Course Title:
Nonverbal Communication: Theory and Research

Course Number:
COMM 5113-102

Course Description:
Communication 5113, Nonverbal Communication is designed to take a detailed look at specific theories within the sphere of nonverbal (NV) communication. This course will explore various theoretical approaches including a range of NV theories useful in understanding human interaction in close interpersonal relationships, as well as in social and interpersonal influence settings. In addition, the following specific topics will be covered: functions of NV communication; visual and auditory codes (kinesics, physical appearance, and vocalics); contact codes (haptics and proximics); place and time codes (environment, artifacts, and chronemics); Relationship between verbal and NV communication; emotion and NV behavior; NV coding and decoding of deception.

Class Dates, Location and Hours:

Location: 3281 Sheridan Road, Fort Sill, Oklahoma
Hours: Fri 5:30-9:00 p.m., Sat 9:00 a.m.-5:00 p.m.; Sun 12:00-4:00 p.m.
Last day to enroll or drop without penalty: September 20, 2012

Site Director:
Anita Bailey. Phone: 580-355-1974; Fax: 580-442-2741; E-mail: apftsill@ou.edu

Professor Contact Information:
Course Professor: Claude Miller, Ph.D.
Mailing Address: Department of Communication
University of Oklahoma
Norman, OK 73019
Telephone Number: (405) 325-0861
Fax Number: (405) 325-7625
Cell Phone Number: (405) 234-0455
E-mail Address: chmiller@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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).

2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

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.

Course Objectives:
A primary goal of this course is to present a detailed picture of the traditional and current thinking in the field of NV communication, in an attempt to understand how people’s thought processes, emotions, mood states, feelings, and interactive behaviors function through various NV channels in a range of interpersonal and social contexts.

Assignments, Grading and Due Dates:
1. Students should have read the course text before the course begins and should be prepared to discuss the assigned readings each class session. This course will be conducted at a graduate level, which means participants are responsible for providing considered, informed, and active contributions to the discussion.

2. The following written assignment will be due on the first day of class and will be utilized for class discussion on that day. Students should write a seven to ten page, double-spaced, typewritten essay on one of the following two options. The essay should be rhetorical in nature, i.e., a carefully constructed argument should be designed to persuade the reader to accept an advocated point of view. Each student should come to class prepared to discuss his or her paper in a 15-20 minute oral presentation. For a given option, papers should address and cover each of the points laid out below.
   a. Based on your reading of the course texts, supplemented by other sources where relevant, review and discuss how various NV behaviors are related to the uses and abuses of power, identity, social competence, and physical attractiveness. Use examples from your own life, either that you have experienced, or that you have observed in others close to you. Bolster your case with research reported in the text as well in any supplemental sources you can locate. Frame your essay in terms of the various NV channels (e.g., haptics, kinesics, vocalics, etc.).
   b. Based on your reading of the course texts, supplemented by other sources where relevant, review and discuss how various NV behaviors are related to the use and abuse of deception. Write about one or more episodes—or a related series of incidents—and the ethical use of deception as well as the negative or unethical use of deception. Recount either what you have personally experienced, or what you have observed in someone close to you. Put your account into context by citing research reported in the text as well in any supplemental sources you can locate. Distinguish between morals and ethics by addressing possible justifications and/or objections to your characterization of where and when deception may be considered ethical or unethical as opposed to “right” or “wrong”.

3. Each day, beginning with the second day of class, you will prepare a brief reflection, speculation, comment, or question concerning an aspect of the currently assigned reading (see sample below). You should take at least one concept from the assigned reading and apply it to an incident you have either experienced or observed in your own everyday life. Your reflections must be no more than one page in length (see attached samples). Reflections must be submitted to the discussion link on the Desire to Learn (D2L) course Website no later than one hour prior to the beginning of the relevant class.

4. Each student will act as a guest lecturer, assigned to give a brief oral presentation based on—and scheduled to coincide with—a specific portion of the course content (see below).

5. Each student will write a term paper based on NV communication behaviors relevant to affective and emotion processes and various related issues. Source material for this paper should be drawn from the supplemental readings list (e-copies provided) as well as other academic sources (i.e., journals and edited texts). This paper should:
a. raise a question bearing on an affective and/or emotion issue associated with NV behavior;
b. summarize current literature relevant to the issue;
c. feature and relate a theory or paradigmatic model applicable to the topic; and
d. form a conclusion.

This project can be modified to meet the needs of the individual participant, and should be mailed to the professor within three weeks of the completion of the seminar.

The paper must follow APA format, have a separate title page, include a 100-word abstract, have 13-15 pages of text, and include a complete reference section.

NOTE: Students must first submit a short proposal introducing the topic they wish to address and some potential sources beyond the list supplied Students should not begin work on the paper until the proposal has been accepted (see sample proposal below).

All work must be original, conform to the academic code of integrity, and be properly prepared and referenced in APA format. This paper is due November 18, 2012

6. A final exam in the form of multiple choice, short answer, and essay questions (roughly of equal proportions) may be given at the final class meeting depending on class participation in the seminar – lively on-topic discussions throughout the seminar would avert the need for a final exam. If given, the exam would cover content from the texts, supplemental readings, and class discussions.

