

USC Annenberg School of Communication
COMM 480: Nonverbal Communication (4 units)
Spring 2021
Schedule # 20695R

Instructor: Carmen M. Lee, PhD

Class Meeting Time: Mon. & Wed., **3:30-4:50 p.m. PST**

Online Office Hours: Mon. 5:00-6:30 p.m., Thurs. & Fri.

10:00-11:00 a.m. & by appt (PST). Join URL:

<https://usc.zoom.us/j/91574293801>

Email: carmenml@usc.edu

Class Location: Remote/Online

Google Voice Number: (213) 761-7319

[text or call with full name and class;
responses typically within 24-hours]

Course Description

This course is a comprehensive overview of the forms and functions associated with nonverbal aspects of communication. The course will introduce you to concepts, theories, and principles of nonverbal communication, with an emphasis on the role nonverbal messages play in the communication process. The course covers traditional “codes” of nonverbal communication, such as kinesics (body movement), proxemics (space), and physical appearance; as well as the functions of nonverbal communication, such as emotion, affection, power, and deception. Course content is interdisciplinary in nature, emphasizing both theory and practical application.

Course Learning Outcomes

The major objective of this course is to provide an extensive examination of the forms and functions of nonverbal communication through exploration of scholarly research, practical application of theory, and analysis of sociocultural variables to foster a deeper appreciation and greater understanding of nonverbal messages across social contexts. By the end of the semester, you will be able to:

- **Define and Describe** the codes of nonverbal communication including physical appearance, haptics, oculosics, kinesics, facial expressions, environmental, proxemics, paralanguage, chronemics, and olfactics;
- **Recognize** the influence of culture and context in formation of perceptions and impression management;
- **Analyze** the role of closeness and affection in nonverbal communication;
- **Apply** nonverbal concepts and theory to real-world situations; and
- **Effectively** encode and decode nonverbal messages to enhance the quality of daily interactions.

Required Readings/Materials

Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2010). *Nonverbal communication*. Routledge.

[Available for FREE in e-book format from the [USC Libraries](#); a PDF copy is also available on Blackboard]

All additional required readings/course materials will be made available on Blackboard (Bb).

Poll Everywhere classroom response system-free and available online at <https://pollev.com> [Username: TBA]

Poll Everywhere is a tool that will allow for greater interactivity in the course to further students’ learning experience.

Students can use any electronic device, such as web browser (*suggested*), tablet, or mobile phone to complete polls and surveys during synchronous and/or asynchronous course instruction.

Overview of Course Structure

Method of Instruction: This course will be conducted entirely online. The Blackboard (Bb) course website will serve as the access point for all course materials (e.g., syllabus, lectures, videos, assignments, etc.) and contact with the Instructor (e.g., email, listed office hours, etc.). If you are not familiar with Blackboard, you can find information (e.g., tutorials and technical support) on the USC Blackboard Student Help website: <https://studentblackboardhelp.usc.edu>

On Blackboard, course content is presented in ‘Weekly Learning Modules.’ Each module has a description of the content covered in that week, Zoom links (to live and recorded lectures), reading prompts (i.e., guided questions to help students actively respond to material they are studying; analyze, reflect, relate) and a time advisory (i.e., an *approximate* indication of how long it will take for you to read, watch, and complete any required readings, assignments and/or assessments). It may be useful to take a look at the time advisory to determine how much time you need to allocate to a given week, and then set goals for yourself. It is expected that students will *actively* engage with the course content and spend the necessary time on each task.

Format of Course: The course will be delivered in a *synchronous* format per University mandate. This means that all course content delivery (e.g., lectures or discussions) will be streamed live via Zoom according to the USC Schedule of Classes. While it is expected that students will make every effort to participate in the course synchronously, I recognize that personal circumstances might require some asynchronous course participation. Therefore, all streamed lectures will be recorded and made available to all students for review for a 5-week period of time.

This 400-level course will use a 'lecture-discussion' format where a premium is placed on student-initiated discussions. Moreover, the nature of this class (i.e., size and content) allows more opportunity for independence and initiative in shaping the structure of the course as well as your research project.

