



USC ANNEBERG
COMM 480 Nonverbal Communication
Spring 2019 M/W 2-3:20 ANN 409ABC
Section 20695R 4 Units

Instructor:	Jillian Pierson, Ph.D.	I'm available many times other than what's listed here
Office:	ASC 333	as my official hours. We can usually talk before or after
Hours:	Wed 9:45-11:45 am	class, we can set a meeting for a different time or we
	Thurs 12:45-1:45 pm	can meet by phone.
Phone:	(xxx)xxx-xxxx	You can text me to see if I'm in my office before heading
Email:	jilliank@usc.edu	over—even the official hours sometimes are disrupted by
		meetings or talks I'm attending, so it's a good idea to check
		first. I'm also often available at additional times so feel free
		to ask if I'm around.
		Please text me only with a very quick "are you in your
		office" type of question—otherwise, email for content or
		assignment-related questions.

Course Description

In this class, we will develop an understanding of the key issues, theories, and research findings in the field of nonverbal communication. While we will study the codes people typically refer to as "body language", we'll also investigate appearance, the environment, perceptions of time and the application of nonverbal theories to deception, persuasion and interpersonal interactions.

Learning Objectives

By the end of this course, students will be able to

- Define the codes of nonverbal communication, and give examples of each
- Explain the role of nonverbal communication in various contexts
- Apply nonverbal concepts and theories to "real world" examples
- Synthesize nonverbal research and theories in the field
- Create an original research study to address a specific question within the arena of nonverbal communication

Required Course Materials (subject to change)

Andersen, P.A. (2008). *Nonverbal communication: Forms and functions* (2nd Ed.). Long Grove, IL: Waveland Press.

Guerrero, L. K. & Hecht, M. L. (2008). *The nonverbal communication reader: Classic and contemporary readings* (3rd Ed.). Long Grove, IL: Waveland Press.

Additional readings will be required, which will be available as Blackboard postings.

Please note that even when class lectures do not repeat material from the texts, you will be required to read and thoroughly understand the readings assigned on the course calendar.

Course Policies

No laptops or electronics.

In order to create the best possible learning environment, I ask you to not use your laptops, tablets or phones. I completely understand the temptation, but I think we all benefit from focusing without technology. Current research shows that taking notes by hand is more effective than typing them. Read the articles posted on Blackboard on this topic for a lengthier discussion of this policy. (Sometimes students have documented reasons for using laptops for note-taking; exceptions are made only for students with such documentation.)

Please bring old-fashioned pen and paper to lectures for note-taking and activities.

Late Papers: If your paper is late, it will be marked down by one third of a letter grade for every day it is late. Also, please be aware that if you end up handing a paper in late (thus accepting the automatic deduction), it falls to the bottom of our stack of things to do and will most likely not be returned to you in a very timely manner.

Missed exams: Missing an exam is very difficult for you and for us. You would never miss unless you were really, seriously ill or had a true emergency. Contact me immediately so we can try to remedy the situation and make sure you do not end up with a zero score.

Electronic Submission of Assignments

Please upload your assignments to Blackboard only; no hard copies are needed. If you have trouble with Blackboard, reach out to them directly for help—service is available 24/7 at 213-740-5555. Encountering a problem with Blackboard is not a reason to submit a late paper. Uploading the incorrect paper from your computer is also not an acceptable excuse for a late submission of the correct work.

Your papers and homework assignments will be due by 1:30 pm on the dates they are listed on the course calendar, a half hour before our class meets.

Attendance and Participation

1. To get the most out of this class, you must be here. While it is normal to miss a few times during the course of a semester, you can't "take" this class without attending the class regularly. We learn from a variety of lectures, discussions, and activities that are supplemented but not necessarily overlapped by the readings.

2. I do not distinguish between excused and unexcused absences. Please don't send me notes from the health center or even tell me why you're missing. As long as your overall record of attendance is good, and you're not absent on the day of an exam, then I certainly wouldn't hold

three or four absences against you. If you miss more than that, you're in a danger zone and should communicate with me.

Note for student athletes, band members, and similar: I expect that if you are in-season, you may have to miss several classes. You should go ahead and send me notices from your university sponsors. These dates will still show up as absences in the attendance record, but I will note the activities that kept you away from class.

3. When you miss class, please do not ask *me* what you missed. It is your responsibility to seek out that information from other students. Once you have, I welcome the opportunity to talk with you and to go over any questions.

Grading

To achieve a "C" or better on papers, you must write at a level appropriate for a university student, i.e., with correct grammar, punctuation and spelling. Be sure to build in time when you write a paper for the full cycle of researching, writing, resting, revision, resting, and proofreading.

I believe an "A" represents excellent, thoughtful, and enthusiastic work. A "B" represents really good work. A "C" merely meets all the requirements of the assignment. If you are disappointed by a grade, I would be happy to give you additional feedback and to help you improve for the next assignment.

