**COMM 480:**

**Nonverbal Communication**

ANN 210

12:30-1:50 pm

Tuesday and Thursday

Michael J. Cody, Ph.D.

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Office hours: Tuesday mornings, 9 to 12 Noon

Or by appointment Thursday morning or afternoon

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Emergency: leave message at 714-602-6778

**Course description**

The purpose of this course is to teach theories and present research in the multidisciplinary area of Nonverbal Communication. Virtually every discipline has focused on some aspects of nonverbal communication in the last several decades; anthropology, sociology, psychology, communication, inter-cultural communication, business, and more. In recent times, engineers and computer scientists have become increasingly involved in applying nonverbal communication to design programs and applications on topics such as predicting relational stability based on tone of voice, “vocal stress” as a cue to deception, detecting anxiety among autistic individuals using tablets/IPads, facial recognition programs, and so forth.

In our class we will focus on a select set of topics that are fundamental to the study of non-verbal behavior, which have been popular with USC students over time, and are relevant for personal and career choices:

**Unit 1: The Beauty Stereotype and Attraction [Two weeks on this topic]**

1) Facial Beauty and Attraction,

2) The Science of Sex Appeal

3) Flirting (Relational Escalation)

4) The role of Beauty in specific domains: YouTube celebrities, Facebook and dating sites

**Unit 2: Emotional Expressions [Two weeks on this topic]**

1) “Basic” Human Expressions [and also “masking” and “inhibition”]

2) Can you spot “micro-expressions?” We will spend time on the Paul Ekman Groups website being trained in identifying “micro-expressions” [as seen on *Lie to me*] (<http://www.paulekman.com/>)

3) “Normal” social interactions, infants and children (includes “red flags” for identifying possible “autism”)

**Unit 3: Social Interactions [Two weeks on this topic]**

1) Communication Accommodation Theory

2) Politeness Theory (and cultural impact)

3) Cultural Etiquette (and intentional and unintentional rudeness)

**Unit 4: The Presentation of Self in Everyday life [Two weeks on this topic]**

1) Theory of Strategic Self-Presentation

2) Appropriate (i.e., normal) communications of self-disclosure

3) Gender biases in corporate settings;

3) Presentations of “competence” and “likeable” Online (blogging, vlogging)

4) Non-verbal communication and persuasive speaking, dynamic speaking, charisma

5) What is “empathy,” how is it revealed?

6) Medical / clinical settings: How to break bad news?

**Unit 5: Detecting Deception from Face, Vocal, Verbal and Behavioral Cues [Two weeks on this topic]**

1) Nonverbal “leakage” of deception (the general model)

2) Detecting deception: Who can spot a liar? (And a look at some public figures’ in sports lying)

3) Detecting deception: Some legal examples

4) Interrogation examples

There are other topics you may select to review. These include Sports communication – mental toughness, quality of communication among players; Or “Bluffing” and spotting “the tell.”

**Texts**

There are no texts to purchase. Nonverbal texts are $65 to $135 – but not really worth the expense.

1) I’ll bring books on specific topics (Beauty, Strategic Self-Presentation, Deception, Narcissist Personalities, and loan these out to students interested in certain topics.

2) You will be invited to join a Drop box containing materials on On-line self-presentation, the Nature of Strategic Self-Presentation, YouTube celebrities, flirting and more.

NOTE: I update and revise my power point slides / lectures each semester. I will be uploading the power point slides used in each of the five Units on the Sunday before we being discussing the topics

3) You will be able to find amble materials online (from credible sources and cites, such as the Paul Ekman Group, the German website on “beauty,” and more:

[http://www.uni-regensburg.de/Fakultaeten/phil\_Fak\_II/Psychologie/Psy\_II/beautycheck/english/index.htm#](http://www.uni-regensburg.de/Fakultaeten/phil_Fak_II/Psychologie/Psy_II/beautycheck/english/index.htm)

**Learning Objectives**

Expected learning outcomes for students are listed below.

Knowledge and Application of Theories of Nonverbal Communication in relationships, online friendships and business relationships, spanning disciplines (Communication, Psychology, Sociology, Anthropology)

• Explain the elements and theories of communication processes at the individual, interpersonal and in social settings, and understand how these theories impact on communication outcomes.

• Apply theories using a variety of channels (language, nonverbal systems) and contexts (digital and face to face).

• Evaluate the success and failure of applying theories in practice.

• Conduct academic research using a variety of library resources.

**Practical Outcomes:** We want you to produce a quality paper you can submit as a writing sample for Law School or Graduate School applications.