Announcements/Weekly Class Updates: Announcements and Class Updates are important for communicating course changes, clarifying material, and/or providing follow-up information. **It is important that you regularly check the Announcements and Weekly Class Updates on Blackboard (Bb).** The Announcements page will be reserved for permanent or time-sensitive institutional and course-related issues. Announcements are high priority points. In order to update you about minor course changes or follow-up on an issue or point raised in the class, you should check the Weekly Class Updates section. Weekly Class Updates are available within each weekly learning module and also accessible through the Blackboard course menu.

Technology and Access Requirements: In order to take this course, you *must*: (1) have consistent access to a computer, (2) have continuous broadband internet access, (3) have the ability to install plug-ins or software (e.g., Adobe Reader or Flash), and (4) have the ability to download and save files and documents on the computer or a USB drive. Resources and services available to students to ensure your success with online learning can be found through USCs [Student Toolkit](#) and [Information Technology Services](#).

Questions/Consultations: In online courses it is *normal* to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. You are more than welcome to email me, attend virtual office hours, Google voice/text me, and/or set up a Zoom appointment with me. Do not wait until the night before (or day of) an assignment due date to realize that you do not understand what is expected of you. If you experience difficulty in this course *for any reason*, please do not hesitate to contact me.

Course Requirements

1. Class Participation

This course depends on each participant for its energy and vitality! Meaningful participation occurs when students: (1) read the assigned readings *before* class, (2) come to each class prepared to discuss assigned reading content, and (3) *actively* participate in the course. Students are encouraged to participate synchronously and asynchronously. During synchronous class instruction, students can ask/answer questions, engage in breakout room activities with peers, and complete live polls or surveys to assess their comprehension of course material in real-time. Asynchronously, students will also be able to engage by completing poll/survey questions posed during lecture or as part of a follow-up assignment. Also, all students can show their course engagement by attending an office hour or scheduling an appt. with the Instructor/Teaching Assistant, reading the required readings, utilizing the resources on Blackboard, and by sending emails discussing the real-world application of course content.

Regular attendance and participation will assist in your comprehension of course content *and* also provide you with opportunities to connect with the Instructor and your peers. It is expected that students will make every effort to attend the live/synchronous classes, however it is recognized that personal circumstances will arise which preclude class attendance. In such circumstances, the student is responsible for reviewing the missed lecture content, participating in any polls/surveys presented in class, and making sure they are completing course requirements. Based on both objective (quantifiable; e.g., regular class 'attendance,' actively participating in class activities, speaking/using the chat box during class, attending office hours/scheduled appointments, engagement with course material via Bb) and subjective (qualitative; e.g., contributing meaningful questions/answers, illustrating comprehension of course material) assessment, participation scores shall be at the discretion of the Instructor. The 'average' participation score is 51 points; noteworthy participation will receive more points. Class participation is worth 15% of your final grade (60 points).

2. Personal Artifacts Blog

We identify ourselves by the things we collect and that surround us in our environment. These *artifacts* (i.e., physical objects, such as clothing, homes, cars, electronics, personal adornments, etc.) not only provide us with a sense of self, but also indicate to others who we are in terms of our attitudes, beliefs and behavior. In this assignment, each student will select three artifacts that best represent them and post a blog where they: (a) present an image of each artifact and (b) describe the artifact and its origins. The images can be of your artifact or an image that accurately depicts your artifact.

Once you have submitted your post, each student will then be responsible for posting replies (2 required) to submissions where you indicate to the person your impression of them derived by viewing the presented artifacts. NOTE: Each reply post should be a *minimum* of 120 written words. To complete this assignment, click on the 'Personal Artifacts Blog' tab on Blackboard. Once you submit your blog post you will be able to view other submitted posts. **A more detailed description of the assignment can be found on Blackboard.** The deadlines for submission are: **Post, Fri., January 29, 2021; Replies, Fri., February 05, 2021** (by 11:59 p.m. PST). The personal artifacts blog assignment is worth 5% of your final grade (20 points).

