

**COM 317: NONVERBAL COMMUNICATION**  
**Fall 2018**  
**TTh 9:00-10:15 am Stauffer 232**

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Office hours: Tu 10:30 to 11:30 am, Th 12:15 to 1:15 pm & by appt.

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**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**

1. Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2010). *Nonverbal communication*. Boston: Allyn & Bacon.
2. Guerrero, L. K., & Hecht, M. L. (Eds.). (2008). *The nonverbal communication reader (3<sup>rd</sup> ed.)*. Prospect Heights, IL: Waveland Press.

**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 by the end of the second week of class 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 the final on the day it is scheduled. In fact, except in certain circumstances, university policy requires permission from the Dean of the College to reschedule a final exam.

**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 you 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 the 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 consistently 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 will be posted on Blackboard. 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. 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 takes brilliant notes or come to my office and watch what you missed. 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. 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/academic-integrity>

**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.

## EXAMS AND ASSIGNMENTS

|                               |                 |
|-------------------------------|-----------------|
| 4 Exams @ 100 pts. each ----- | 400 pts.        |
| Presentation-----             | 100 pts.        |
| Movie Scene Analysis-----     | 100 pts.        |
| How-to Article -----          | 100 pts.        |
| Travel Flyer-----             | 50 pts.         |
| <b>TOTAL=</b>                 | <b>750 pts.</b> |

## GRADING SCALE

|         |    |         |    |         |   |
|---------|----|---------|----|---------|---|
| 748+    | A+ | 623-652 | B  | 435-509 | D |
| 697-747 | A  | 600-622 | B- | 0-434   | E |
| 675-696 | A- | 570-599 | C+ |         |   |
| 653-674 | B+ | 510-569 | C  |         |   |

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

## CALENDAR OF EVENTS

| <u>Date</u> | <u>Topic</u>  | <u>BGF</u> | <u>G&amp;H</u> |
|-------------|---|------------|----------------|
| Th 8/16     | Welcome and Course Overview   |            |                |
| Tu 8/21     | The Importance of Nonverbal Communication   | 1          | 1              |
| Th 8/23     | What Counts as Nonverbal Communication?   |            |                |
| Tu 8/28     | Sociocultural Influences  | 2          | 12, 29         |
| Th 8/30     | Sociocultural and Bio-Evolutionary Influences<br><i>Presentation: Article 35</i>                        |            |                |
| Tu 9/4      | Bio-Evolutionary Influences<br><i>Presentation: Article 15</i>  | 3          | 9, 45          |
| Th 9/6      | <b>Exam #1</b>  |            |                |
| Tu 9/11     | Components of Attractiveness  | 4          |                |
| Th 9/13     | Effects of Attractiveness<br><i>Presentations: Article 5 and Article 6</i><br><b>*Travel Flyer Due*</b> |            |                |
| Tu 9/18     | Adornment<br><i>Presentations: Article 8 and Article 10</i>   |            |                |

| <u>Date</u> | <u>Topic</u>   | <u>BGF</u> | <u>G&amp;H</u> |
|-------------|--|------------|----------------|
| Th 9/20     | Kinesics<br><i>Presentation: Article 14</i>  | 5          | 11             |
| Tu 9/25     | Vocalics<br><i>Presentation: Article 19</i>  |            |                |
| Th 9/27     | <b>Exam #2</b>   |            |                |
| Th 10/2     | Haptics  | 6          | 27             |
| Tu 10/4     | Haptics and Proxemics<br><i>Presentations: Article 24, Article 25, and Article 26</i>            |            |                |
| Tu 10/9     | <b>Fall Break—NO CLASS</b>   |            |                |
| Th 10/11    | Proxemics<br><i>Presentations: Article 22 and Article 23</i>                                     |            |                |
| Tu 10/16    | The Environment  | 7          | 32, 33         |
| Th 10/18    | Chronemics<br><i>Presentations: Article 28 and Article 30</i>                                    |            |                |
| Th 10/23    | Emotion<br><b>*Movie Scene Analysis Due*</b>   | 11         | 44             |
| Th 10/25    | Emotion<br><i>Presentation: Article 43</i>   |            |                |
| Tu 10/30    | <b>Exam #3</b>   |            |                |
| Th 11/1     | Affection and Immediacy  | 12         | 25             |
| Tu 11/6     | Courtship and Flirtation<br><i>Presentations: Article 39 &amp; Facebook Study</i>                |            |                |
| Th 11/8     | <b>National Communication Association Conference—NO CLASS</b>                                    |            |                |
| Tu 11/13    | Power, Dominance, and Compliance Gaining   | 13         | 26, 50         |
| Th 11/15    | Principles of Power<br><b>*How-to Article Due*</b>   |            |                |
| Tu 11/20    | Business Applications: Sales and Interviewing<br><i>Presentations: Article 16 and Article 34</i> |            |                |
| Th 11/22    | <b>Thanksgiving—NO CLASS</b>   |            |                |
| Tu 11/27    | Deception Cues<br><i>Presentation: Article 48</i>  | 15         | 47, 48         |

