



COMM 3353.001, Traditional Classroom F-T-F

NONVERBAL COMMUNICATION

Fall 2022, August 22 – December 8, T/R 4-5:15 pm, CB3 1.314

“As a comet, I pledge honesty, integrity, and service in all that I do.”

Comet Creed, 2014

Would you like to be a more engaging and confident communicator? Would you like to be able to identify the cues that influence your impressions of people and settings? If so, I invite you to explore the world of nonverbal communication. It is a world that goes beyond the spoken word to dimensions that are highly influential yet often glossed over by the untrained eye.

Professor Information

Name	Email Address	Office Hours
Patricia Totusek, PhD	Patricia.Totusek@utdallas.edu	Immediately after class, T/Th Virtual consultations by appointment via Team Meetings Office visits are welcomed and can be coordinated with your personal schedule.

Course Prerequisites

RHET 1302 and COMM 1311 or instructor consent required.

Course Description

COMM 3353 Nonverbal Communication (3 semester credit hours) This course reviews scientific research on nonverbal variables such as facial expressions, vocal characteristics, body positions, gestures, the environment, intercultural influences, and deception. Complementing this review is an examination of the use of nonverbal communication by practitioners in education, business, health care, and law enforcement. You will investigate nonverbal variables in real-life settings and assess the effect of your own nonverbal behavior upon others.

COMM 3353 Course Objectives

Critical Thinking Skills- understand, analyze, and synthesize nonverbal communication principles and practices (assessed via Quizzes, Nonverbal Challenges, Jigsaw Puzzle Reports, Case Study Reports, and Peer Reviews)

Communication Skills- demonstrate acquisition of nonverbal competence by written, oral, and visual means (assessed via the Virtual Elevator Pitch, Jigsaw Puzzle Reports, and Case Study Reports)

Field Research Skills- investigate nonverbal communication in real-life settings guided by scientific and practitioner research (assessed via the Nonverbal Challenges)

Personal Responsibility- develop an awareness of your own nonverbal communication behavior and its effect upon others (assessed via the Nonverbal Challenges and the Virtual Elevator Pitch)

General Core Area 010

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Core Objectives

Critical Thinking	To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
Communication	To include effective development, interpretation, and expression of ideas through written, oral, and visual communication
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility	To include the ability to connect choices, actions, and consequences to ethical decision-making

Getting Started

Required Texts	<p>Lieberman, C., Wrench, J. S. (2021). <i>Casing Nonverbal Communication</i>. Kendall Hunt Publishing. ISBN-10:1792474555, ISBN-13: 978-1792474552 Paperback available at UTD Bookstore. Digital eBook available from publisher at: https://he.kendallhunt.com/product/casing-nonverbal-communication</p> <p>Matsumoto, D., Frank, M.G, & Hwang, H.S. (2013). <i>Nonverbal communication: Science and Applications</i>. Thousand Oaks, CA: Sage Pub. ISBN 978-1-4129-9930-4 Paperback available at UTD Bookstore. Available free online from McDermott Library at: https://ebookcentral.proquest.com/lib/utd/detail.action?docID=996871</p>
Course Access and Navigation	<p>Access COMM 3353 on eLearning by using your UT Dallas NetID to login to the eLearning website. The Announcement Page on the COMM 3353 course site provides introductory information for the class.</p> <p>To become familiar with the eLearning tool, see the Student eLearning Tutorials webpage and Getting Started with eLearning</p> <p>UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center includes a toll-free telephone number for immediate assistance (1-866-588-3192), an email request service, and an online chat service.</p>

Getting Started (Continued)