**What is a “senior seminar?” Course work, Assignments and Grading**

This class is a “senior seminar” and students in the class are seniors about to graduate. There is no single textbook (see next section), and there are no tests. Each student should be prepared to come to class, listen and share opinions / answer questions. The professor will lead class discussions up through the second week of April, and then students will provide “mini-lectures” to the class on their selected topics. I will be loaning you plenty of textbooks and there are plenty of articles in the drop box for you to use.

**The professor’s role:**

The instructor will (1) provide a broad-based exposure to research and theory in the area of communication and social science research, providing examples along the way; (2) advise and assist students in their paper projects, library research and proposals (described below); and (3) provide feedback on papers and proposals that so there is an integration between theory, current research trends and applications.

**The student’s role:**

Other than keeping up with some readings and engaging in discussions during the class, each student enrolled in this class will make a decision to **specialize** in a content area. There are many topics from which to select. The content area you select can be in any of the following areas, or you can add another area; just talk with the professor to more information:

Communicating liking, affection and “interest” in others (flirting).

Creating and maintaining a public image online or within a community, including communicating expertise and skills (self-promoting). [The topic is “impression management” or “self-presentation.]

Improving on communication effectiveness in public speaking, legal settings, debate (credibility, dominance, status, etc.).

Improving intercultural or inter-ethnic (or race-related) communication.

Improving the detection of deception publicly, face to face or online.

You may select any other topic about which **you are passionate.**

NOTE: After selecting a topic, talk with the instructor about the literature to be reviewed, and which disciplines and journals that might be useful to conduct and finalize a bibliography on published articles, websites, chapters and even books which might be used in writing a classic review of literature.

**Grading and the Schedule of Assignments**

There are no tests in this Senior Seminar. Instead, each student will write a “review of literature” which will involve reading and integrating academic papers (and some website papers) into a review paper. This is the type of paper you may be asked to write in many business – how to be an effective YouTube in Beauty celebrity; how can we better identify a liar; how to manage an image of being likeable and polite, “Flirting success in America and Europe,” “Teaching charisma?”

All papers are graded on clarity of writing and on relevance and selection of materials. Students will be using published articles in referred journals, books, book chapters and web materials. You will want to select a sufficient number of sources in order to be confident in your conclusions you make in your paper. I don’t count the number of sources nor the number of pages.

**Here is the schedule of Assignments:**

**Part 1:**

**At the end of the fifth week, by midnight on February 9** you will e-mail me an attachment (preferably in Word, or PDF) and you will announce your topic and “plan.”

“I plan to apply to law school and I would like to review the literature on deception. I plan to….

“I plan to work in the corporate world, and I will be giving plenty of speeches. I plan to review publications and critiques of speeches….”

“I have always been fascinated by male-female attraction and why some people are successful and why some fail….”

Include a list of articles, books, websites you plan to use (i.e., a “bibliography” or list of “works cited.” I’ll give you feedback and suggestions.

This statement of intent and plan is worth 10% of the course grade (and I’ll give feedback and you will be re-submitting it until it is a grade of A).

**Part 2:**

**At the end of the 11th week, by midnight on March 23th** [the week after Spring Break], send me an e-mail containing a “Review of Literature” paper. **This paper is worth 30% of your course grade** – I want this to be the best paper you have written as an undergraduate! I prefer a Word document sent as an attachment. I expect papers to be in the APA format, but I do know MLA and the “Chicago style” and I will accept these formats.

There is no “one” ideal format for writing a review paper, but I do recommend a “funnel” approach. A larger topic is raised, and then address smaller topics that fit under the general “umbrella” of the topic. Example outlines:

Rich Boys and Pretty Girls: Flirting in Korean Television Dramas

Introduction

Flirting styles as a form of communication

Are strategies for flirting universal?

Exploring Flirting Through Korean Dramatic Serials

Conclusion

…..Gender roles, social class

Intercultural Etiquette

Introduction

The Nature of Culture and Cultural Differences

Cultural Etiquette

First Impressions and Conversing Face to Face

Building Relationships

Maintaining Cultural Norms and the Consequences of Breaking Norms

Practical Advice

Conclusion

Beauty’s Success: Why Are YouTube Beauty Vloggers So Popular?

Literature Review

The growing YouTube Celebrity Field

YouTube Beauty Community

Self-presentation Strategies of YouTube Beauty Vloggers

What Is Self-presentation?