The grading scale for this class will be that an A is 94 or above; A- is 90-93; B+ is 87-89; B is 84-86; B- is 80-83; C+ is 77-79; C is 74-76; C- is 70-73; D+ is 67-69; D is 64-66; D- is 60-63; and F is 59 and below.

I like to provide a variety of learning experiences in my classes. Therefore, we will use a combination of lectures, readings, discussions, film clips, exercises, and research assignments to approach the subject matter. I really hope we'll enjoy our class sessions; please keep in mind that no matter how good a time we have in class, I take your exams and assignments seriously and so should you.

Grades will be calculated as follows:

Research Article Reports	10%
Scavenger Hunt	10%
Literature Review	20%
Exam 1	20%
Exam 2	20%
Research Project	20%

You must complete all assignments to pass the class.

Participation and attendance are not only positively correlated with your learning experience, they will affect your grade in borderline cases. For example, excellent participation could move your grade from a B+ to an A- and poor attendance could move a grade from a B to a B-.

Tentative Course Schedule *Subject to Change:*

	Date	Topic	Assignment Due	Read after class
1	Jan 7	Intro to the class		
	Jan 9	Defining our terms	Student Info Sheet	G&H 1
2	Jan 14	Communication with our bodies:		Andersen 1 G&H 11, 13
	Jan 16	Kinesics	Research Article Report 1	Andersen 2 G&H 15
3	Jan 21	<i>Martin Luther King Day, University Holiday</i>		
	Jan 23	Appearance & adornment		G&H 5, 6, 7, 8
4	Jan 28	Proxemics		G&H 14, 21
	Jan 30	Haptics	Research Article Report 2	G&H 24, 25, 26
5	Feb 4	Researching nonverbal comm		G&H 3
	Feb 6	Chronemics, vocalics		Andersen 3 (pp. 67-74)
6	Feb 11	Emotion		Andersen 6
	Feb 13	(cont.)	Research Article Report 3	G&H 43,44,45
7	Feb 18	<i>Presidents Day, University Holiday</i>		
	Feb 20	Flirting		Andersen 8
8	Feb 25	Intimacy & relationships	Scavenger Hunt	Andersen 9
	Feb 27	(cont.)		G&H 39,40,42,53,54
9	Mar 4	Exam 1	Exam 1	
	Mar 6	Exams returned/writing a research paper	Three lit review topic ideas	Bb: research handouts
<i>March 10-17 Enjoy Spring Break</i>				
10	Mar 18	Deception	Finalized lit review topic	Andersen 11
	Mar 20	(cont.)		G&H 46, 48 Thomas (2008)
11	Mar 25	Influence		Andersen 10 G&H 50, 51, 52
	Mar 27	Research meetings	Lit review paper	
12	Apr 1	Power		Andersen 12, G&H 49
	Apr 3	Research meetings		
13	Apr 8	Environment		Andersen 3 (pp. 58-74)

	Apr 10	and context		G&H 31, 33, 37 Brown (1995)
14	Apr 15	Cultural influences		Andersen 4
	Apr 17	Gender influences		Andersen 5
15	Apr 22	Stress; nonverbal disorders		Andersen 7
	Apr 24	Exam 2	Exam	
	May 6	Research colloquium 2-4 pm	Research project final paper	
		[note this is in our final exam time slot; the date and time are set by the university and cannot be re-scheduled]		

ASSIGNMENTS

One key to success will be reading all of my directions carefully. Some directions are in this syllabus but more will be given in class and posted on Blackboard. Always feel free to ask questions; I'd much rather clarify expectations in advance than learn afterwards that you didn't fully understand the assignment.

Three Research Article Reports

Find a recently published (no earlier than 2014) research article in the field of nonverbal communication. This has to be an article reporting on research the authors conducted, not a critique, review or meta-analysis. It also should not be a brief report, but a full length article.

Provide the citation in APA format and the published abstract, and then write up details about the work in your own words.

1. Summarize the background upon which the authors based their study, naming the major theories or streams of research that they are continuing.
2. What research questions or hypotheses were they posing?
3. Describe their research methods.
4. State what methods of analysis the authors used (e.g., you might just say they used statistical procedures, or qualitative analysis).
5. What were the findings?
6. What conclusions do the authors draw?
7. What future studies to the authors recommend?
8. What is your own opinion or analysis of this article?

Another way of stating this assignment is that I am asking you to take detailed notes on a research article. You will do this for three separate articles, due on several different dates. This process may help you form the foundation of your subsequent literature review and research project.

“Scavenger Hunt”—Five entries

This assignment is more of a collection of five entries than one cohesive paper. By working on the scavenger hunt, you should become more aware of the major role nonverbal communication plays in our everyday lives.