Course Delivery	<p><u>Tuesdays & Thursdays</u> Class sessions include PPT presentations, group and individual exercises, skill/speech practice sessions, and peer review. Weekly Learning Modules at the eLearning course site supplement the information from the class sessions. Each weekly folder shows the assignments due during the week, submission instructions, and accompanying PPTs and reference documents. All quizzes are open book, timed, and taken online.</p> <p><u>Fridays</u> A new COMM 3353 Announcement Page in eLearning is posted on Fridays. It previews assignments for the upcoming week with brief comments.</p> <p><u>Deadlines</u> Tuesday and Thursday assignments are due by the beginning of class unless specified otherwise. More major assignments are due on Sundays, 11:59PM.</p>
UTD Email	<p>I use UTD email to keep you informed of changes or issues with homework submissions. Check your UTD email every day to stay current with class information. Failure to check your email could cause you to miss important updates or assignment feedback.</p>
Attendance	<p>Establish your professionalism by treating this class as you would a job. Arrive on time to every class. Roll is taken within the first 15 minutes of class. Tardiness is disrespectful to your professor and classmates and absenteeism will prevent you from acquiring the skills essential for good communication. You may miss two classes without penalty; additional absences will result in a deduction of 20 points each from your final point total. Lecture notes are not provided if you miss a class; you'll be expected to acquire notes from a classmate or review documents/files at our eLearning course site.</p> <p>UTD excuses absences related to the observation of holy days. If documentation is provided, UTD also excuses absences involving personal illness requiring a physician's assistance or hospitalization, emergencies related to a student's family (hospitalization or death), special curriculum requirements (field trip, etc.), official university activities, or military duty. Documentation for an excused absence is due upon your return to class, or before the missed class if the absence is anticipated. Makeups are available for documented, excused absences only. Makeup assignments are due within one week of your return to class unless otherwise allowed. Track your absences in "My Grades" at the COMM 3353 eLearning course site.</p>
Participation	<p>You are expected to participate during class time. This includes engaging in group or other activities that solicit your feedback on homework assignments, readings, or issues covered in the lectures. Information discussed during class time will be assessed in weekly quizzes.</p>

Determining Grades

Grading is based upon the UTD Undergraduate Catalog. Points are accumulated for a total of 1,000 points possible for the semester. If you want a specific grade in this course, work from the first day to achieve it. Grades cannot be changed at the end of the semester. In the chart that follows, you can see which percentages will be rounded up and which ones will not; there is no grade negotiation. Monitor your grade closely throughout the semester so you stay in control of it.

Grade	Total Points	Percentage
A+	970-1000	97% to 100%
A	930-969	93% to 96.9%
A-	900-929	90% to 92.9%
B+	870-899	87% to 89.9%
B	830-869	83% to 86.9%
B-	800-829	80% to 82.9%
C+	770-799	77% to 79.9%
C	730-769	73% to 76.9%
C-	700-729	70% to 72.9%
D+	670-699	67% to 69.9%
D	630-669	63% to 66.9%
D-	600-629	60% to 62.9%
F	less than 599	Less than 60%

Graded Assignments

Complete descriptions of these assignments are in the Weekly Learning Modules in eLearning.

Assignment	Points Possible
Ten Nonverbal Challenges (15 pts. each)	150 Points
Ten Quizzes (40 pts. each)	400 Points
Eight Case Study Reports (25 pts. each)	200 Points
Three Jigsaw Puzzle Reports (25 pts. each)	75 Points
Elevator Pitch with Nonverbal Emphasis: Script (30 pts.), Presentation Video (100 pts.), Three Peer Reviews of Classmates (30 pts)	160 Points
Miscellaneous Activities: Talent Release Form (5 pts.), Gestures Activity (10 pts.)	15 Points
TOTAL	1,000 Points

Summary of Major Assignments

Nonverbal Challenges

Conduct field research on ten nonverbal cues that convey warmth and confidence, one cue per week. Identify the cue when others use it and practice displaying it yourself in three different contexts. Describe/assess your experiences for each nonverbal cue in a short report.

Quizzes

Ten online quizzes administered at the end of every 1-2 weeks. The quizzes cover content in reading assignments, PPTs, and information delivered/read/ discussed during class.

Summary of Major Assignments (Continued)

Case Studies

One-page reports on eight case studies from *Casing Nonverbal Communication* (Lieberman & Wrench, 2021). Case Study Reports are discussed in class with the expectation that you will be able to answer questions from the instructor.

