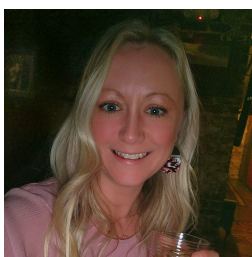COMM 3322 793
Nonverbal Communication
Fall 2024 Session 8W2
Delivery Method: Online

Instructor Information

Name: Terra James
Email: james_t@utpb.edu
Phone: (816)752-5724 (email first please)
Office Location: Online
Office Hours: By Request

Course Information

Class Location: Online

Schedule a Meeting

If there is a link below, it will take you to the instructor's Bookings page, where you can conveniently sign up for a meeting.

Web Conference Hours

By TEAMS and/or phone appointment Monday-Friday. Please email Mrs. James to set up a time if you would like to discuss course overview, assignments, or grades. Please allow 24 hours (after a grade has been placed) to set up a meeting regarding a grade; this will allow me adequate time to review the completed grading rubric and provide in-depth feedback during our meeting. All meetings to discuss an upcoming assignment need to be set up at least 24 hours before the assignment

deadline (or by the Friday before the deadline if the assignment is due on a Sunday night). This means that you will need to email me at least 48 hours before the assignment deadline to ensure that our phone and/or Skype meeting is set up well before the deadline. My email and Canvas Messenger are both linked to my cellphone to ensure that I can receive student communication as quickly as possible. Please do not hesitate to contact me!

Course Description

Explores the major research sub-disciplines of nonverbal communication with focus on developing students' theoretical and practical knowledge of communication processes principles and strategies in nonverbal communication. Includes exploration of the connections between nonverbal communication and other areas of communication research and practice.

Student Learning Outcomes

- To explore the interdisciplinary field of nonverbal communication from a "communication studies" perspective (communication skills, codes, and functions; applications to a variety of communication contexts).

- To examine the key issues, theories, and research findings related to the nature, functions, and development of nonverbal communication.

- To consider the importance of four basic nonverbal signaling systems: the human body; approach-avoidance signals of space, gaze, and touch; facial expressions; and the overlapping channels of voice and gesture.

- To provide an opportunity to gather information about nonverbal communication from a variety of primary and secondary sources.

UTPB Bookstore

Bookstore link

This link will take you directly to the official UTPB bookstore page for this course. Please note, you are welcome to make purchases from any supplier of your choice.

Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

Title: Please check the UTPB book store
ISBN: Bookstore link

Title: Nonverbal Communication in Everyday Life
ISBN: 9781483370262
Authors: Remland
Publisher: Sage Publications, Incorporated
Publication Date: NA
Edition: 4th
Required or Recommended: Required

Title: Nonverbal Communication in Everyday Life
ISBN: 9781483370255
Authors: Remland
Publisher: Sage Publications, Incorporated
Publication Date: NA
Edition: 4th
Required or Recommended: Required

Faculty - This list reflects your selections in the Follett bookstore website.

Important Academic Dates

UTPB Academic Calendar

Graded Material

Students who take this course will participate in the following course activities:

- **Introductory discussion board posting:** You will need to introduce yourself and get to know your peers during the first week of the course.

- **Weekly discussion board postings**: You will have a discussion board post due each week for the first six weeks of the class. In addition to making your own post responding to the weekly prompt, you will respond to the posts of your classmates. Please see the rubric posted to the classroom for details about what you are expected to do.

- **Quizzes**: You will take three module quizzes. The quizzes will be open book and open note, but you will only be able to open each quiz once and will have a strict time limit. Quizzes will employ LockDown Browser.

- **Developing a Research Question:** Initial step in developing your final paper.

- **Annotated bibliography:** Second step in developing your final paper.

- **Final paper**: You will write an original paper in which you identify an area of interest inside of the interdisciplinary field of nonverbal communication. This paper must identify the challenge or issue and the positions people take with respect to it. It must advance a claim and include ethical refutation of counter arguments against those claims. This paper (and associated annotated bibliography) serves to explore your understanding of the course content and to provide an opportunity to gather information about nonverbal communication from a variety of primary and secondary sources.

Your final course grade will be decided on the basis of your performance cases, exams, and daily assignments. Regardless of the number of items completed in an area, the weighted value will not change. Each activity is graded on a 100-point scale. Exact values are:

Course Activity	Points	Weight (Set in Canvas)
Discussion Boards	100 points/board (700 points total)	40%
Developing a Research Question	25 points	5%
Annotated bibliography	75 points	5%
Final paper	200 points	10%
Module Quizzes	100 points/quiz (300 points total)	40%
Total	**1300**	**100%**

Forum Participation (Discussion Boards):

In this course, forums are primarily used for discussing topics and issues related to course content. There are seven discussion topics for the semester (six academic and one introductory). In addition to the course content related topics in discussion tool there are a number of ungraded forums. Use the Introductions forum to get to know your classmates; use the General Questions and Comments forum to ask questions of your classmates and instructor; use the Water Cooler forum for socializing.

