and is pulled by the others, thus perpetually changing the configuration of the whole.

—Jacques Barzun, educator and author

People from different nations and various cultural backgrounds have distinct ways of using nonverbal communication. These differences in nonverbal behavior help groups of people create unique identities that often reflect shared values and cultural history. For example, in some Asian cultures, bowing symbolizes much more than a simple greeting or departing behavior; bowing is based on a long-standing tradition of showing respect to high-status individuals. The lower and longer the bow is, the greater the show of respect.

To be able to appreciate nonverbal behaviors such as the bow, one must first understand their meaning within a given culture or community. It is difficult, however, for people from outside a particular culture to understand fully all the nuances—let alone the basic meanings—behind various forms of nonverbal communication. In this chapter, we hope to give you a basic understanding of the complex role that culture plays in shaping nonverbal communication. We begin by discussing the importance of nonverbal communication in cross-cultural interaction. Then we define the terms culture and co-culture, describe five cultural dimensions that influence nonverbal communication, and outline some important points to keep in mind when interpreting cultural differences in communication. The chapter ends with a summary of cultural differences in each nonverbal code, ranging from gestures to chronemics. Our review of these differences is by no means complete, and we do not pretend to understand all of the nuances of communication across different cultures, especially since we are viewing these differences through our own cultural lenses. We do, however, hope that this chapter will help you appreciate and be sensitive to the diversity of nonverbal communication across different cultures.
As the previous chapter detailed, nonverbal communication is strongly influenced by the social and cultural contexts in which it is enacted. Learning, socialization, and enculturation all have robust effects on many nonverbal behaviors—however, they don’t tell the whole story. Although some nonverbal behaviors vary from culture to culture, others do not. For instance, many nonverbal emotion displays are encoded and decoded similarly across societies (Fridlund, 1994). Certain facial features are considered attractive in all cultures (Etoff, 1999). And, as seen in Photo 3.1, parents around the world use a similar vocal and gestural pattern, known as babys talk, when communicating with their infants (Grieser & Kuhl, 1988). Much of the variation in these and other behaviors can be attributed not to cultural and social influences but to biological and evolutionary causes. In this chapter, we will explore bio-evolutionary explanations for nonverbal communication and see how they complement social and cultural theories.

We begin our discussion by addressing the characteristics of a bio-evolutionary perspective. The dual influences of evolution and biology/physiology are explained, and the assumptions of each approach are made clear. Next, we summarize research demonstrating bio-evolutionary effects on a number of specific nonverbal behaviors. We conclude the chapter with a discussion of how bio-evolutionary and social/cultural explanations can work together to increase our understanding of nonverbal communication.
We humans are naturally social beings, and one of our most pervasive activities is forming impressions of each other. Take a look at Photo 9.1. In the second case, you see a clean-cut young man in a suit and tie. What impressions do you have about his personality, his honesty, his intelligence, and his background? How does that compare to the young black woman with braids? What about the elderly woman with the walker, the man in the tuxedo t-shirt, or the barefoot reveler at an outdoor music festival? Chances are that you have distinctly different impressions of each. These first impressions may or may not be accurate, but you form them nonetheless—with relatively little effort—because they guide how you think about this person and how, if at all, you will interact with him or her. Of course, our impressions of others are strongly influenced by what they say, but as the Dalai Lama’s quotation reminds us, they are also strongly influenced by nonverbal cues.

In this chapter, we’ll take a closer look at social cognition—the processes by which we use social information to form impressions of others—and how it is affected by nonverbal behavior. We will begin by examining three stages that we go through to form perceptions of others and by addressing a host of mental biases and “shortcuts” that often guide our impression-making behaviors. Next, we’ll look at how accurately and consistently we form impressions based on nonverbal cues. Finally, we’ll discuss how nonverbal characteristics inform three important classes of impressions: physical and demographic impressions, sociocultural impressions, and psychological impressions.

Throughout our discussion, it’s important to keep in mind that impression formation is somewhat different than image management, the topic of the next chapter. In a way, these are two sides of the same coin. Impression formation has to do with how we form impressions of other people and the specific verbal and nonverbal cues that inform those impressions. In contrast, image management has to do with how we enact the images we want others to form of us. Fortunately for us, we can apply what we learn about each topic to the other. The more we know about how we form impressions of others, for instance, the better we can manage our
Chapter 11

Expressing Emotions

The emotions are all those feelings that so change [Humans] as to affect their judgments, and that are also attended by pain or pleasure.
—Aristotle, The Rhetoric

Feelings or emotions are the universal language and are to be honored.
They are the authentic expression of who you are at your deepest place.
—Judith Wright, Australian poet

Think about what life would be like without emotion. Being able to feel and communicate emotion is part of being human; without the experience and expression of emotion, life would be monotonous and human interaction would be uninteresting and unfulfilling. Emotions motivate us to take action. Fear prompts us to move out of the way, happiness leads us to seek contact with people who make us feel good, and guilt motivates us to seek reparation. Emotions are driven by innate, biological forces. They are also shaped by culture and social interaction. Indeed, the experience and expression of emotions are social and relational phenomena. Our social interactions with others often provide the basis for emotion, and we feel and show emotions differently in various types of relationships.

In this chapter we explore the relationship between emotion and nonverbal behavior. First, we discuss the nature of emotional experience, including how emotion is defined. Next, we discuss the nature of emotional expression, followed by a theoretical examination of the link between emotional experience and expression and a summary of nonverbal cues used to express emotion. We conclude the chapter with a discussion of nonverbal skills related to the decoding and encoding of emotion.

The Nature of Emotional Experience

To understand the nature of emotion, researchers have distinguished between emotional experience, which is the internal, intrapersonal part of emotion, and emotional expression, which is the external, interpersonal part of emotion. Emotional experience is what occurs within our minds and bodies; emotional expression is what we show to others. In this chapter, we discuss both of these facets of emotion, starting with the features that characterize emotional experience.
Relational Messages: Power, Dominance, and Influence

The successful leader does not talk down to people. He lifts them up.
—Richard Nixon

He who has great power should use it lightly.
—Seneca

Power and persuasion are all around us. In a given day, most people are bombarded with requests to do something for someone, purchase a product or service, or support a particular candidate, proposition, or position. At work you might try to persuade your supervisor that you are the best person for a promotion. You might also try to use persuasion and dominant communication to initiate a new relationship or gain more power in an established relationship. Most people are also exposed to dozens of advertisements each day, on television and the radio, in magazines and newspapers, on the Internet, and even on billboards. As these examples suggest, dominance-submission (or powerfulness versus powerlessness) is one of the most fundamental dimensions underlying all types of relationships and interactions (e.g., Burgoon & Hale, 1984, 1987; McDonald, 1980).

Nonverbal behavior can promote perceptions of power and reflect one’s level of status. Nonverbal communication also plays an instrumental role in the persuasion process. However, there is no easy formula for determining what constitutes an appropriate and effective dominance display or influence attempt. For example, high levels of gaze can show power and dominance (especially when someone gazes at others while speaking), but gaze can also communicate meekness and submission if someone is listening intently to a powerful person. Similarly, smiling can signal appeasement, or it can contribute to perceptions of likability and dynamism that make a person more persuasive. There is also a fine line between nonverbal behavior that is perceived as dominant and credible, and nonverbal behavior that is perceived as coercive and intimidating. The latter form of behavior is usually less influential in the long run. Thus, as you read through this chapter, it is important to remember that nonverbal cues reflecting power, dominance, status, and credibility do not occur in a vacuum. The context, as well as the total package of nonverbal behavior that a person uses, work together to create perceptions related to power and dominance.
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