Jigsaw Puzzle Activities

Three Jigsaw Puzzle Activities administered during the semester. For each Jigsaw Puzzle Activity, groups of 3-4 students will be given a different reading assignment and asked to summarize/critique the document individually in a 1-2-page report. Master the content and respond to questions about your assignment from the instructor and classmates during class time.

Elevator Pitch with Nonverbal Emphasis

Create a 20-60 second Elevator Pitch designed to interest listeners. The script will begin with a hook, provide insights, and end with a flourish, such that listeners will want to hear more. Nonverbal elements discussed in class should be displayed during the presentation, which will be self-videoed and posted for instructor and peer review. Example Elevator Pitches and instructor and classmate suggestions will help you in the development of your Elevator Pitch.

Viewing Grades

Check your grades by clicking “My Grades” on the left-hand menu of eLearning after the grade for each assignment appears. If a “rubric” message is next to a grade, click on the rubric message to view the assessment details and instructor feedback.

Appeal Process on Quizzes

- Provide a copy of the quiz question. Give the reason for your answer. Support your answer with confirming information from specific class documents/PPTs/videos or personal reasoning.
- State your position in a civil manner and email it to your instructor.
- Submit requests before the due date of the next quiz.

Assignment Submission

LATE WORK IS NOT PERMITTED without a documented excuse. Late assignments receive a grade of zero. Technical difficulty with eLearning is not an adequate excuse for late work unless the difficulty is system-wide. Forgetting an assignment or competing deadlines in other classes are not acceptable excuses for late work. Submit your assignments sufficiently early to resolve technical problems, just as you would for a business obligation.

Extra Credit (A maximum of 20 extra-credit points can be earned during the course.)

- Practice the Elevator Pitch with a COMM Lab coach (ten extra-credit points per coaching visit). Information on the COMM Lab resources is available at: [COMM Lab at Student Success Center](#). The site tells you how to make an appointment with a coach and how to “pull” your COMM Lab report so that you can email it to me as documentation of your visit.
- Participate in the Nonverbal Communication Wrap-up Activity on the last day of class (five extra-credit points). Complete a Course Evaluation on or before the last day of class (five extra-credit points).
- Conduct an additional Nonverbal Challenge and submit a report for it. The nonverbal communication cue needs instructor approval and should be shared in class during a Nonverbal Challenge insights session. The last date for submitting this extra-credit activity is Tuesday, Week 13.

Extra Credit (Continued)

- Create a COMM 3353 one-minute “trailer” promoting the class. The trailer should have a brief musical introduction with appropriate images for college-age students. It should sound appealing and look professional. Creativity is encouraged. Watermarks (almost transparent logos that appear on images to protect owner’s rights) should not appear on the product. One way to complete this activity is to create a narrated PPT and then convert it into a movie. Assistance provided at: <https://support.microsoft.com/en-us/office/save-a-presentation-as-a-video%E2%80%8B-in-powerpoint-ba919059-523d-40a8-b99c-08d18996c09d>

This activity can be done individually or by a team of no more than four students (a maximum of 15 extra-credit points per person).

NOTE: All Nonverbal Challenges are due on Tuesdays, before class. All Quizzes are due on Sundays, by 11:59PM.

Academic Schedule Planning Form

Week Number	Class Session/Assignments	Class Session/Assignments	Assignments
Week 1	<p>Tuesday, Aug. 23</p> <ul style="list-style-type: none"> -Getting Acquainted -COMM3353 at a Glance -Course eLearning Tour -Briefing: Talent Release Form -Briefing: Preparing Case Studies for Class Discussion <p>NOTE: Be able to access case study text on days case study is discussed in class.</p> <ul style="list-style-type: none"> -Assign Case Study 12 <p><u>Assignment due by beginning of class:</u> None</p>	<p>Thursday, Aug. 25</p> <p>How can I “read” people more accurately?</p> <ul style="list-style-type: none"> -Chapter 1, Reading People: Introduction to the World of Nonverbal Behavior - Are “Thin Slices” valid? <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Post completed Talent Release Form in Week 1 Folder -Read Chapter 1 in <i>Nonverbal Communication, Science and Applications</i> (Matsumoto et al.), available online at McDermott Library: https://ebookcentral.proquest.com/lib/utd/reader.action?docID=996871 -Read “Thin Slices of Life” in Week 1 Folder 	<p>Sunday, Aug. 28</p> <p><u>Assignments by 11:59PM</u> None</p> <p><u>Upcoming Submission:</u></p> <ul style="list-style-type: none"> -Case Study 12 Worksheet, due Tuesday, Week 2