Th 11/29      Deception Detection

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Th 12/6      **Exam 4: 8:00 to 9:20 AM**

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# EXAMS AND ASSIGNMENTS

## Exams

There will be four exams, each covering a separate section of readings and lectures. The final exam (Exam # 4) is not comprehensive. Each exam will consist of 50 questions of the (mostly) multiple/choice and true/false variety. Please bring a #2 pencil since these exams will be taken using scantrons. A study guide will be posted on Blackboard 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 Blackboard.

## 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 access 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.

## Travel Flyer – DUE 9/13

Choose a country or region of your choice (not including the U.S.) and create a one-page flyer that includes tips for how to communicate nonverbally in that area of the world. Your flyer must include helpful information based on what you read in the text book and/or saw in the video clips on gestures. You can also find information from other sources about your country

or region, but most of the information should be from class materials. If you do cite material from other sources, provide a link to those sources at the bottom of the flyer. Include two small pictures or photos that will enhance the flyer. Be creative and design something eye-catching. The assignment will be graded based on accuracy of information, degree to which tourists would likely find your flyer helpful, and professional appearance. Be sure everything on your flyer is spelled correctly and makes sense.

## Movie Scene Analysis- DUE 10/23

For this assignment, choose one of the following older movies and analyze the nonverbal communication you observe in a scene of your choice or two scenes that show a contrast or progression. Ideas for what you might look for are next to each movie. These are based on what students have chosen to do in the past. However, you are not limited to these topics and are encouraged to do something different if you notice something else about the nonverbal communication that interests you. Your analysis should focus on a specific concept as shown in the topic suggestions below. The analysis should be written in a 2 ½ to 3- page paper that is double-spaced using 12 pt. Times Roman font with 1-inch margins all around. Start your analysis by introducing the concept you will be examining and **briefly** identify the scene or scenes you will be analyzing. Please do not go into detail identifying background information about the scene. I have seen all the movies so your writing space is better used getting into detail about the nonverbal cues you see and what they mean in relation to the concept you are discussing. Do not simply report what nonverbal cues you observe; instead make arguments about what the cues mean, how they are used, and/or what they tell us about the characters themselves or the characters' relationships with one another.

Papers will be graded based on the depth and insightfulness of the analysis as well as the clarity and creativity of the writing.

|                                   |  |
|-----------------------------------|--|
| <i>13 Going on 30</i>             | How Jennifer Garner uses nonverbal communication to show that Jenna is actually younger than she appears   |
| <i>An Officer and a Gentleman</i> | Displays of power and/or status, affection and courtship cues between various characters; how Zach's nonverbal behavior changes  |
| <i>Big</i>                        | How Tom Hanks uses nonverbal communication to show that Josh is actually younger than he appears   |
| <i>Dead Poet's Society</i>        | How nonverbals show the power dynamics between Neil and his dad; How nonverbals show Todd maturing and gaining confidence throughout the film; Knox and Chris's displays of flirting and affection |
| <i>Freaky Friday</i>              | How mother and daughter show mannerisms consistent with their real age after they switch places  |
| <i>Good Will Hunting</i>          | How Sean uses nonverbal communication to get closer to Will; nonverbals in Will and Skylar's relationship; how Will's nonverbals evolve along with his character                                   |
| <i>Hitch</i>                      | Flirting, courtship behaviors  |
| <i>Legally Blonde</i>             | Stereotypes revolving around appearance; Paulette's interactions with the UPS guy; nonverbal signs showing how the relationship between Elle and Vivian changes                                    |
| <i>Mean Girls</i>                 | Stereotypes based on appearance; power dynamics between different  |

