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# THE NONVERBAL COMMUNICATION COURSE: ACTIVE ENGAGEMENT IN CLASS AND ONLINE

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## INTRODUCTORY ESSAY

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This undergraduate course introduces students to the various dimensions of nonverbal communication in human interaction. Although students who enroll in the course are often Communication Studies majors or minors, many others take the course because of its relevance to countless occupations. We discuss in class, for example, that effective nonverbal communication is crucial in nurse-patient (Chan, 2013), doctor-patient (McKinley, 2013), teacher-student (Pogue & Ahyun, 2006), and counselor-client interactions (Hancock, Bonner, Hollingdale, & Madden, 2012). Likewise, students learn about the significance of nonverbal communication in close, personal relationships.

After a two-week introduction to basic concepts in the field, the course is divided into three related, but distinct units. First, students learn about the primary functions of nonverbal communication, such as expressing emotions, sending relational messages, and deceiving and detecting deception. Second, students learn about and practice nonverbal communication skills, including decoding or deciphering messages, nonverbal communication in employment interviews, and the dimensions of conversational skill (i.e., coordination, attentiveness, composure, expressiveness). In the final unit of the course, the class learns about research exploring how the different nonverbal cues such as touch and facial expressions affect human communication.

I take a social constructivist approach in the design and delivery of this hybrid course. In particular, students are expected to be actively engaged during classroom and online activities. The class meets on Mondays for highly interactive sessions, which usually involve a brief lecture about key points, experiential activities, role-plays, and discussions. For the remainder of the week, students continue their learning out-of-class via field experiments, textbook readings, videos, and discussion board participation.

During the second half of the semester, students are responsible for designing "Nonverbal Cue Presentations," which they deliver in class on Mondays. In groups of 3-4, students select a single nonverbal cue of interest, and prepare and present a 50-minute lesson to the class. During these lessons, students engage the class through lecture, small and large group discussions, and video clip applications, for example. Throughout the semester, students also conduct out-of-class field experiments, report their results via online discussion boards, and discuss their findings with one another in light of course concepts, theories, and previous research. Students report positively about the hands-on, highly interactive nature of the course.

The syllabus presented below offers a course description, course values and objectives, weekly schedule, and course assignments. In light of Wesp, Kash, Sandry, and Patton's (2013) recommendation for instructors to clarify their classroom expectations in the syllabus, I include information about course policies and expectations.

## REFERENCES

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Chan, Z. (2013). Qualitative study on non-verbal sensitivity in nursing students. *Journal of Clinical Nursing, 22*(13), 1941-1950.

Hancock, R. E., Bonner, G., Hollingdale, R., Madden, A. M. (2012). 'If you listen to me properly, I feel good': A qualitative examination of patient experiences of dietetic consultations. *Journal of Human Nutrition & Dietetics, 25*(3), 275-284.

McKinley, D. W. (2013). Doctor-patient relationships in a post-racial era. *Medical Education, 47* (9), 860-862.

Pogue, L., & Ahyun, K. (2013). The effect of teacher nonverbal immediacy and credibility on student motivation and affective learning. *Communication Education, 55*(3), 331-344.

Wesp, R., Kash, M., Sandry, J., & Patton, L. (2013). Should syllabi communicate expectations regarding appropriate classroom behaviors? *Syllabi, 2*(2), 1-10.

## SYLLABUS

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### COURSE DESCRIPTION

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This course is designed to explore the various dimensions of nonverbal communication in human interaction. We will learn and practice nonverbal communication skills (e.g, interviewing, deciphering), examine research on the functions of nonverbal communication (e.g., expressing emotions, sending relational messages), and explore how the different nonverbal cues (e.g., touch, eye behavior) affect human communication.

### HYBRID LEARNING

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This is a hybrid course. A hybrid learning approach (i.e., sometimes called "blended") combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach. We will meet face-to-face on Mondays. Our class meetings will generally be highly interactive (i.e., a lot experiential activities and discussions; some lecture). For the remainder of the week, students will continue their learning out-of-class via textbook readings, videos, and discussion board participation. The hybrid approach offers (1) flexibility and convenience for students and (2) the online discussion boards promote deeper, more meaningful student writing and discussions.