Week Number	Class Session/Assignments	Class Session/Assignments	Assignments
Week 2	<p>Tuesday, Aug. 30 How can I be perceived as a more engaging communicator? -Theory of Warmth and Confidence -Nonverbal Immediacy Theory Case Study 12: "Doctors We Like and Doctors We Don't: How Nonverbal Immediacy Impacts Patient Satisfaction" <u>Assignments due by beginning of class:</u> -Read "Read the theory of Warmth and Competence" in Week 2 folder -Read Chapter 12 in <i>Casing Nonverbal Communication</i> (Lieberman & Wrench) -Case Study 12 Worksheet in Week 2</p>	<p>Thursday, Sept. 1 How can I be perceived as a more competent communicator? -Joe Navarro on Confidence -Power Posing with Amy Cuddy -Open palms and steeple gesture by Vanessa Van Edwards -Exercise: Assessing the warmth and confidence of various communicators <u>Assignments due by beginning of class:</u> None</p>	<p>Sunday, Sept. 4 <u>Assignments by 11:59PM:</u> -Quiz 1 (Includes Weeks 1-2 and Syllabus) in Week 2 Folder</p>
	<p>Wednesday, Sept. 7 is last day to drop this class without a "W"</p>		
Week 3	<p>Tuesday, Sept. 6 -Briefing: Nonverbal Challenges -Briefing: Nonverbal Challenge 1 (NC1), "Displaying Confidence" -Chapter 2, Facial Expressions -The Great Debate: Darwin vs Mead vs Ekman and Universal Facial Expressions of Emotion <u>Assignment due by beginning of class:</u> -Read Chapter 2, Matsumoto et al.</p>	<p>Thursday, Sept. 8 Chapter 2 Continued -Assign Case Study 16 -Joe Navarro, "Former FBI Agent Explains How to Read Facial Expressions" -Exercise: Facial Expressions ID -Exercise: Macro vs Micro Facial Expressions <u>Assignment in Progress:</u> -Continue to field test NC1</p>	<p>Sunday, Sept. 11 <u>Assignments by 11:59PM:</u> -Quiz 2 (includes Week 3) in Week 3 folder <u>Upcoming Submission:</u> -NC1 Report, due Tuesday, Week 4</p>
Week 4	<p>Tuesday, Sept. 13 -Briefing: Jigsaw 1 Puzzle Assignment and Rubric -Jigsaw 1 Puzzle Template -Assign Jigsaw Puzzle 1 Articles -Insights from NC1, "Displaying Confidence" -Briefing: NC2 "Authentic Smiles" -Chapter 3, The Voice -Exercise: "You'll Never Walk Alone" -Exercise: Vocal Expressions ID <u>Assignments due by beginning of class:</u> -NC1 Report in Week 4 folder. Be prepared to discuss in class. -Read Chapter 3, The Voice, Matsumoto et al.</p>	<p>Thursday, Sept. 15 -A Close Look at Proxemics & Territoriality -Exercise: The Magic Carpet -Expectation Violation Theory -Case Study 16: "Don't stand so close to me: Unexpected Proxemic Violations" <u>Assignments due by beginning of class:</u> -Read Chapter 16 (Lieberman & Wrench) -Case 16 Worksheet in Week 4 folder -Continue to field research NC2</p>	<p>Sunday, Sept. 18 <u>Assignments by 11:59PM:</u> -Quiz 3 <u>Upcoming Submissions:</u> -NC2, due Tuesday, Week 5 -Jigsaw 1 Puzzle Report, due Tuesday, Week 5</p>