General Tactics

Catering to the Target’s Values

YouTube Beauty Vloggers’ Application of Compliance Principles

Reciprocation: Give and Take

Liking: We Are Friends

Authority: Expert of Beauty

Conclusion

**Part 3: The Application**

After you submit the Literature Review paper you will be working on an “Application,” or a “Media Analysis,” or some critique of how the literature review informs you of some public or social relevant context. And, there are many examples, “deception” in movies, a close examination of “bluffing,” comparing flirting styles in “Sex and the City,” comparing flirting styles in films made in the USA vs. Europe, a critical look at “deception” in criminal trials (Jodi Arias, Amanda Knox; sports liars (A-rod and many others). As noted above, Korean “serials” pull in viewers from around the world – everyone loves to watch people flirt. You may also “track” lies through House of Cards or How to get away with Murder…..Not all of these “pop” examples

**This paper (which can be merged behind the Literature Review paper) is worth 30% of your course grade.**

**Schedule**

**January 10. Class introduction**

**Unit 1: The Beauty Stereotype and Attraction**

**January 12. 17, 19, 24 – power point presentations will be added to the drop box on Sunday before lectures presented for the week**

View “Science of Sex Appeals,” “Facial Primacy.”

Visit: <http://www.beautycheck.de/english/bericht/bericht.htm>

In the website, go through the material on Facial Symmetry, Baby-faced Expressions, Morphing Faces, Characteristics of Beautiful Faces and Reformed Faces

Flirting styles: Hall, J. A., Carter, S., Cody, M. J., & Albright, J. (2010). Individual differences in the communication of romantic interest: Development of the flirting styles inventory. Communication Quarterly, 58 (4), 365-393. Available:

<http://www.tandfonline.com/doi/abs/10.1080/01463373.2010.524874>

The data discussed above was based on based on 5,000+ eHarmony subscribers. But you can take the quiz here:

<http://flirtingstyles.dept.ku.edu/#sthash.GvpuoX2r.dpbs>

**Unit 2: Emotional Expressions**

**January 26, 31, February 2, 7**

Children are “pre-verbal” but learn social skills early in life, including gestures. Most children learn to be sociable, but autistic children follow a different pathway toward adulthood. Certain emotional expressions are “universal,” but we smile differently in specific contexts.

[**http://www.nbcnews.com/watch/nightly-news/babies-understand-your-humor-and-want-to-joke-too-385790531629**](http://www.nbcnews.com/watch/nightly-news/babies-understand-your-humor-and-want-to-joke-too-385790531629)

**Unit 3: Social Interactions**

**February 9, 14. 16, 21**



**Unit 4: The Presentation of Self in Everyday life**

**February 23, 28, March 2, 7**

Leary, M. (1996**). Self-presentation: Impression management and interpersonal behavior**. Boulder, CO: Westview Press, Inc. [I will be bringing copies of this to class:

Classic studies on Self-presentation on Facebook and on dating sites (these and many more are in the drop box):

DeAndera, D.C., Tom Tong, S., Liang, Y.J., Levine, T.R. & Walther, J.B. (2012). When do people misrepresent themselves to others? The effects of social desirability, ground truth, and accountability on deceptive self-presentations. **Journal of Communication**, 62, 400-417.

Hall, J. A., Park, N., Song, H., & Cody, M. J. (2010). Strategic misrepresentation in online dating: The effects of gender, self-monitoring, and personality traits. **Journal of Social and Personal Relationships,** 27(1), 117-135.

March 9, Thursday before Spring Break. No lecture….

**SPRING BREAK: March 12-19**

**Unit 5: Detecting Deception from Face, Vocal, Verbal and Behavioral Cues**

**March 21, 23, 28, 30**

**I will bring copies of these two books to class:**

Meyer, P. (2011). **Liespotting: Proven Techniques to Detect Deception.** Boston, MA: St. Martin's Griffin.

Ekman, P. (2009). **Telling Lies: Clues to Deceit in the Marketplace, Politics, and Marriage**. NY: W. W. Norton & Company; Revised Edition.

Ted Talk: <http://www.ted.com/talks/pamela_meyer_how_to_spot_a_liar.html>

We will return to Paul Ekman’s site, more articles and examples:

<http://www.paulekman.com/>

**Final part of class: Student’s Mini-lectures to the class:**

April 4 2 or 3 students will present mini-lectures

April 6 2 or 3 students will present mini-lectures

April 11 2 or 3 students will present mini-lectures

April 13 2 or 3 students will present mini-lectures

April 18 2 or 3 students will present mini-lectures

April 20 2 or 3 students will present mini-lectures

April 25 2 or 3 students will present mini-lectures

April 27 2 or 3 students will present mini-lectures

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Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home\_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.