### COURSE VALUES AND OBJECTIVES:

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#### **Values**

#### **Objectives**

As we progress and by the time you complete this course, you should be able to:

1. *Content knowledge* Name, explain, and identify key terms in the field, as well as articulate an understanding of research on the *functions* (e.g., expressing emotions) and *channels* of nonverbal communication (e.g., touch, body movement).
2. *Research methods* Understand and be able to employ different approaches in nonverbal communication research.
3. *Self-awareness* Demonstrate an increased awareness of and sensitivity toward your own and others' nonverbal communication.
4. *Other-orientation and empathy* Demonstrate an ability to better understand and adapt to others and their nonverbal behaviors.
5. *Improvement of skills* Apply principles of effective nonverbal communication to both your personal and public communication.

### REQUIRED READINGS

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Text: Knapp, M. L., Hall, J. A., & Horgan, T. G. (2014). *Nonverbal communication in human interaction* (8<sup>th</sup> ed.). Boston, MA: Cengage. ISBN: 1133311598. Website: <http://bit.ly/1ti2qeR>

Reader: Guerrero, L. K., & Hecht, M. L. (2008). *The nonverbal communication reader: Classic and contemporary readings* (3rd ed.). Prospect Heights, IL: Waveland Press. ISBN: 1-57766-544-9. Website: <http://www.waveland.com/browse.php?t=245>

## WEEKLY SCHEDULE

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Class Meeting	Agenda	Reading Due	Assignment Due
<b>Week 1 - Introduction to Nonverbal Communication</b>			
Monday in Class	Introduction to the Course <ul style="list-style-type: none"> <li>• Why is nonverbal communication significant?</li> <li>• Activity: Student impressions of the instructor</li> <li>• What are we going to study?</li> <li>• What are the course expectations?</li> </ul>		
Remainder of Week Online	Discussion #1: Personal Introductions and Hybrid Learning  Discussion #2: Personal Application and Assessment	Reader Ch. 1  Text Ch. 1	Discussion #1  Discussion #2  Quiz #1
<b>Week 2 - Introduction to Nonverbal Communication</b>			
Monday in Class	Verbal and Nonverbal Communication: Different but Inseparable <ul style="list-style-type: none"> <li>• Speech and gesture are an inseparable communication system</li> <li>• Activity: Role play examples of how nonverbal behaviors modify verbal messages</li> <li>• Verbal and nonverbal communication are distinctly different</li> </ul>	Reader Ch. 1  Text Ch. 1	
Remainder of Week Online	Discussion #3: The Language of the Body (Video: TLC/BBC's <i>The Language of the Body</i> )	Reader Ch. 1  Text Ch. 1 and 2	Discussion #3  Quiz #2
<b>UNIT 1: Week 3 - Functions of Nonverbal Communication</b>			
Monday in Class	Expressing Emotion <ul style="list-style-type: none"> <li>• Activity: How do you express your emotions?</li> <li>• Primary emotions</li> <li>• The importance of happiness and laughter</li> <li>• Cultural display rules</li> </ul>	Reader pages 10-15  Reader Ch. 43-45	
Remainder of Week Online	Discussion #4: Functions of Nonverbal Communication: Sending Relational Messages	Text Ch. 12  Reader Ch. 38 & 40	Discussion #4  Quiz #3
<b>UNIT 1: Week 4 - Functions of Nonverbal Communication</b>			
Monday in Class	Deceiving & Detecting Deception <ul style="list-style-type: none"> <li>• Deception detection accuracy</li> <li>• Interpersonal deception theory</li> <li>• Activity: Classmates lie and tell the truth; how good are you at detecting deception?</li> </ul>	Text pages 435-439  Reader Ch. 46 & 47 (and 48 if you are interested)	