Week Number	Class Session/Assignments	Class Session/Assignments	Assignments
Week 5	<p>Tuesday, Sept. 20</p> <ul style="list-style-type: none"> -Insights from NC2 -Briefing: NC3 “Eyebrow Flash” -Jigsaw Puzzle Activity 1 <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Post Jigsaw Puzzle 1 Report in Class Discussion Board. Master the information so you can quickly answer questions from instructor/classmates. Be prepared to demonstrate “Practice Into Action” assignment. -NC2 Report in Week 5 folder. 	<p>Thursday, Sept. 22</p> <ul style="list-style-type: none"> -Briefing: Gestures Activity <p>Summarize your insights from NC3 in two minutes or less using three gestures discussed/viewed for Thursday, Week 5, class (due Tuesday, Week 6).</p> <ul style="list-style-type: none"> -Chapter 4, Gestures <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Read Chapter 4 (Matsumoto et al.) Read from beginning of chapter, stopping at “Gazing” -View: Seven Powerful Hand Gestures You Should Be Using: https://www.youtube.com/watch?v=n2iRG7bl2I 	<p>Sunday, Sept. 25</p> <p><u>Assignments by 11:59PM:</u></p> <ul style="list-style-type: none"> -Quiz 4 (Includes Week 5 and Jigsaw Puzzle 1 articles) <p><u>Upcoming Submissions:</u></p> <ul style="list-style-type: none"> -NC3 Report, due Tuesday, Week 6 -Gestures Activity, due Tuesday, Week 6
Week 6	<p>Tuesday, Sept. 27</p> <ul style="list-style-type: none"> -Briefing: NC4 “Head Nod” -Assign Case Study 8 -View: Nonverbal Codes, Haptics -Exercise: Gesture Activity in small groups <p>Continue Chapter 4, Gazing</p> <ul style="list-style-type: none"> -Summary: Chapter 4, “Voice and Gestures in Nonverbal Communication: Evidence from Psychophysiological Studies” <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -NC3 Report in Week 6 folder. -Prep Gesture Activity for presentation in class. (10 pts., Credit/No Credit) -Read rest of Chapter 4 (Matsumoto et al.) -Read Chapter 4 in Liberman & Wrench. Be able to answer the question, “How many nonverbal signals are needed to be an engaging communicator?” <p>Note: No Worksheet submitted for Chapter 4 in Liberman & Wrench.</p>	<p>Thursday, Sept. 29</p> <ul style="list-style-type: none"> -Assign Case Study 5 -Exercise: Touch ID -Case Study 8: “The Ambiguity of Emotional Exchange Through Haptical Messages: The [Mis]Communication of Nonverbal Touch Following Bradley’s Receipt of Bad News” <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Read Chapter 8 (Liberman & Wrench) -Case Study 8 Worksheet in Week 6 Folder 	<p>Sunday, Oct. 2</p> <p><u>Assignments by 11:59PM:</u></p> <ul style="list-style-type: none"> -Quiz 5 <p><u>Upcoming Submissions:</u></p> <ul style="list-style-type: none"> -NC4, due Tuesday, Week 7 -Case Study 5, Liberman & Wrench, due Tuesday, Week 7