|                                 |  |
|---------------------------------|--|
|                                 | characters (even Regina and her mom). Affection and flirting in the love triangle with Regina, Cady and Aaron  |
| <i>Mrs. Doubtfire</i>           | How Daniel used nonverbal behavior to transform into Mrs. Doubtfire  |
| <i>My Big Fat Greek Wedding</i> | Cultural differences in nonverbal behavior; courtship between Toula and Ethan; affection between various family members  |
| <i>Notting Hill</i>             | Courtship behavior between Anna and William, nonverbals when William's family and friends meet Anna  |
| <i>The Devil Wears Prada</i>    | Stereotypes based on appearance; power dynamics; how Andrea's nonverbal behavior changes   |
| <i>The Great Gatsby</i>         | Power and status displays; affection and courtship cues between Daisy and Gatsby; nonverbals between Gatsby and Tom or Daisy and Tom   |
| <i>Titanic</i>                  | Differences in nonverbals between 1 <sup>st</sup> and 3 <sup>rd</sup> class passengers; flirting and courtship cues between Jack and Rose; power/violence between Rose and her fiancé; contrast between Rose's mother and Molly Brown's nonverbal behavior; how Jack tries to fit in nonverbally with the 1 <sup>st</sup> class passengers |
| <i>Tootsie</i>                  | How Michael changes his nonverbal behavior to pass as Dorothy; stereotypes related to nonverbal communication and gender; Michael's (aka Dorothy's) nonverbal behavior with Julie's dad; Ron's sexist behavior.  |
| <i>Top Gun</i>                  | Power and status cues between various characters; affection and courtship between Pete and Charlotte   |
| <i>Wall Street</i>              | Power dynamics between Gordon and Bud; relationship cues between Bud and Darien; Contrast between Gordon and Carl's nonverbal behaviors  |

## How-to Article- DUE 11/15

This assignment involves writing a 2 ½ to 3-page paper about how to do something using nonverbal communication. For example, you could write an article on how fathers show affection to sons, how to flirt more effectively, how to dress for a job interview, how to best comfort someone using nonverbal communication, how to detect deception using nonverbal cues, and so forth. The list could go on and on. The only limitation (aside for the fact that the paper must focus on nonverbal communication) is that it cannot be an extension of your travel flyer (e.g., if your travel flyer focused on how to communicate nonverbally in Brazil, you cannot write a how-to article on how to communicate nonverbally in Brazil).

Please note that the how-to paper must be grounded in the research on nonverbal communication and not in personal opinion or popular press articles found in magazines, blogs, or the Internet. Depending on your topic, you may be able to write an effective how-to article by only citing research from our class materials. If you wish to include additional sources, please do, just be sure that you cite them in your paper and that they are academic, credible sources. Please use APA or MLA style to cite any sources you choose to include and add a reference page in addition to the required 2 ½ to 3-pages.



The how-to paper should include:

- a clear conceptualization of the issue being addressed
- definitions of relevant concepts
- clear, in-depth, and accurate information on the topic that would help readers become better nonverbal communicators

Papers will be graded based on four general criteria: (1) the accuracy of the information presented, (2) how well concepts and ideas were defined and explained, (3) the degree to which the information would be helpful to readers, and (4) how well the paper is written.

**All papers turned in to this class should be written clearly. Avoid common grammatical mistakes and writing problems, such as:**

- misspellings and words that don't fit (e.g., sometimes the words in the thesaurus on your computer don't work in a given sentence, such as saying "she was transparently very smart" instead of "she was clearly very smart")
- fragments and run-on sentences
- awkward or unclear wording (read your paper out loud or have someone else read it. If either of you stumble over sentences or have to re-read a sentence to understand it, the sentence probably needs to be re-worded)
- using "that" instead of "who" or "whom" when referencing a person (e.g., It should be "I need a lover *who* won't drive me crazy" instead of "I need a lover *that* won't drive me crazy")
- inconsistent verb tense
- inconsistency across nouns and pronouns (e.g., "A person should not be judged by their appearance" should be either "A person should not be judged by her or his appearance" or "People should not be judged by their appearance.")

**I hope you enjoy the course! ☺**