Remainder of Week Online	Discussion #5: Functions of Nonverbal Communication: Deceiving & Detecting Deception		Discussion #5 Quiz #4
<b>UNIT 2: Week 5 - Nonverbal Communication Skills</b>			
Monday in Class	Approaches to Improving Nonverbal Skills Conversational Skill <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Training and role play</li> <li>• Solicited feedback</li> <li>• Activity: Conversational skill assessment</li> </ul>	Text Ch. 3 Reader Ch. 2	
Remainder of Week Online	Discussion #6: Nonverbal Communication Skills: Preparing for Your Interview	Reader Ch. 16	Discussion #6 Quiz #5
<b>UNIT 2: Week 6 - Nonverbal Communication Skills</b>			
Monday in Class	Interviewing Skills - be ready for your mock interview during class <ul style="list-style-type: none"> <li>• Negative factors frequently leading to job rejection</li> <li>• The importance of appearance</li> <li>• Activity: Interview simulation; your nonverbal strengths and weaknesses as an interviewer</li> </ul>		Mock interview
Remainder of Week Online	Discussion #7: Nonverbal Communication Skills: Mock Interview Reflection		Discussion #7
<b>UNIT 2: Week 7 - Nonverbal Communication Skills</b>			
Monday in Class	Nonverbal Communication Research <ul style="list-style-type: none"> <li>• Field experiments</li> <li>• Decoding experiments</li> <li>• Content analysis</li> <li>• Survey activity: create themes from dataset</li> <li>• Naturalistic observation</li> </ul>	Reader Ch. 3, 8, 14	
Remainder of Week Online	Discussion #8: Nonverbal Communication Skills: Research Methods	Reader Ch. 3, 8, 14	Discussion #8
<b>Week 8: Thanksgiving/Spring Break - No Class</b>			
<b>UNIT 3: Week 9 - Effects of Individual Nonverbal Cues - Environment</b>			
Monday in Class	The Effects of the <i>Environment and Time</i> on Human Communication <ul style="list-style-type: none"> <li>• How our surroundings affect communication</li> <li>• Colors, lighting, movable objects, design</li> <li>• Fixed-feature and semifixed-feature space</li> </ul>	Text Ch. 4 Reader Ch. 28-33	

Remainder of Week Online	Discussion #9: The Effects of the Environment and Time on Human Communication (Video: <i>Quiet Rage: The Stanford Prison Experiment</i> )		Discussion #9 Quiz #6
<b>UNIT 3: Week 10 - Effects of Individual Nonverbal Cues - Personal Space</b>			
Monday in Class	The Effects of <i>Territory and Personal Space</i> on Human Communication <ul style="list-style-type: none"> <li>• Territoriality, invasion, and reactions</li> <li>• Activity: Density and crowding</li> <li>• Activity: Conversational distance</li> </ul>	Text Ch. 5 Reader Ch. 22 & 53	
Remainder of Week Online	Discussion #10: The Effects of Territory and Personal Space on Human Communication (Video: <i>Invisible Walls</i> )		Discussion #10 Quiz #7
<b>UNIT 3: Week 11 - Effects of Individual Nonverbal Cues - Physical Characteristics</b>			
Monday in Class	The Effects of <i>Physical Characteristics</i> on Human Communication <ul style="list-style-type: none"> <li>• Physical attractiveness and perception</li> <li>• Ectomorphs, endomorphs, and mesomorphs</li> <li>• Functions of artifacts and clothing</li> <li>• Activity: How do you perceive these people?</li> </ul>	Text Ch. 6 Reader Ch. 4, 6, 8	
Remainder of Week Online	Discussion #11: The Effects of Physical Characteristics on Human Communication (Video: TLC/BBC's <i>Beauty and Attractiveness</i> )		Discussion #11 Quiz #8
<b>UNIT 3: Week 12 - Effects of Individual Nonverbal Cues - Gesture and Posture</b>			
Monday in Class	The Effects of <i>Gesture and Posture</i> on Human Communication <ul style="list-style-type: none"> <li>• Speech-independent and speech-dependent gestures</li> <li>• Activity: Identify speech-related gestures</li> <li>• Self- and interaction-synchrony</li> <li>• Postural congruence, motor mimicry, and emotional contagion</li> </ul>	Text Ch. 7 Reader Ch. 11 & 12	
Remainder of Week Online	Discussion #12: The Effects of Gesture and Posture on Human Communication (Video: <i>Gestures: An International View</i> )		Discussion #12 Quiz #9
<b>UNIT 3: Week 13 - Effects of Individual Nonverbal Cues - Touch and Vocal Cues</b>			
Monday in Class	The Effects of <i>Touch</i> on Human Communication <ul style="list-style-type: none"> <li>• Functions of touch</li> <li>• Who touches whom, when, in what situations, and how often?</li> <li>• Heslin and Alper's five categories of touching</li> </ul>	Text 8 Reader Ch. 24-27	