Ideas about nonverbal communication can be found everywhere, from daily experiences to popular culture. The objective of the scavenger hunt is for you to collect a number of these examples from a variety of both primary and secondary sources. You are to draw an idea from the class lectures or readings then find data to support it. Any of the following types of data may be used, but please do not use any one type of data more than twice. *Choose a different course concept for each report.*

Scavenger Hunt data choices:

1. Account of a personal experience.
2. Interview with someone about their experience.
3. Description of a scene from a television program or movie.
4. Photograph or drawing.
5. Synopsis of an article in a magazine or newspaper.
6. Excerpt of a scene from a novel.
7. Quotation from a biography or autobiography of a well known person.
8. Published cartoon (where the nonverbal idea is the main point of the cartoon).
9. Newspaper account of a true incident.
10. Report of a mini field observation (report what you did and what you found).

One of my criteria is *variety*. For example, do not choose three propositions from one day’s lecture. Another is that your choice of data and propositions really enhance each other, so that your report helps increase our understanding of nonverbal communication. The best reports will be so good that I’ll want to remember them to share with future classes.

You will turn in a set of **five** of these reports, each being about one or two pages (doubled spaced) long. Each report should have:

- The idea or course concept (cite your source, including the page number)
- The type of data you collected
- The description of the data (and an image, where applicable) and how it supports the course concept
- References in APA format for the proposition and for the data

Literature Review

Choose a relatively narrow area of nonverbal communication that has sparked your interest, research it, and write a literature review. You may use this literature review as the springboard for your research project.

A literature review is not a simple summary of articles on a topic. The lit review itself makes a contribution so that even a reader already familiar with the subject area would learn something by reading your paper. In a literature review, your purpose is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your thesis or research question. You will also identify areas needing further research.

Your paper will include:

- The nature of the topic under discussion
- Definition of key terms and concepts
- Principal questions that are being asked
- Methodologies and methods in use
- Current approaches to the subject
- Current conclusions that are being drawn
- Summary of major agreements and disagreements in the literature
- What holes in knowledge remain in this area / directions for future research

Organize your paper into an introduction, where you introduce your topic and the parameters of your lit review; a body, which contains your discussion of sources organized either chronologically, thematically, or methodologically; a conclusion where you discuss what can be learned from the literature so far, and where research should continue from this point. A lit review does not detail each study mentioned but synthesizes a large number of studies within each paragraph or section, according to the organizational scheme being followed.

Please discuss a *minimum* of 10 studies that are:

- Primary sources (research studies published in a refereed journal)
- Relatively recent (a general guideline would be that the study was published in the last ten years, except when you are including a classic study or need to provide historical background).

Sometimes you will find and read many more sources than actually end up in your finished product. This may frustrate you, but only cite on your reference page the articles you actually refer to in the text of your paper. Conversely, all references within the text must be cited on the reference page.

As a very general guideline, this paper should be 6-8 pages long.

Research Project

Investigate some aspect of nonverbal communication using appropriate methodology. This is an original study, one in which you collect and analyze data. Your job is to test a hypothesis or explore some question about nonverbal communication. This project may follow directly the topic of your literature review.

You may work alone or on a small team. If you choose, you might work on data collection together but write separate papers. You are 100% responsible for your own grade. If you would like an individual grade, write an individual paper. If you've done research with team members and you all want to accept a group grade, you may write one research paper as a group.

We will hold a colloquium on the day of the final where each researcher or team will informally present their research.

The paper you write will follow the format of all traditional research reports, just like the ones you read for your research article reports and literature review. The parts of a study are as follows:

1. **Statement of problem:** This is the introduction to the report and should include your general research question and justification of why it is worth investigating.
2. **Review of literature:** This section examines previous research on your topic: the kind of studies that have been done, how they were done (methods) and what they found (results). Findings should be not just summarized but evaluated. What holes have been left by prior studies?
3. **Statement of questions/hypotheses:** In this section you identify and justify the questions and/or hypotheses you intend to investigate in your study.
4. **Method:** This is a description of the methods you used to answer your questions to answer your questions or to test your hypotheses.
5. **Results:** Present the results of your study *without* explaining the meaning or importance of what you found.
6. **Discussion:** Now interpret your results. What do they mean? Are they what you expected to find based on previous literature? Are they important? Also, be sure to discuss the limitations of your study.
7. **Conclusion:** Do not just stop writing. Finish with a conclusion that leaves a final impression on the reader.
8. **References:** A complete list of your sources in correct APA style.

Exams

Please note that our lectures and readings will not always overlap. Unless I inform you to the contrary, you can safely assume that the areas that do not overlap *will still be included on the exams*—so you need to study both your lecture notes and reading materials.

Looking Ahead

Studying communication is an experience of ongoing discovery. I look forward to learning more with all of you this semester.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu