Course Title:
Seminar in Non-Verbal Behavior in Human Relations

Course Number:
HR 5163-101

Course Description:
The purpose of this course is three-fold: (1) to expand participants’ awareness and understanding of nonverbal behavior and nonverbal communication as these areas pertain to human relations, including organizational and community relations and interpersonal interaction in particular; (2) to expand their skills in observation, recognition and interpretation of nonverbal behaviors and their implications; and (3) to enhance the application of these skills to building and maintaining effective relationships and effective professional practices.

Nonverbal communication plays an important role in human relationships, particularly our ongoing interpersonal interaction. Numerous studies indicate that people derive from 60% to 65% of social meaning from nonverbal behaviors (Burgoon, 1994). In addition, adults rely most heavily on their interpretations of nonverbal behavior in contrast to verbal messages. Through this course, we will explore the functions and impacts of nonverbal communication and the roles of a variety of forms of implicit or symbolic communication, nonverbal cues, and a variety of other considerations.

The field of nonverbal behavior, particularly nonverbal communication, has produced an enormous body of research findings and theoretical constructs. All of the credible texts are packed with extensive amounts of information. It would be tempting to emphasize lecture and the conveyance of information. However for the purpose of effective instruction, I recognize the importance of adult learning principles and practices. As a result, I expect to focus the in-class portion of the curriculum on experiential, hands-on activities, as much as possible. In addition, I will challenge you to identify the potential applications of the information contained in your text. I will challenge you and myself repeatedly to seek to answer the question, “So What?” I want us to consider why concepts and information about nonverbal behavior and communication have importance and relevance to today’s society, to interpersonal relations, and to professional practices across a broad spectrum of careers.

Class Dates, Location and Hours:

Dates: September 23-25 & 30-October 2, 2016
Location: Bldg. 201 SE, Tinker AFB, Oklahoma.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: August 25, 2016

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

Site Director:
Steve Watson. Assistant: Kay Crawford. Phone: (405) 739-7365 or DSN 339-7365; Fax: (405) 739-7365; email: aptinker@ou.edu

Professor Contact Information:
Course Professor: Marilyn A. Durbin
Mailing Address: 502 Sequoyah Trail
Norman, OK 73071
Telephone Numbers: (405) 613-2710 – cell phone
E-mail Address:  Marilyn.A.Durbin-1@ou.edu
Professor availability:  The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


3. Materials posted on the OU Libraries Electronic Reserve system: Access OU Electronic Reserve materials at http://guides.ou.edu/ereserves; select the appropriate tab for your course, click on your course number/title; enter the password [Durbin5163], and click GO. Please contact your local Site Director if you require assistance.

4. Non-copyrighted class handouts: These will be made available for student downloading and printing and will be sent to students as email attachments prior to the beginning of each weekend of the course, as applicable. A few handouts may be provided during class, as well. Following course registration, students should send their preferred email address to the professor. At that time, handouts will be sent to them as email attachments.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Assignments, Grading and Due Dates:

Task Area One:
Approximately a month before the course begins, send me an email (Marilyn.A.Durbin-1@ou.edu) and put the title of the course in the subject line. Use your preferred email address. Please disable security features that may make it difficult for me respond to you or to send you attachments.

I will respond to your email and will send you a brief questionnaire. Within a week of your receipt of the questionnaire, complete it and send it to me as an email attachment. The questionnaire focuses on areas of interest and prior training as related to nonverbal communication, interpersonal relations, helping skills, and conflict resolution. Your responses will help me tailor the course to your collective interests and past experience.

Tasks Area Two – Read both texts:
I suggest you read these books incrementally. The texts contain a great deal of information and a lot of details. Attempting to read too many chapters in one setting may begin to feel like trying to get a sip of water from a fire hose. It could feel overwhelming, and you may comprehend less information as a result.

I want you to gain familiarity with the concepts contained in the texts and to relate that information to real world situations involving human relations. I will not test your memory of fine details. Your assignments will all involve “open book” situations. Nevertheless, I expect that you will be able to explain major
concepts as you write essays before and after class and as you analyze cases and prepare group presentations about particular topics during class.

**Task Area Three - Pre-course Essay:**
Select a theme or broad topic that has relevance to a particular section within both of your texts. Explain the concept or topic and describe how understanding it could be useful in human relations settings - whether in work environments, interpersonal relationships, family settings or circumstances involving community relations.

You do not need to elaborate about all of these settings, just pick one (two if you wish). Write a typed essay about this topic, involving approximately five to seven pages and using grammar and a writing style appropriate to a graduate student. You do not need to pull from any other sources. APA citation format will be fine.

Contact me by email if you have questions or concerns about this assignment. This initial essay is due to me by the last Friday evening of class.

**Task Area Four - Group Assignments and Presentations:**
Early in the course, four small groups will form to complete an assignment, which will be due in the latter portion of the class. Each group will be assigned a particular topic or section of one of the texts and asked to link that topic to themes present in both tests. Although all participants should be familiar with all of the chapters in advance of the start of class, you will be given time in class to support group work on the assignment. You will receive additional information at the beginning of the class.

**Task Area Five - Additional in-class assignments and activities, including end-of-day feedback sheets:**
You will participate in a variety of hands-on activities throughout the class. The degree of your involvement contributes to earning these points.