Remainder of Week Online	Discussion #13: The Effects of Vocal Cues that Accompany Spoken Words (Video: <i>Exploring Vocal Paralanguage</i> )	Text Ch. 11 Reader Ch. 17-20	Discussion #13 Quiz #10
<b>UNIT 3: Week 14 - Effects of Individual Nonverbal Cues - The Face and Eyes</b>			
Monday in Class	The Effects of the <i>Face</i> and <i>Eyes</i> on Human Communication <ul style="list-style-type: none"> <li>• Functions of the face in interaction</li> <li>• Facial feedback hypothesis</li> <li>• Gaze and mutual gazing</li> <li>• Kendon's four functions of gazing</li> <li>• Activity: Communicating without the face</li> </ul>	Text Ch. 9 & 10 Reader Ch. 13-15	
Remainder of Week Online	Discussion #14: The Effects of the Face and Eyes on Human Communication (Video: TLC/BBC's <i>The Human Face</i> )		Discussion #14
<b>Week 15: Reflection</b>			
Monday in Class	Course Reflection: What are you taking away?		Reflection Speeches
Remainder of Week Online	Discussion #15: Course Reflection		Discussion #15

## COURSE POLICIES

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### ACCOMMODATIONS

If you need help of any kind, let me know. I am here for you and want you to excel. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Resource Services Office and me at the beginning of the semester. The University and I are very supportive of and committed to helping students with needs.

### WRITING-IN-THE-MAJOR

The Communication Studies Department curriculum is a Writing-in-the-Major Program. Courses in Communication Studies are designed to improve students' writing competencies in a developmental fashion, requiring assignments and criteria appropriate for each course. This course develops skills in application, analysis, and research.

ATTENDANCE

It is imperative that you attend class as much of your learning will come from experiences in the classroom. You should know the following:

- **Consequences for missing class:** Students are allowed ONE absence without penalty. I will not distinguish between *excused* and *unexcused*. For each absence beyond your first absence, your grade will be lowered one full increment.
- **Procedures for missing a class:** Contact me *prior to* missing class and let me know your situation. If you cannot contact me prior to missing, contact me as soon as you can. Although your absence will not be "excused," I would like to know why you have missed class and how you plan to catch up. Long-term illnesses will be dealt with on an individual basis. Make arrangements with a classmate and/or me to get materials from the missed class period.

ACADEMIC HONESTY

I trust that you will not cheat or plagiarize, so please do not do it. Plagiarism includes using phrases or sentences without quotation marks and/or documentation, as well as paraphrasing the information of others without proper documentation. Plagiarism or cheating in any form is a serious offense and will result in an automatic grade of F for the assignment, a possible F for the course, and a recommendation for disciplinary action. Please be forewarned that in this age of digital technology it is extremely easy to find the source of unusual sentences.

ASSIGNMENT REGULATIONS

All assignments must be completed in order to pass this class. All assignments are due on the date specified and must be turned in as instructed. Assignments cannot be submitted via email. You will receive a 0 if you fail to turn in or do not attempt an assignment. There will be **no make-ups** and **no late work**.

GRADING

If you would like to discuss your grade on an assignment or in the course, you must make an appointment with me. Because I respect you, I will not discuss personal grades or absences during class time, or in front of other students. If you wish to discuss a grade on an assignment, please wait at least 24 hours before speaking to me.

Grades will be determined by totaling up the number of points earned and dividing it by the total number of points possible (100). This will result in a percentage and final grades will be assigned as listed below. However, I reserve the right to adjust final class grades up or down on the basis of your participation, attendance, willingness to work, attitude, improvement, respect towards others, and motivation to learn.