Week Number	Class Session/Assignments	Class Session/Assignments	Assignments
Week 7	<p>Tuesday, Oct. 4</p> <ul style="list-style-type: none"> -Insights for NC4, “Head Nod” -Briefing: NC5 “Leaning” <p>Nonverbal Elements in Business</p> <ul style="list-style-type: none"> -Briefing: Elevator Pitch -Elevator Pitch Script Template and Rubric -Example Elevator Scripts <p>-Case Study 5: “Sync or Sink? Nonverbal Synchrony in Interviews at a Career Fair”</p> <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -NC4 Report in Week 7 folder. -Read Chapter 5 (Lieberman & Wrench) -Case Study 5 Worksheet in Week 7 Folder 	<p>Thursday, Oct. 6</p> <ul style="list-style-type: none"> -Assign Case Study 7 -How to Look Good in Virtual Settings -Critiquing an Elevator Pitch Video by Vanessa Van Edwards <p>-Case Study 23: “Casing Nonverbal Communication Codes on the Screen: A Leadership Story”</p> <p>-Rough-Draft Elevator Pitch Scripts reviewed by classmates</p> <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Prepare Rough-Draft Elevator Speech Script to be reviewed by classmates and instructor. -Read Chapter 23 (Lieberman & Wrench) <p>Note: No worksheet submitted for Chapter 23, but you will be questioned on major conclusions</p>	<p>Sunday, Oct. 9</p> <p><u>Assignments by 11:59PM:</u></p> <ul style="list-style-type: none"> -Quiz 6 -Elevator Pitch Script in Week 7 Folder <p><u>Upcoming Submissions:</u></p> <ul style="list-style-type: none"> -NC5, due Tuesday, Week 8 -Case Study 7, due Tuesday, Week 8
Week 8	<p>Tuesday, Oct. 11</p> <ul style="list-style-type: none"> -Insights from NC5, “Leaning” -Briefing: NC6 “Synchrony” -Assign Case Study 2 -View: Common Elevator Pitch Mistakes -Posting Your Elevator Pitch Video in the Class Discussion Board, assessing example pitches <p>Nonverbal Communication in Couples</p> <ul style="list-style-type: none"> -Joe Navarro on First Date Body Language -Case Study 7: “First Impressions on First Dates: A Case Study Exploring Nonverbal Cues and Dating” <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -NC5 due in Week 8 folder -Read Chapter 7 (Lieberman & Wrench) -Case Study 7 Worksheet in Week 8 Folder <p><u>Upcoming Submission:</u></p> <ul style="list-style-type: none"> -Case Study 2 Worksheet, due Thursday, Week 8 	<p>Thursday, Oct. 13</p> <ul style="list-style-type: none"> -Case Study 2: “Nonverbal Communication in Couple Conflict: An Application of the Four Horsemen of the Apocalypse” <p>-Elevator Pitch Video Rubric</p> <p>-Final Elevator Pitch Practice</p> <p>-Mid-semester feedback</p> <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Read Chapter 2 (Lieberman & Wrench) -Case Study 2 Worksheet in Week 8 folder -Edit Rough-Draft Elevator Pitch as necessary. Prepare to read Final Elevator Pitch to small group. <p><u>Upcoming Submission:</u></p> <ul style="list-style-type: none"> -Elevator Pitch Video in Class Discussion Board, Sunday, Week 8 	<p>Sunday, Oct. 16</p> <p><u>Assignments by 11:59PM:</u></p> <ul style="list-style-type: none"> -Elevator Pitch Video in Class Discussion Board <p><u>Upcoming Submissions:</u></p> <ul style="list-style-type: none"> -NC6, due Tuesday, Week 9 -Three Peer Reviews of Elevator Pitch Videos, due Tuesday, Week 9