3. Take Home Exams

There will be two (2) take-home exams: Midterm and Final. The exams will consist of “open-book/open-note” questions; you will be able to utilize sources to complete a series of short answer questions. Short answer questions might emerge from required readings, lectures, and/or out of our collective discussions. These short answer questions are meant to test your understanding and to allow you to demonstrate your critical-thinking skills. Students will be given 10 days to complete the exam and submit their answers on Blackboard. All exams should be completed individually by students. Exams are due on the following dates [by 11:59 p.m.]: **Midterm Exam: March 05, 2021 (Week 7); Final Exam: May 07, 2021 (Finals Week).** Take-home exams are worth 50% of your final grade.

4. Nonverbal Group Project “Self-Help” Resource

In small groups (2-3 people), you will create a “self-help” resource for a specific audience (e.g., college students) regarding the appropriate and effective nonverbal behaviors in a particular context or for a particular goal. The project deliverable must be informed by both theory and empirical evidence. Sample topics include effective nonverbal behaviors during a job interview or conveying immediacy while wearing a mask and social distancing. Be creative with the presentation of your information (e.g., website, interactive magazine or newsletter, podcast, video enacting the do’s and don’ts, etc.). All submissions will be electronic via Blackboard on behalf of the *entire* group. **A more detailed description of this assignment can be found under the ‘Group Project’ tab on Blackboard.** The group project deliverable is worth 25% of your final grade. The submission is due **Sunday, April 25, 2021** (by 11:59 p.m. PST).

It is important that all group members contribute equally to the group project. When all members of the group contribute equally everyone gets the same group grade. Those who fail to contribute at the same level will receive a grade minus five (5) points. Students who do not contribute at all will receive a greater deduction up to a grade of zero. **If you have a group member who is not pulling his/her/their weight, contact me immediately. If you do not contact me well in advance, please do not complain about this person’s lack of work on the project. Given enough lead-time, I can assist in the situation.**

5. Nonverbal Group Project Presentation

Each group is expected to deliver a 10-15 minute talk about their research project. The purpose of the presentation is to share one’s work with others and deepen our understanding of nonverbal communication. The presentations will be evaluated in terms of the quality and understandability of your oral and visual presentation, as well as the level of completeness of your discussion of the key elements of the project assignment. **A more detailed description of this assignment can be found under the ‘Group Project’ tab on Blackboard.** The group presentation is worth 5% of your final grade. **Group presentations will occur during the last week of class. Students are expected to attend to support your peers.**

Late Submissions

All assignments (i.e., blog, take-home exams and group project deliverable) turned in late will result in a **5 point deduction for each day** after the deadline. For all types of excuses, students will receive point deductions and should provide the instructor with formal, written documents/evidences. The instructor has the right to decide on the exact amount of total points deducted, depending on the evaluation of the legitimacy of the excuse.

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments. Therefore, *every attempt* will be made to grade assignments and post grades within 7-14 days. Scores for all assignments are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to dispute a score. To dispute a score, you must submit your reason *in writing*. This policy is helpful for two reasons: First, if a score change is justified, it provides documentation for change in the record. Second, it gives you a chance to think through and present your argument carefully, to maximize your chances of success. Submit your brief, written argument to the course instructor. If you fail to inquire/notify us of any discrepancy, missing score, or dispute a score within one week of the date the score is posted, no further changes will be made.

Extra Credit Opportunities

There *may* be extra credit opportunities available. Extra credit is not guaranteed as it is dependent on the need of research participants in departmental research *or* a relevant Annenberg School of Communication sponsored event. If extra credit opportunities are made available, students can receive 2 pts. for each 1/2 of participation (max. 8 pts.).

Assessment:

You will be assessed on the following requirements:

<u>Requirements</u>	<u>% of Final Grade</u>	<u>Point Equivalent</u>	<u>Date Due</u>
Class Participation	15%	60	<i>weekly</i>
Personal Artifacts Blog	5%	20	Post: 01/29/21 Replies: 02/05/21
Take-Home Exams			
Midterm	50%	100	03/05/21
Final		100	05/07/21
Nonverbal Group Project			
Resource Deliverable	30%	100	04/25/21
Presentation		20	04/26, 04/28
<i>Total</i>		<i>400 pts. possible</i>	

Grading

The following scale will be used to assign final course grades:

<u>Points</u>	<u>%</u>	<u>Grade</u>	<u>Points</u>	<u>%</u>	<u>Grade</u>
372-400	93-100	A	292-307	73-76	C
360-371	90-92	A-	280-291	70-72	C-
348-359	87-89	B+	268-279	67-69	D+
332-347	83-86	B	252-267	63-66	D
320-331	80-82	B-	240-251	60-62	D-
308-319	77-79	C+	0-239	≤59	F

NOTE: Grades are based on the work completed from the first and last day of class. Per USC policy, “No student is allowed to re-take a final examination or do extra work in a course after the semester has ended for purposes of improving his or her [or their] grade.”

What does a letter grade mean?

Enrollment in this course does not mean you earned an “A” in this course. *Earning an A* might require more diligence than you are used to. Doing the bare minimum is not A-level work. Description of letter grades are below.

<u>Letter Grade</u>	<u>Description</u>
A	Excellence; demonstrates <i>extraordinarily</i> high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Course Policies

Academic Integrity Policy

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy ([USC Catalogue, 2020-2021](#)).

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, policy.usc.edu/scientific-misconduct.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

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. See the university's site on **Campus Safety and Emergency Preparedness**.

Disability Service Accommodations

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Disability Services and Programs (DSP). You need to make a request with DSP for each academic term that accommodations are desired. To avoid any delay in the receipt of your accommodations, you are encouraged to do this **during the first week of class**. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your Instructor with an accommodation letter from DSP. Your cooperation is appreciated. Disability Services & Program contact information: (213) 740-0776 or <https://dsp.usc.edu>.

Email Policy

Email *can be* an effective communication tool. However, it also can produce more confusion than clarity and be an inefficient use of time. Emails should be limited to quick questions and scheduling appointments; they should not be seen as an alternative to attending class lectures, office hours, or a scheduled appointment. Before emailing, make sure you consult the course syllabus, lecture notes, handouts, and the course website to see if the answer to your question is there. **Although responses may be provided quickly (within 24 hours), you should give us 48 hours**

to reply to your email. If you do not receive a response within 48 hours, please follow-up via email or before/after class.

Netiquette

We live in an era of globalization where we often forget/confuse/ignore appropriate behaviors when interacting with others via computer-mediated communication. When sending emails, posting on the blogs, and participating in Zoom classes or breakout rooms it is important to understand how to interact with another online; netiquette. We will consider these “rules,” adapted from Virginia Shea’s [The Core Rules of Netiquette](#), when navigating the virtual world.

Recording Policy

Students may not record any portion of a classroom lecture, discussion, or review **without the prior and explicit written permission of the course instructor**. The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce (in whole or in part) lectures, course notes, or teaching materials provided by the instructor is forbidden. Students registered with Disability Services and Programs (DSP) who are unable to take or read notes have the right to audio record class lectures for their personal study only. Lectures recorded for this purpose may not be shared with other people without the consent of the Instructor. Furthermore, permission granted for recording of a lecture, discussion, or review also requires the observation of privacy guidelines and regulations for students in the class whose presence or statements might also be recorded.

Intellectual Property

The syllabus, lectures, handouts, and Blackboard content fall under personal and university-wide intellectual property policies. Anything other than personal use (e.g., organized recording, duplication, or distribution) on your part represents a violation of copyright and fair use laws.

Incomplete Work (IN)

A mark of incomplete is used to reflect work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its completion should be initiated by the student and agreed by the Instructor prior to the final exam. Incompletes will be given only when all University requirements pertaining to them are met. Marks of IN must be completed within one year from the date of the assignment of the IN (USC Catalogue, 2020-2021).