**Task Area Six - Final Paper (following class completion):**
Deadline – up to 3 weeks after the conclusion of the class, **October 23, 2016**, send your paper to me as an email attachment.

Write a typed essay about the topic you select, involving approximately seven pages and using grammar and a writing style appropriate to a graduate student. You do not need to pull from any other sources other than the texts, unless you wish to do so. APA citation format will be fine.

Select a theme that relates to the content of both texts. Select a theme or topic that is different from the one addressed in your pre-course essay and from your group’s in-class presentation. Explain major elements, characteristics, and concepts associated with that theme or topic.

Use sources from both texts to elaborate about the theme and the implications about its functioning. In addition, answer the question, “So what?” From your perspective why is this theme relevant or important with regard to a particular focus - the work environment or one’s career, interpersonal relations, helping professions, communities or society in general? What opportunities and problems may result from these phenomena?

The following is only an example. You do not need to select this topic. Pick whatever is of most interest to you. For example, the concept of physical appearance is discussed in several areas within both texts. Findings from research indicate that one’s physical appearance has an impact on the perceptions of others and on the types of attributions generalized about the person, such as likeability, competence, intellect, etc. Why would this be important? What social, interpersonal and/or professional implications might have an impact on a person or group of people? What measures might be important to limit the negative impacts of these trends on an individual or group? What could a person do constructively with regard to his/her own perceptions and actions to deal with this type of tendency and its potential impacts on others?

The latter reflects simply one of many topics or themes available for you to explore in your final paper. We will talk further about this assignment after the class begins. However, I suggest you read prior to the class with this assignment in mind and begin to identify options to explore while you continue reading.
**Grading:**
This is a letter-graded course: A, B, C, D, or F.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Course Grade</th>
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<tbody>
<tr>
<td>Task Area Three - Pre-Course Essay</td>
<td>First class session</td>
<td>30%</td>
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<tr>
<td>Task Area Four - Group Assignments and Presentations</td>
<td>During class sessions</td>
<td>30%</td>
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<tr>
<td>Task Area Five - Additional in-class assignments and activities, including end-of-day feedback sheets</td>
<td>During class sessions</td>
<td>10%</td>
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<tr>
<td>Task Area Six - Final Paper</td>
<td>Due 3 weeks after end of class, October 23, 2016</td>
<td>30%</td>
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**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student’s own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at [http://integrity.ou.edu/students_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at [http://studentconduct.ou.edu/](http://studentconduct.ou.edu/)

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: [http://www.goou.ou.edu/](http://www.goou.ou.edu/)
INSTRUCTOR VITA
Marilyn A. Durbin

Education

- Masters of Arts Degree (MA), Human Relations, University of Oklahoma
- Bachelors of Arts Degree (BA), Philosophy, University of Oklahoma
- Extensive post-graduate, professional training received over a forty-year time frame from professional associations and institutes, including several through NTL (National Training Laboratory, Institute in Applied Behavioral Science) with an emphasis on learning and human development and organization development (OD) consulting, including training in process consultation, group facilitation, and team performance and development.
- In the leadership and management development arena, Marilyn holds the internationally recognized credential as a Certified Professional Co-Active Coach (CPCC) from The Coaches Training Institute. Marilyn also holds the internationally recognized credential as a Certified Professional Co-Active Coach (CPCC) from The Coaches Training Institute. She is also a Certified John Maxwell Coach, Speaker and Teacher and a lifetime member of the Maxwell Team “Founder’s Circle.”

Current Positions

- Adjunct Assistant Professor, University of Oklahoma, Advanced Programs -- assistant professor from 1973 through 1985 and from 1995 through 2016; also taught undergraduate courses through the College of Liberal Studies (1997-2006).
- President and Owner, Transitions & Transformations, LLC - Providing life and leadership coaching, organizational consulting, and workshop design and facilitation
- Recently was a life coach and mentor for people in re-entry and currently facilitate life skills workshops with women in the Mabel Bassett prison in Oklahoma.
- Prior background includes management and professional positions in corporate, federal, state, and nonprofit organizations throughout a forty-year time frame with an emphasis on learning and development, particularly management development and internal organization development consultation.

Frequently Taught Advanced Programs Courses

Most Recent Courses

- Nonverbal Behavior in Human Relations
- Group Dynamics
- Applied Interpersonal Dynamics
- Conflict Resolution in Human Relations

Additional Courses

- Issues in Human Relations Training
- Process Consultation
- Advanced Group Dynamics
- Seminar in Organizational Change and Development
- Leadership in Organizations
- Training Interventions and Practice
- Human Relations in Industry

Undergraduate Liberal Studies Courses – 1997 - 2006

- Conflict Resolution,
- Introduction to Liberal Studies, Administrative Leadership Concentration

Major Areas of Emphasis - Teaching, Research and Practice:

- Emotional and Social Intelligence
- Coaching and Mentoring
• Mass incarceration in America and the major challenges and support needs of people upon re-entry from prison
• Issues of class and poverty in America
• Interpersonal communications, helping skills and nonverbal behavior
• Conflict resolution
• Intergroup relations
• Process consultation and organization development
• Adult learning and development

Representative Publications and Presentations

Numerous internal, proprietary publications, articles, instructional manuals, and training materials developed for corporate, nonprofit, federal and state agencies while in those organizations’ employ over a thirty year time frame

Representative Honors and Awards Received

Numerous professional achievement awards received from corporate, university and federal employers