	Midterm grades available in Orion, Sat., Oct. 15		
Week Number	Class Session/Assignments	Class Session/Assignments	Assignments
Week 9	<p>Tuesday, Oct. 18</p> <ul style="list-style-type: none"> -Insights from NC6, "Synchrony" -Briefing: NC7 "Fronting" -Elevator Pitch Videos Review <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -NC6 due in Week 9 folder -Three Peer Reviews of Elevator Pitch Videos in Class Discussion Board 	<p>Thursday, Oct. 20</p> <ul style="list-style-type: none"> -Jigsaw Puzzle 2 Briefing -Assign Jigsaw Puzzle 2 Videos -Chapter 13, Negotiation and Nonverbal Communication -Exercise: Playing for Money <p><u>Assignment due by beginning of class:</u></p> <ul style="list-style-type: none"> -Read Chapter 13 (Matsumoto et al.) 	<p>Sunday, Oct. 23</p> <p><u>Assignments by 11:59PM:</u></p> <ul style="list-style-type: none"> -Quiz 7 (Includes Weeks 8 and 9) <p><u>Upcoming Submissions:</u></p> <ul style="list-style-type: none"> -NC7, due Tuesday, Week 10 -Jigsaw Puzzle 2, due Tuesday, Week 10
Week 10	<p>Tuesday, Oct. 25</p> <ul style="list-style-type: none"> -Insights from NC7, "Fronting" -Briefing: NC8 "Direct Eye Contact" -Jigsaw Puzzle 2 Activity <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Post Jigsaw Puzzle Report 2 in the Class Discussion Board and be ready to answer questions competently in class -NC7 due in Week 10 folder 	<p>Thursday, Oct. 27</p> <ul style="list-style-type: none"> -Assign Case Study 14 -Chapter 6, Deception <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Read Chapter 6 (Matsumoto et al.) 	<p>Sunday, Oct. 30</p> <p><u>Assignments by 11:59PM:</u></p> <ul style="list-style-type: none"> -Quiz 8 <p><u>Upcoming Submissions:</u></p> <ul style="list-style-type: none"> -NC8, due Tuesday, Week 11 -Case Study 14, due Tuesday, Week 11
Week 11	<p>Tuesday, Nov. 1</p> <ul style="list-style-type: none"> -Insights from NC 8, "Direct Eye Contact" -Briefing NC9, "Pacifying" -Deception (Pacifying Behaviors) -Case Study 14: "Lying to Ourselves: A Case Study in Nonverbal Cues and Deception Detection Expertise" <p><u>Assignments due by Beginning of Class:</u></p> <ul style="list-style-type: none"> -NC8 due in Week 11 folder -Read Chapter 14 (Lieberman & Wrench) -Case Study 14 Worksheet in Week 11 Folder -Skim Chapters 8 & 10 (Matsumoto et al.) 	<p>Thursday, Nov. 3</p> <p>Guest Speaker</p> <p><u>Assignment by beginning of class:</u></p> <ul style="list-style-type: none"> -Continue to field research NC9 	<p>Sunday, Nov. 6</p> <p><u>Assignments by 11:59PM:</u></p> <p>None</p> <p><u>Upcoming Submission:</u></p> <ul style="list-style-type: none"> -NC9, due Tuesday, Week 12