Turnitin.com

Students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Learning Experience Evaluations

Learning Experience Evaluations will be conducted on the last day of the class. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. Comments on personal characteristics of the instructor are not appropriate and will not be considered. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

Support Systems

Counseling and Mental Health: (213) 740-9355 – 24/7 on call; studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline: 1 (800) 273-8255 – 24/7 on call; suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP): (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED): (213) 740-5086 | Title IX – (213) 821-8298; equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment: (213) 740-5086 or (213) 821-8298;

usc-advocate.symplcity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs: (213) 740-0776; dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention: (213) 821-4710; campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC: (213) 740-2101; diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency: UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call; dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety: UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call; dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Course Schedule*

	Date	Topic	Readings	Assign. Due
Week 1	Jan. 18 Jan. 20	No Class – Martin Luther King’s Birthday Introduction to the Course	Syllabus	
Week 2	Jan. 25 Jan. 27	Introduction to Nonverbal Communication Socio-cultural Influences on Nonverbal Comm.	^T Burgoon (Chpt. 1) ^T Burgoon (Chpt. 2)	Artifacts Post [due Fri. 01/29]
Week 3	Feb. 01 Feb. 03	Bio-Evolutionary Influences on Nonverbal Comm. Bio-Evolutionary Influences (cont.)	^T Burgoon (Chpt. 3, 58-63) ^T Burgoon (Chpt. 3, 63-79)	Artifacts Responses [due Fri. 02/05]
		(Feb. 05: Last Day to drop w/out mark of “W”; full refund)		
Week 4	Feb. 08 Feb. 10	The Body as a Code: Appearance and Adornment The Body as a Code: Body Type and Olfactics	^T Burgoon (Chpt. 4, 80-93) ^T Burgoon (Chpt. 4, 94-111)	
Week 5	Feb. 15 Feb. 17	No Class – President’s Day The Contact Codes: Haptics and Proxemics	^T Burgoon (Chpt. 6, 145-159)	
Week 6	Feb. 22 Feb. 24	The Contact Codes: Haptics and Proxemics (cont.) Place and Time Codes: Environment & Artifacts	^T Burgoon (Chpt. 6, 159-169) ^T Burgoon (Chpt. 7, 170-186)	
Week 7	Mar. 01 Mar. 03	Place and Time Codes: Chronemics Visual and Auditory Codes: Kinesics and Vocalics	^T Burgoon (Chpt. 7, 186-200) ^T Burgoon (Chpt. 5, 112-131)	Midterm Exam [due Fri. 03/05]
		(Mar. 05: Last Day to drop w/out mark of “W” on transcript)		
Week 8	Mar. 08 Mar. 10	Visual and Auditory Codes: Kinesics and Vocalics (cont.) Gender Differences in Nonverbal Comm.	^T Burgoon (Chpt. 5, 131-144) -----	
Week 9	Mar. 15 Mar. 17	In-Class Group Project Work Day (breakout rooms) Expressing Real and Desired Identities	^T Burgoon (Chpt. 10)	
Week 10	Mar. 22 Mar. 24	Expressing Emotions Expressing Emotions (cont.)	^T Burgoon (Chpt. 11, 288-298) ^T Burgoon (Chpt. 11, 298-317)	
		(Mid-Semester Grade Report)		
Week 11	Mar. 29 Mar. 31	Deceiving Others: Detecting Deception Deceiving Others (cont.)	^T Burgoon (Chpt. 15, 404-428) ^T Burgoon (Chpt. 15, 428-434)	
Week 12	Apr. 05 Apr. 07	Relational Messages: Intimacy and Affection No Class – Wellness Day	^T Burgoon (Chpt. 12)	
Week 13	Apr. 12 Apr. 14	Relational Messages: Power & Dominance Relational Messages: Influence (cont.)	^T Burgoon (Chpt. 13, 343-356) ^T Burgoon (Chpt. 13, 357-372)	
Week 14	Apr. 19 Apr. 21	Managing Conversations In-Class Group Project Work Day (breakout rooms)	^T Burgoon (Chpt. 14)	Group Project [due Sun. 04/25]
Week 15	Apr. 26 Apr. 28	Group Presentations Group Presentations (cont.) & Course Wrap-Up	----- -----	
		(Apr. 30: Last Day to Drop or Change Letter Grade to P/NP)		
Finals Week		Final Exam (Friday, May 07, 2021; 2:00 p.m. - 4:00 p.m.)		Final [due Fri. 05/07]

*Course schedule/content subject to change at Instructor discretion. Any changes will be communicated in class and via Bb.

^TCourse Textbook (Burgoon) ^{Bb}Blackboard Reading