

**CATALOG YEAR 2012-2013**COLLEGE/SCHOOL/SECTION: ARTS AND SCIENCES

Department of Psychology and Communication _____

Course: Add: X Delete: ___(check all that apply) Change: Number 3330 Title Nonverbal Communication SCH 3_ Prerequisite COMM 1311 or COMM 1315**Response Required:** New course will be part of major X minor X as a required ___ or elective X course**Response Required:** New course will introduce X, reinforce X, or apply _ concepts**Program:** Delete: ___ Add: ___ Change: ___ Attach new/changed Program of Study description and 4-year plan. If in current online catalog, provide change and attach text with changes in red.**Minor:** Add: ___ Delete: ___ Change: ___ Attach new/changed minor. If in current online catalog, provide change and attach text with changes in red.**College Introductory Pages:** Add information: ___ Change information: ___

Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Other: Add information: ___ Change information: ___ Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Justification: A necessary course in the field of Communication, this course will provide substantial theoretical and practical learning principles. Students from all majors and disciplines will be welcomed to take this course as an elective. Our communication majors and minors will benefit in all areas from this course. Advertising and Marketing, Journalism, Media Studies and Leadership all require a working knowledge of nonverbal communication. Other majors that have a particular interest are psychology, criminal justice, and education.

New Course: COMM 3330

New Description: An introduction to the dynamics of nonverbal behavior through exploration of scholarly research, application of practical theory, and analysis of sociocultural variables to foster a deeper appreciation and greater understanding of nonverbal messages across social contexts. Prerequisite COMM 1311 or COMM 1315

Student Learning Outcomes:

1. Compare and contrast nonverbal concepts, theories, and terminology through scholarly writing, personal reflection, and creative synthesis.
2. Examine the role nonverbal communication plays in intrapersonal communication particularly in the formation of self-concept.
3. Measure their ability to effectively encode and decode nonverbal messages to enhance the quality of daily interactions.
4. Compare the influence of culture and context in formation of perceptions and impression management.

Course Syllabus:

COMM 3330 NONVERBAL COMMUNICATION

INSTRUCTOR: Dr. Gilberto Martinez, Jr.

OFFICE: LBVSC 324-G

OFFICE HOURS: Mondays & Wednesdays, 2:30 p.m. – 4:30 p.m. or by appointment

OFFICE PHONE: 956-326-3037

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REQUIRED TEXTS

Guerrero, L. K., & Hecht, M. L. (Eds.). (2008). *The nonverbal communication reader* (3rd ed.). Long Grove, IL: Waveland Press, Inc.

Richmond, V. P., McCroskey, J. C., & Hickson, III, M.L. (2012). *Nonverbal behavior in interpersonal relations* (6th or 7th ed.). Boston: Allyn & Bacon.

COURSE OBJECTIVE

To introduce students to the dynamics of nonverbal behavior through exploration of scholarly research, application of practical theory, and analysis of sociocultural variables to foster a deeper appreciation and greater understanding of nonverbal messages across social contexts.

EXPECTED COURSE OUTCOMES

By the end of the course, students should be able to:

1. Compare and contrast nonverbal concepts, theories, and terminology through scholarly writing, personal reflection, and creative synthesis.
2. Examine the role nonverbal communication plays in intrapersonal communication particularly in the formation of self-concept.

3. Measure their ability to effectively encode and decode nonverbal messages to enhance the quality of daily interactions.
4. Compare the influence of culture and context in formation of perceptions and impression management.

COURSE EVALUATION AND GRADING RUBRIC

Assignments	300
<i>3 nonverbal reflections blogs worth 100 points each</i>	
Course Engagement/Learning Assessments	300
Class Participation Exercises - 4 worth 25 points each	100
Dialectical Journal - unannounced checks, varying points	100
Final Exam	
Comprehensive Final Exam over the Lectures, Discussion & Readings	100
Total Possible Points	600
A (600-550) B (549-500) C (499-450) D (449-400) F (399-Below)	

CLASS STRUCTURE

This is an upper-level course. Have fun exploring the impact nonverbal communication has on our daily lives. **The energy of this course is driven by intriguing questions more so than definitive answers. After all, human behavior is contextual and extremely subjective.** 😊 Some class meetings will be devoted to reviewing key concepts from assigned reading in traditional lecture format (however, this does not mean that I should be the only one talking or that learning should be passive). Other times, class will involve discussion of nonverbal categories in a seminar style exchange (otherwise known as table topics). Assigned article reading, references from popular culture, hypothetical scenarios, and prompts from research will be used as the basis of these discussions. **For each class devoted to table topic discussions, students are expected to come with 2 insights and 2 critiques of assigned reading and be prepared to share them with the rest of the class.** Regardless of the format, students are expected to come to class prepared to engage in meaningful academic discussion. Use of notes in the dialectical journal will aid students in contributing insightful comments during class discussions (see dialectical journal section).