Percent	Points	Letter Grade	GPA	Explanation
93.00-100.00%	93-100	A	4.0	Demonstrates exemplary work; greatly exceeds expectations; outstanding levels of creativity, skill,
88.00-92.99%	88-92.99	A/B	3.5	



				and/or effort
83.00-87.99%	83-87.99	B	3.0	Advanced performance; exceeds requirements; shows substantial skill, creativity, initiative, and/or effort
78.00-82.99%	78-82.99	B/C	2.5	
70.00-77.99%	70-77.99	C	2.0	Acceptable/required performance; meets, not exceeds, all requirements
60.00-69.99%	60-69.99	D	1.0	Lacking in performance; met some requirements, not all; needs work
00.00-59.99%	00-59.99	F	0	Failure in performance; met few requirements

## COURSE ASSIGNMENTS

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Assignment	Point Value	%
In-Class Participation	10	10
Discussion Board Participation	30 (15 discussions)	30
Online Quizzes	30	30
Nonverbal Cue Presentation	20	20
Reflection Speech	10	10
Total	100	100

### In-Class Participation

I expect you to come to class on time and participate on a daily basis. Students enter class each day with a 0 for participation. Participation will be graded after every class period as one of the following: 0 (no participation/absent), check minus, check, or check plus. After each class period, student participation will be evaluated based on the below criteria:

#### *1. During lecture or large class discussion:*

- Make two substantive, oral contributions during class lecture or large-class discussion (e.g., bringing up related and relevant information, linking classroom discussions to readings, answering discussion questions posed by the instructor or classmates).
- Create and maintain a positive impression. Always be aware of your nonverbal behavior in this class (e.g., posture, eye movement, tone of voice, facial expressions), as well as how the instructor and your classmates may interpret your behavior.
- Consistently demonstrate a positive attitude (e.g., show enthusiasm toward the topics we discuss and assignments we complete). Voluntarily make tasks more challenging by focusing on improving performance rather than meeting minimal requirements.
- Let's try to hear from as many different students as possible. Monitor your participation amount and content. Avoid participating too much, especially when others have not yet participated.

#### *2. In dyads, small groups, and activities:*

- Stay on task. You will be given clear directions for all small group discussions and activities. Please follow them. Do not shortchange discussions or activities by finishing early. Try hard to push the discussion, ask group-mates additional questions, and brainstorm more ideas. I will ask individuals or groups to leave the classroom or drop/withdraw from the class if they get off task unnecessarily.

#### *3. Avoid problematic behavior such as:*

- Using your phone or laptop, texting, aggression, passive aggression, rudeness, complaining, reading the newspaper or books, harassing the instructor or other students, demonstrating

disrespect, and displaying a bad attitude of any sort. These items will lower your participation grade AND grade in the course substantially.

### Discussion Board Participation

Discussions are your opportunity to interact with other students and share your insights into course topics. For each discussion, I will post directions at the start of the discussion. I will monitor the discussion boards and occasionally add responses as well. Please check the discussion board posts throughout the week and add responses to other students' comments. Students will engage in and be graded on 15 discussions.

#### *Quantity of Posts:*

- For each discussion, students should first complete "Part 1: Share an Original Comment" (due Wednesdays at 9:00 am) and second complete "Part 2: Respond to Peers' Comments" (due Fridays at 9:00 am).
- For Part 2, students should respond to 3 peers' original comments on at least two separate days (i.e., two of the following: Monday, Tuesday, Wednesday, Thursday, Friday). In other words, posting 3 times in one day and zero times the rest of the week is not acceptable. When you spread out your postings you are able to synthesize other perspectives, demonstrate listening, and contribute to an evolving discussion. Remember to re-check the comments every few days to see if any more have been added and what your peers' are saying about your posts.