I expect you to read a large majority of the messages as part of the course readings. When you reply to your classmates' messages, address your classmates directly—doing so helps all participants

maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

All academic discussion boards will be graded using the upper level course rubric (pictured below):

Upper Level Course Rubric

Criteria	Ratings						Pts
Demonstrates mastery of the assigned readings: Analyses are complete and thorough. Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding/grasp of concepts.	**40 pts** **Exceptional**	**35 pts** **Above Average**	**30 pts** **Sufficient**	**20 pts** **Needs Improvement**	**10 pts** **Lacking**	**0 pts** **No Marks**	40 pts
Evidence: Information is taken from (peer reviewed) source(s) with enough interpretation/evaluation to develop a comprehensive analysis.	**15 pts** **Exceptional**	**12 pts** **Above Average**	**9 pts** **Sufficient**	**6 pts** **Needs Improvement**	**3 pts** **Lacking**	**0 pts** **No Marks**	15 pts
Forum Participation and Responsiveness to Peers: Actively participated and enhanced academic discussion by posting prior to the deadline and responding to peers on multiple days.	**35 pts** **Exceptional**	**28 pts** **Above Average**	**21 pts** **Sufficient**	**14 pts** **Needs Improvement**	**7 pts** **Lacking**	**0 pts** **No Marks**	35 pts

Upper Level Course Rubric

Criteria	Ratings						Pts
Grammar, Punctuation, and Syntax:							
	10 pts	9 pts	7 pts	5 pts	3 pts	0 pts	10 pts
Student utilizes proper punctuation, grammar, and syntax in their primary posting and peer responses.	Exceptional	Above Average	Sufficient	Needs Improvement	Lacking	No Marks	

Grading Scale

Letter Grade	Description
A (93-100)	Excellence in all rubric categories. Far exceeds the requirements of the assignment.
A- (90-92)	Excellence in nearly all rubric categories. Exceeds the requirements of the assignment.
B+ (87-89)	Excellence in most rubric categories. Meets all assignment requirements and exceeds some of them.
B (83-86)	Excellence in some, but not all rubric categories. More than an adequate response to the assignment.
B- (80-82)	Demonstrates a moderately high level of competence rubric categories. Response to the assignment is slightly more than adequate.
C+ (77-79)	Satisfactory completion of the content, structure, and originality of the assignment. Response is adequate; meets minimal requirements with minor errors.
C (73-76)	Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors.
C- (70-72)	Adequate completion of the content of the assignment, but shows a lack of understanding of some elements. Meets minimal requirements with distracting errors.
D	A passing grade with significant errors. Poorly thought out or poorly supported

(60-69)	concepts and response to the assignment.
F (50)	Does not adequately meet major requirements of the assignment. Substantially missed major objectives or parts of the assignment. Contains significant errors.
No credit (0)	Assignment was not submitted by the due date or was determine to violate academic integrity policies.

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Amber Lucero, Director of Student Emergency and Accessibility Services
Address: 4901 E. University, Odessa, TX 79762
Student Activity Center (SAC) Room #200D
Voice Telephone: 432-552-4602
Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could

constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: UTPB Complaint Management

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at: https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (https://www.utpb.edu/academics/advising-and-support/student-success-center/index), and online, UTPB Student Success offers the following services to all students:

- O.W.L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.

- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the Online Student Services.

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to "attend" virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Distance Education Policy

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when or if your personal computer crashes. Limited Loaner Laptops are available through the J. Conrad Dunagan Library.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and your contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions or problems, you may be required to resubmit the files.

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of

authentication <u>must be explicitly stated in the syllabus</u>. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a <u>fee</u>(e.g. face-to-face proctoring at an off-campus site that charges a fee), <u>this notification must be stated on the course schedule and in the course syllabus as well</u>.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

This course will utilize lockdown browser for Module Quizzes.

Course Policies

Discussion Boards:

Discussion Board is primarily for discussing course related topics and issues.
Best practices are:

1. Read all message postings in online discussion.
2. Respond to the question directly
3. Reply to minimum of two other student posts (four peer responses will get you a better grade).
4. Use a person's name in the body of your message when you reply to their message.
5. Avoid postings that are limited to 'I agree' or 'great idea', etc.

6. Ensure responses to questions are meaningful, reflective.

7. Support statements with concepts from course readings, refer to personal experience, examples.

8. Follow **Rules of Behavior (below).**

Rules of Behavior:

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.

- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.

- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).

- Be courteous and respectful to other people on the list.

- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.

- Use line breaks and paragraphs in long responses.

- Write your full name at the end of the posting.

- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. Late work is not accepted.

Academic Dishonesty/Plagiarism/Cheating:

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline

procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Course Schedule

Week	Content
Module 1: Foundations	
Week 1	Chapter 1: The Nature and Functions of Nonverbal Communication
Week 2	Chapter 2: The Development of Nonverbal Communication: Acquiring Everyday Skills
Module 2: Codes and Functions	
Week 3	Chapter 3: The Human Body: Signaling Multiple Identities Chapter 4: Personal Space, Eye Contact, and Touch: An Approach–Avoidance Signaling System
Week 4	Chapter 5: Facial Expression: Communicating Emotion Chapter 6: Voice and Gesture: Speaking and Replacing Speech
Module 3: Applications	
Week 5	Chapter 7: Nonverbal Communication in Non-Intimate Encounters Chapter 8: Nonverbal Communication in Intimate Encounters
Week 6	Chapter 9: Nonverbal Communication in Deceptive Encounters Chapter 10: Nonverbal Communication in Workplace Encounters
Week 7	Chapter 11: Nonverbal Communication in Mediated Encounters
Week 8	Final paper work week.