FINAL GRADES

All grades are *final* and rounded to the nearest tenth. Additional work, course incompletes, and/or extra credit will not be offered to students to boost their grades. Your grade in this course will reflect your efforts throughout the semester. If you are concerned about your class performance, you are strongly encouraged to meet with me well in advance of the end of the semester. I am here to help you succeed, but the ultimate responsibility is yours.

PREPARING FOR SUCCESS

My goal is to help you be successful in the course. While success is a relative term, many students define success as getting a high grade in the courses they take. I challenge you to take this concept a step further by engaging the learning process and preparing for success by immersing yourself in the course

material and critically reflecting on various subject matter that will aid you in enhancing your interpersonal relationships. Your study habits, commitment to excellence, and class decorum have much to do with experiencing successful course outcomes.

Help *me* help *you* by proactively preparing for success. Such preparation includes but is not limited to: (1) reading the syllabus and being clear on/adhering to due dates and course expectations; (2) checking ANGEL frequently; (3) reading assigned textbook chapters and other supplemental reading prior to class; (4) taking dialectical notes during personal study time and during class; (5) thoroughly reading assignment expectations and asking for clarification when needed; (6) seeking help outside of class; and (7) actively listening and discussing relevant course material during class to engage the learning process. I am happy to work with students on an individual basis or refer students for tutorial services if needed.

ASSIGNMENTS

1. NONVERBAL REFLECTIONS BLOG

I believe that one of the best ways to ensure mastery of course content and engage the needs of today's diverse adult learners is to challenge them to reflect on the academic principles, social constructs, and personal experiences associated with nonverbal communication via creative outlets. Students will create a blog site through Word Press (www.wordpress.com) to chronicle their learning and thoughts in a creative manner. Assigned entries, responses to classmates' blogs, and other developmental tasks will be required throughout the semester. A detailed rubric for each blog assignment is available on ANGEL under the 'LESSONS' link.

LATE WORK

I do not accept late work. Due dates for assignments are noted in color on the class schedule in the syllabus, posted in weekly announcements on ANGEL, and printed on assignment rubrics available on ANGEL. If you know that you are going to miss class, turn your work in early or arrange for your assignment to be turned in by a classmate. If you miss class on a day that a class participation assignment is given or dialectical notes are collected and/or checked and that absent is not excused, you will receive a zero.

SCHEDULING APPOINTMENTS REGARDING ASSIGNMENT GRADES

Please allow at least 24 hours to pass after grades have been delivered before you discuss grade issues with me (during office hours or by appointment and not before or during class).

2. DIALECTICAL JOURNALS

Notes are particularly useful in helping you personalize your thoughts and evaluate your understanding of the material so that class time is more than just lecture but rather a meaningful exchange between your peers and instructor about the meaning you've created and questions you've formulated about the course material.

A dialectical journal is another name for a double-entry journal or a reader-response journal. A dialectical journal is a journal that records a dialogue, or conversation, between the ideas in the text (the words that you are reading) and the ideas of the reader (the person who is doing the reading). This is what you must do in your journal – keep a dialogue with yourself. Please see

the 'Learning Guide for NVC' document under the 'LESSONS' link on ANGEL for specific instructions on format and other expectations.

You must log in your journal **every day**. They will be graded at random, and those who do not log in their journals will receive zeroes. Instead of reading quizzes, I will use your dialectical journals as a way to ensure you are keeping up with the reading but benefiting from it in a manner that reflects your personal learning journey.

Dialectical Journals are worth 100 of the 600 points of your semester grade. You are expected to write in your journal at least once a week. Journal entries will be at least three sentences long. I will grade journals in a variety of ways; I may spot check for 20 points, or I may read and grade thoroughly for significantly more points. The grading criteria for the journal will remain the same – only the points will be adjusted.

3. WRITTEN ASSIGNMENTS AND EXPECTATIONS

Written work must be consistent with expectations of APA academic standards. Specifically, written work must be presented in a professional style and follow basic principles of effective written communication. Incorporation of scholarly sources and proper citations using APA 7th edition style rules is required. Style guidelines and online tutorials are available on ANGEL under the 'LESSONS' button and at <http://apastyle.org/>. At a minimum, regardless of the level of formality associated with an assignment, all assignments should be neat, well organized, clearly written, and free from grammatical and/or typographical errors.

4. ACADEMIC INTEGRITY

University policy on academic honesty will be strictly enforced. Along with preparing for and attending classes, each student has the responsibility of promoting high academic standards. Academic dishonesty includes: (a) cheating, (b) fabrications and falsifications, (c) multiple submissions, (d) plagiarism, and (e) complicity in academic dishonesty. Acts of dishonesty may result in a possible failing grade for the course and referral to the Texas A&M International Office of Student Affairs.

Approvals:	Signature	Date
Chair Department Curriculum Committee	<u>Joquina Reed</u>	<u>11/05/12</u>
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____