#### *Quality of Posts:*

- Title your posts creatively (in the "Subject" box). Draw readers to your post (instead of writing "Discussion 1")
- Use course terminology (i.e., concepts).
- Synthesize readings, main concepts, and videos.
- Demonstrate that you are "listening" to peers and synthesizing their comments.
- Practice netiquette; be respectful of other students' divergent opinions.
- Take the dialogue to a deeper level (i.e., offering resources, news, links, etc.).
- Give an informed opinion based on rational discourse, readings, videos, and the observations of others
- Use appropriate grammar, spelling, and citations.
- Demonstrate organization of thought.
- First respond to classmates' postings that have not been addressed by others (i.e., everyone's posting should have multiple replies). In other words, please respond to those with 0 or 1 responses before responding to those with 2+ responses.

#### *Things to Avoid:*

- Excessive "I agree" responses without explanation. If you agree or disagree, please provide context.
- Excessive postings in one forum (informally known as "hogging" the discussions). The key here is balance. Remember others have to read through the postings. Stay on topic and let others share their knowledge.
- Lack of respect for divergent opinions. Please show the respect you want bestowed on you. Your comments should be respectful of all individuals, including the general public, non-students, and public figures. I read all the posted comments. If I think your comments are inappropriate, I will

delete them from the discussion board. I will also let you know in a private email why I found them inappropriate.

- Off-topic comments. Driving off the path is healthy occasionally but try to be mindful of the discussion at hand.
- Overly long threads. Remember there are more than twenty people in this class; try not to make your responses too long.

*Grading Information:* Each of the 15 discussions is worth up to 2 points. You can earn up to 1 point for your original comment and up to 1 point for the responses you make to your peers. Contributions per discussion are assessed on the below criteria:

- Completely meets expectations (2/2 points)
  - Student fulfills all expectations for "Quantity of Posts"
  - Student successfully meets all of the bullet points for "Quality of Posts"
  - Student does not commit any of the "Things to Avoid"
- Meets some expectations (1/2 points)
  - Student fulfills all expectations for "Quantity of Posts"
  - Student successfully meets 5 of the 10 bullet points for "Quality of Posts" OR
  - Student commits 1 of the "Things to Avoid"
- Does not meet expectations (0/4 points)
  - Student fulfills only one expectation for "Quantity of Posts" OR
  - Student meets 0-4 of the bullet points for "Quality of Posts" OR
  - Student commits 2 of the "Things to Avoid"

### Online Quizzes

Our online quizzes will cover material from the textbook, reader, lecture, classroom videos, discussions, and activities. Generally, you should be able to identify and apply key terms and concepts, research findings, and definitions. Students will have a total of 10 quizzes.

*Some of the exam questions will require you to identify key terms/concepts, research findings, and/or definitions.* For example:

Giving the impression of having no feelings when one truly experiences an emotion refers to:

- a. inhibition\*
- b. intensification
- c. masking
- d. deintensification
- e. simulation

*Some of the exam questions will require you to apply course concepts and/or research findings to a specific example.* For example:

Eric is very interested doing a research study about why young adult romantic relationships end, as well as how nonverbal communication may play a role. What type of research method would be best suited for Eric and his topic?

- a. Field experiment
- b. Survey method\*
- c. Decoding experiment

- d. Content analysis
- e. Naturalistic observation

### Nonverbal Cue Presentation

Each student will be assigned a nonverbal cue to teach the class. Students must thoroughly prepare for and effectively deliver a 40- to 45-minute session that helps students gain an in-depth understanding of how their assigned nonverbal cue plays an important role in and effects human communication. Students should lead an **organized, engaging** session that includes lecture, an activity, and small and large group discussions. A list of cues available for student Nonverbal Cue Presentations will be provided, and students will be expected to sign up for a specific cue. Students must follow these guidelines:

1. *Plan for a meeting with me.* After your cue has been formally assigned, you should begin planning for your Nonverbal Cue Presentation. You will share your plans (e.g., handout, PowerPoint slides, activities) with me during office hours. We must meet at least 7 days before your assigned presentation. You should complete and check off the below planning steps BEFORE meeting with me:

- Read all of the directions and grading rubric for this assignment.
- Read or thoroughly skim the assigned readings for your cue (see the syllabus).
- Create a list of ideas for your presentation.