Week Number	Class Session/Assignments	Class Session/Assignments	Assignments
Week 12	<p>Tuesday, Nov. 8</p> <ul style="list-style-type: none"> -Insights from NC9, "Pacifying" -Briefing, NC10, "Head Tilt" <p>-Nonverbal Cues in Situational Awareness</p> <p>-Chapter 7, "Aviation Security and Nonverbal Behavior"</p> <p><u>Assignments due by 11:59PM:</u></p> <ul style="list-style-type: none"> -NC9 due in Week 12 folder -Read Chapter 7 (Matsumoto et al.) 	<p>Thursday, Nov. 10</p> <ul style="list-style-type: none"> -Assign Case Study 6 <p>Intercultural Nonverbal Communication</p> <ul style="list-style-type: none"> -Cultural Dimensions <p><u>Assignment in progress:</u></p> <ul style="list-style-type: none"> -Continue to field research NC10 	<p>Sunday, Nov. 13</p> <p><u>Assignments by 11:59PM:</u></p> <ul style="list-style-type: none"> -Quiz 9 (Covers Weeks 11 and 12) in Week 12 Folder <p><u>Upcoming Submission:</u></p> <ul style="list-style-type: none"> -NC10, due Tuesday, Week 13
Week 13	<p>Tuesday, Nov. 15</p> <ul style="list-style-type: none"> -Insights from NC10, "Head Tilt" -Assign Case Study 6 <p>Intercultural Nonverbal Communication, Continued</p> <ul style="list-style-type: none"> -Intercultural Exercises <p><u>Assignment due by beginning of class:</u></p> <ul style="list-style-type: none"> -NC10 due in Week 13 folder 	<p>Thursday, Nov. 17</p> <ul style="list-style-type: none"> -Jigsaw Puzzle 3 Briefing -Assign Jigsaw Puzzle 3 Chapters <p>Architecture and Setting</p> <ul style="list-style-type: none"> -Case Study 6: "The Power of the Setting in Nonverbal Communication" <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Read Chapter 6 (Lieberman & Wrench) -Case Study 6 Worksheet in Week 13 folder 	<p>Sunday, Nov. 20</p> <p><u>Assignments by 11:59PM:</u></p> <p>None</p>
Week 14	Fall Break: No classes or assignments due Nov. 22, Nov. 24, or Nov. 27		
Week 15	<p>Tuesday, Nov. 29</p> <ul style="list-style-type: none"> -Class time for discussing jigsaw Puzzle 3 Report with others <p><u>Assignments due by beginning of class:</u></p> <ul style="list-style-type: none"> -Read your Jigsaw Puzzle 3 Report Chapter and take notes 	<p>Thursday, Dec. 1</p> <ul style="list-style-type: none"> -How to take the best head shot for a resume: What nonverbal cues matter? Exercise: Take your own head shot <p><u>Assignment due by beginning of class:</u></p> <p>None</p>	<p>Sunday, Dec. 4</p> <p><u>Assignment by 11:59PM:</u></p> <p>Quiz 10, covers Weeks 13-15</p> <p><u>Upcoming Submission:</u></p> <p>Jigsaw Puzzle 3, due Tuesday Week 16</p>
Week 16	<p>Tuesday, Dec. 6</p> <ul style="list-style-type: none"> -Jigsaw Puzzle 3 Activity <p><u>Assignment due by beginning of class:</u></p> <ul style="list-style-type: none"> -Jigsaw Puzzle 3 Report due in Class Discussion Board 	<p>Thursday, Dec. 8</p> <ul style="list-style-type: none"> -Jigsaw Puzzle 3 Activity, Continued -Course Evaluation (five points extra credit) -Nonverbal Communication Wrap-up Activity (5 points extra credit, class attendance required) <p>Class Closes 11:59PM, No Final Exam</p> <p>No extra-credit given after closing</p>	

Additional Course Policies

Issue	Explanation
Requirements Related to Public Health Measures	<p>UT Dallas will follow the public health and safety guidelines recommended by the CDC, the Texas Department of State Health Services, and local public health agencies that are in effect. Students who are unable to comply should consult the Student Safety webpage for guidance.</p> <p>Students testing positive for COVID-19 or exposed to it should not attend class in person and should follow the requirements posted on UTD’s webpage, “What should I do if I become sick?”</p>
Plagiarism	<p>UTD has a no tolerance policy for plagiarism, copyright infringement, or scholastic dishonesty. Failure to give in-text and end-of-text citations/oral footnotes for the sources you reference or failure to use quotation marks for direct comments is considered plagiarism. You cannot re-use a paper or portions of a paper you personally submitted in high school or in another college class. If suspected of plagiarism, the Judicial Affairs Committee will investigate your submitted assignment.</p> <p>When in doubt, it’s safest to over-document than under-document. These links address academic integrity as well as what constitutes cheating at UTD: UTD Student Code of Conduct Academic Dishonesty</p>
Document Format	<p><u>Submit all assignments in MS Word, MS PPT, or PDF formats.</u> <u>No pages or shared google docs are acceptable.</u></p>
Class Recordings and Course Materials	<p>Students are expected to follow University policies and maintain the security of passwords used to access course materials. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Materials from eLearning may be downloaded during the course; however, these materials are for registered students' use only. Failure to comply with these University requirements is a violation of the Student Code of Conduct</p>

Issue	Explanation
Technical Requirements	In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage at: Getting Started with eLearning, An Overview .
Server Unavailability or other Technical Difficulties	The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk . The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.
Schedule Changes	The descriptions and timelines contained in this syllabus are subject to change at the discretion of the professor.
Academic Support Resources	The information contained in the following link lists the University's academic support resources for all students: Please go to: UTD Academic Support Resources
UTD Dallas Syllabus Policies and Procedures	The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the sections regarding the credit/no credit grading option and withdrawal from class. Visit UT Dallas Syllabus Policies webpage and Undergraduate Policies and Procedures for these policies.