Schedule:

As mentioned above, this class will be conducted at the graduate level with the expectation that all members will participate actively in the class discussion. Formal lecture will be at a minimum, and participants are expected to come to each class having thoroughly prepared for that class session. The following is a guide and may be modified as the seminar progresses:

<table>
<thead>
<tr>
<th>Content</th>
<th>Readings (*= electronic reading)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions, Orientation</td>
<td>Dillard (1998)</td>
<td>Papers Due</td>
</tr>
<tr>
<td>Communication, affect and emotion</td>
<td>GD&amp;H Chs 1 &amp; 2</td>
<td></td>
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<tr>
<td>Nature of NV communication;</td>
<td>Burgoon, Buller &amp; Woodall (1996)</td>
<td></td>
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<tr>
<td>Visual &amp; auditory codes</td>
<td>GD&amp;H Chs 4, 6, 7, 10</td>
<td>Presentations</td>
</tr>
<tr>
<td>Contact codes</td>
<td>GD&amp;H Chs 21-24</td>
<td></td>
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<tr>
<td>Place and time codes</td>
<td>GD&amp;H Chs 27-31</td>
<td></td>
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<tr>
<td>Relationship between NV &amp; verbal comm.</td>
<td>GD&amp;H Chs 17-20</td>
<td>Presentations</td>
</tr>
<tr>
<td>NV Functions: Processing &amp; structuring</td>
<td>GD&amp;H Chs 43-52</td>
<td>Presentations</td>
</tr>
<tr>
<td>*Burgoon et al. (1995)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NV Functions: Identity &amp; emotion</td>
<td>GD&amp;H Chs 11-13 &amp; 32-37</td>
<td>Presentations</td>
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<td>*Guerrero et al. (1998)</td>
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<tr>
<td>Influence &amp; Deception</td>
<td>GD&amp;H Chs 38-42</td>
<td>N/A</td>
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<tr>
<td>*Buller &amp; Burgoon (1998)</td>
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</tr>
<tr>
<td>Take the final exam</td>
<td>Grade the final exam in class</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Supplemental Readings (electronic copies provided)


Grading:

This is a letter-graded course: A, B, C, D, or F.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade (with final)</th>
<th>Percent of Grade (without final)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Written Assignment</td>
<td>First class session</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Reflections</td>
<td>1 hour before each subsequent class</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Brief Oral Presentations</td>
<td>During class sessions</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Class discussion</td>
<td>During class sessions</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Final exam</td>
<td>Last class session</td>
<td>25</td>
<td>N/A</td>
</tr>
<tr>
<td>Term Paper</td>
<td>November 18, at 5:00 PM</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

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.
Reflection #6; Interpersonal Deception Theory

Generally, I can relate to the basic premises of IDT. The way Burgoon and Buller explain the role of emotion in deception is very useful. I had never thought about the emotional aspects involved, beyond possibly feeling guilty if I deceived someone or feeling angry if I found out I had been deceived.

The concept of leakage is interesting. I stopped and thought about what I scrutinize when I am suspicious and it is definitely the face if I am right there with the person. But according to IDT this is a channel that “deceivers” control the most, along with gestures. I wonder if there has been any research done looking at how accurate receivers are when they are told a lie over the phone and vocal pitch (and verbal content) is all they have to make a judgment by. I know I personally feel at a loss when I think someone might be lying to me over the phone, like there is no way to know unless there is some big mistake on their part. How might IDT help in detecting or explaining deception when the nonverbal cues are limited as they are in non face to face situations, such as communication over the phone or Internet?
Sample Paper Proposal:

Working Title: Implicit Theories and Their Role in Judgments and Reactions.

Thesis: There is a persistent assumption in attribution theory that people are logical and systematic. However, because people’s theories are largely implicit or even poorly articulated, it is difficult to identify and frame them. Research has identified key implicit beliefs relevant to the processing of social information, providing individuals with a framework for analyzing and interpreting human actions in cross-cultural influence settings.

Rough Abstract: Implicit theories have their intellectual roots in Kelly’s (1955) theory of personality and in Heider’s (1958) field theory of social perception. According to Kelly, a major component of personality involves personal constructs or naïve assumptions about the self and the social reality. In this view, just as the implicit assumptions of a scientific model guide the interpretation of scientific findings, the implicit assumptions of a naïve model guide the way information about the self and the other people is processed and understood. Also, in Heider’s view, lay people’s latent theories of personality influence the way the self and other people are perceived. The basic tenets of implicit theories, their role in the organization and interpretation of information, as well as their validity on the cross-cultural domain and their future implications will be discussed in this paper.

References drawn from the following:

With additional books and articles by: Miller, Nisbett, Ross, and others.
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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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/
INSTRUCTOR VITA

Claude H. Miller, Ph.D.

Education

- 2000 Ph.D. The University of Arizona, Major: Communication; Minor: Psychology
- 1986 M.A. American University, Major: Film & Video
- 1978 B.A. The University of Florida, Major: Photography

Current Position

- Associate Professor, Department of Communication, University of Oklahoma, Norman, OK.
- Advanced Programs Professor since 2003
- Director of Advanced Programs, Department of Communication since 2006

Frequently Taught Advanced Programs Courses

- COMM 5113 Nonverbal Communication
- COMM 5553 Persuasive Campaigns
- COMM 5213 Interpersonal Communication
- COMM 6433 Seminar in Intercultural Comm
- COMM 5253 Cross Cultural Communication
- COMM 6970 Seminar in Relational Comm
- COMM 5353 Conflict Management
- COMM 6970 Seminar in Social Influence
- COMM 5453 Social Influence
- COMM 6970 Seminar in Affective Processes

Major Areas of Teaching and Research Interest

Current Program of Research includes investigative collaborations focusing primarily on emotion, motivation, and social influence theories as they apply to a wide range of health communication settings, including mass media campaigns targeting the counter-initiation of drug, tobacco, and alcohol behaviors among adolescent and minority populations.

Representative Publications and Presentations


Representative Honors and Awards Received

- 1999 Top Three Paper Award, Health Communication Division, NCA
- 2000 Top Student Paper, Information Systems Division, ICA
- 2001 Gerald R. Miller Outstanding Dissertation Award, NCA
- 2004 Top Three Paper, Communication & Social Cognition Division, NCA