2. *Meet with me to discuss your ideas.* At least 7 days before your assigned presentation date, you must meet with me to discuss your ideas and plans for your presentation. You must initiate this meeting (e.g., email me to set up a date and time). Before meeting with me, complete the above steps. Failure to meet with me one week before your date or meeting with me unprepared will result in an automatic 5-point deduction.

3. *Use a variety of methods to teach the class.* Use creative ideas, engage the class, and have some fun with this!

- *Organization:* All Nonverbal Cue Presentations should follow the basics of public speaking organization. Introductions should include an attention catcher that introduces the topic (e.g., role play, short story or activity), thesis statement, and preview of main points. The body of the presentation should be organized into 3-5 main ideas. The conclusion should include a review of main points and clincher.
- *Lecture:* Inform the class about important key concepts and research findings related to your cue. You might also provide personal examples or tell a brief story to illustrate concepts. Lecture should be kept to a minimum. Focus on having the class *apply findings and concepts by using some or all of the techniques suggested below:*
- *Application of Concepts/Findings to Media Clip (required):* After informing students about your cue and/or central findings/concepts, show the class an applicable video clip (e.g., from a TV show or movie), news story, and radio story (e.g., segment from This American Life on NPR). In other words, use a case-study to help the class delve further into a particular topic.

- *Before showing the clip*, give students *specific directions in terms of what to look for and/or clearly articulated discussion questions*. Have these directions or questions written down on the handout.
  - *After the clip*, allow students individual and small group time to formulate a response to your discussion questions. Ask students to write their responses down and discuss with groupmates. Have a larger class discussion about the clip. Pose the same questions you asked students to discuss or respond to earlier. Give students enough time to respond and **DO NOT** move on quickly if no one answers immediately. As the leader, write students' responses down on the board, mention similarities and differences you see in their responses, and add your own responses. Offer "take-away" points.
  - *Hands-on Activity (required)*: Have the class participate in an activity that gets them physically involved, play a game, create something, or engage in a role-play or perform a skit. You might also adapt a board game to help illustrate a concept. For example, you might have students use their bodies, role-play, or build something. Of course, any and all strategies you use should *help students engage with and learn course material*. Students should then discuss the activity and its applications to course concepts in small groups. After, have a large class discussion and offer "take-away" points.
  - *Think, pair, share*: Students should be given questions to think about or issues to analyze during your presentation. As a general rule of thumb, when a question is posed for students to answer, give them time to *think first*. Give them 2 minutes to write down their thoughts. *Second*, you might consider having students share their responses with one other classmate, compare their answers, and discuss the issue further. *Finally*, have students share their responses with the entire class. As the facilitator, you should paraphrase their responses, draw out themes, and provide some sort of final comments.
  - *Personal application*: You might ask students to apply concepts to their own personal lives. Some of the "Questions for Discussion" at the end of each chapter are good examples.
4. *Organize your presentation*. Your presentation should be organized and easy to follow.
- *Create a handout*. Create and distribute a handout similar to the ones used in class. Your handout should be a "barebones" handout that requires students to fill-in much of the content.
  - *Use PowerPoint in a manner that will aid in students' learning*. Do not overwhelm the class with content on the slides and ensure that one bullet point comes up at a time.

#### Nonverbal Cue Presentation Rubric

	v-	v	v+
<b>Preparation</b>			
-met with instructor 7 days before presentation date*			
-completed all planning steps before meeting*			
-this form turned in before presentation*			
-name & chapter filled out on this form			
-handouts stapled to bottom of this form			

-one handout for each class member			
<b>Lecture</b>			
-organization of ideas (e.g., attention catcher, main points)			
-presents ideas clearly			
-offers clear and useful examples			
-allows students enough time to take notes			
-main research findings and concepts stated clearly			
<b>Application of Concepts/Findings to Media Clip</b>			
-appropriate clip(s) used to help class apply concepts			
-prefaces clip w/ clear & insightful discussion questions			
-gives students enough individual time to apply concepts			
-has students discuss/apply concepts in small groups			
-leads large class discussion effectively; does not rush			
-paraphrases responses, provides "take-away" points			
<b>Hands-on Activity (and discussion of it)</b>			
-students engage in useful activity followed w/ discussion			
-provides students with clear directions			
-leads large class discussion effectively; does not rush			
-paraphrases responses, provides "take-away" points			
<b>Depth of Ideas</b>			
-lecture and discussion go beyond surface-level			
-requires students to think critically			
<b>Public Speaking/Delivery Skills</b>			
-eye contact, hand and facial gestures			
-posture and speaking position			
-conversational in tone, volume, rate, pauses, diction			
-minimal fillers ("ah," "um," "like," "you know")			
-minimal use of speaking notes			
-monitors and responds to students' needs (does not rush)			
-handout & PowerPoint easy to follow & visually appealing			

### Reflection Speech

*Living without reflection is like eating without digestion.* - unknown

*Why?* The Communication Studies discipline is rooted in the art of public speaking and persuasion. Although public speaking is only a small portion of what CST scholars study and practice today, it is the bread and butter of the discipline. As such, students of Communication Studies should be able to prepare and present effective oral presentations, and demonstrate that they are reflective, thoughtful, insightful, and humble. This speech also affords students the opportunity to demonstrate that they have achieved the course objectives.

*When?* All students will speak during class on May 6 (Monday). Students will be called to speak in alphabetical order, must be ready when called, and speak in the front/center of the room. Students may not stand behind a podium when speaking.

*What?* Come prepared to give a 1½ to 2-minute oral presentation. Speakers that go over 2 minutes will be asked to stop speaking (i.e., at the 2:05 mark, the instructor will be forced to state, "Wrap it up." At the 2:10 mark, the instructor will state *uncomfortably*, "We have to move to the next speaker. You are done."). No PowerPoint. Students will not turn anything in for this assignment. The content of your presentation must address or include the following:

- 1. State your first and last name** and use a brief, appropriate **attention catcher**—material that grabs listeners' attention and *relates to the topic of the speech* (e.g., direct question, quote, demonstration, joke, poem). (Approximate time to spend: 15 seconds).
- 2. Personal application:** One of the course objectives in the syllabus and discussed on the first day of class states that you should be able to "Apply material from the course (i.e., theories, concepts) to your own life and demonstrate an increased awareness of and sensitivity toward your own and others' communication." Demonstrate how you have met this objective by sharing 1-2 "ah hah" moments where course material (e.g., a theory, concept, claim, finding, study) resonated or clicked with you, or helped you make a realization you would not have made without being exposed to that theory, concept, claim, finding, study, etc. (Approximate time to spend: 45 seconds).
- 3. Most important concept:** Nominate/pick one specific nonverbal communication concept (e.g., masking), set of concepts (e.g., display rules), or research finding that you think is of utmost importance. What is the concept, set of concepts, or research finding? Why is it so important? Elaborate on why you believe it is the most important by using supporting material (e.g., examples, stories, facts, testimony). (Approximate time to spend: 45 seconds).
- 4. Use a clincher**—a final statement that reinforces main ideas, provides closure to the speech, and may tie back to the introduction (e.g., quote, metaphor, demonstration). (Approximate time to spend: 15 seconds).

**Note the following:**

- **Preparation:** Prepare ahead of time. I highly suggest that you create a preparation outline detailing the points you will make (about ½ page in length). Feel free to send me a rough draft ahead of time. Practice your presentation at least five times before giving it in class. Time yourself (must be 1½ to 2 minutes).
- **Grading:** Students will be graded on the following:
  - **Content:** quality of content in 1-4 above (state first last name and attention catcher, personal application, most important concept, clincher).
  - **Engagement:** speeches should be **engaging, original, and unique**. The audience should see your content as **novel—something different from everyone else's content**. Avoid clichés or vapid, superficial statements. Instead, use specific, insightful, and vivid language and examples.



- **Delivery:** limited or no note use (minimal use of a keyword outline or flash cards is acceptable; reading your speech is unacceptable and will result in a poor grade), vary your voice, speak loud enough, make eye contact with the audience, and be appropriately expressive in your delivery (face, hands, voice).
  
- **Reflective:** content should be reflective, thoughtful, insightful, and humble.