



**ILLINOIS STATE  
UNIVERSITY**  
*Illinois' first public university*



## **COM 225.01– Nonverbal Communication – 3 hrs.**

Department of Communication

Spring 2026 Course Syllabus

Course Modality: In person

Meets: Tuesday/Thursday 2:00pm-3:15pm in Fell 152

### **INSTRUCTOR INFORMATION**

---

**Instructor:** Jenifer Bowman

**E-mail:** [jmbowm2@ilstu.edu](mailto:jmbowm2@ilstu.edu)

**Office Hours:** Wednesday 10-12 in Fell 405

**Availability:** I will do my best to respond to emails within 1 business day (M-F/8-5). If you do not receive a response within a couple of days (during the school week), feel free to send a follow-up message. I am also available to meet you virtually by appointment on M/W/F. Your Ilstu email (Microsoft Outlook) is the best way to get in touch with me. Please indicate your course/section # in the subject line.

**Office Hours:** Wednesdays 10AM-12PM, Fell 405 and by appointment

*If you wish to request an appointment outside of this window, please contact me by email with a few proposed times that you are available (M, W, F between 8-5). Due to other class constraints, immediately before/after class is not the best time for us to meet.*

### **COURSE INFORMATION**

---



**Catalog Description:** Examines gesture, space, time, touch, objects, environment, physical appearance, voice, facial and eye behavior, and their relationship to communication and culture.

**Course Overview:** ?

*Why can some people be “read like a book” and who’s doing the reading?*

*What is up with ‘pretty privilege’?*

*Why are some people considered socially adept and others just...awkward?*

*How do we discern if someone is giving us high praise or a low-key insult?*

*And how close IS too close...<insert awkward close talker>*

From the moment we wake up we encounter nonverbal communication. Nonverbal communication serves an important function in every communication encounter we approach, be it in a class discussion, expressing plutonic/romantic interest, or participating in a job interview. A closer study of nonverbal communication helps to distinguish between a friendly wave vs. getting flipped off, a partner’s ‘I’m fine’ being truly fine...or an indication they’re pissed off, or an employer’s face indicating neutrality or that they’re ‘just not that into you’. Nonverbal communication has far reaching consequences and rewards in our personal, professional and academic lives. In this class we will explore the composition and function of nonverbal communication with the goal of becoming better nonverbal communicators... because let’s be real... when does “I’m fine” reeeeeeeally mean “I’m fine?!?” Amiright?!?

### **WHAT WILL YOU LEARN?: COURSE LEARNING OUTCOMES**

### Course Goals:

- **We will learn to better identify and classify nonverbal behavior.**
- **We will develop greater self-awareness of our nonverbal communication.**
- **We will discover tools to assess and improve our nonverbal communication competence.**
- **We will work to improve our intercultural nonverbal communication competence and explore the role of nonverbal communication in a global society.**

### HOW WILL WE LEARN?: COURSE MATERIALS & RESOURCES

#### Online Course Tools



Canvas will be our primary course website. I will post announcements, assignment descriptions and submission links to this site.



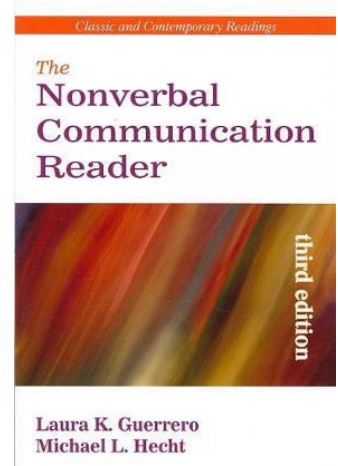
Office 365: We will utilize several apps in the Microsoft Office 365 suite (accessible by ISU ulid/pw) your ISU credentials).

#### Required Course Texts:

Guerrero, L.K. & Hecht, M.L. (2008). *The Nonverbal Communication Reader*. Long Grove, IL: Waveland Press, Inc.

ISBN: 1-57766-544-9

\*Please plan to bring a physical or electronic copy of your text to class each day.



### HOW DO I OBTAIN MY MATERIALS?

You may purchase your text at our campus bookstore as well as any online retailer. I usually find it simplest to search by our text's ISBN which is 1-57766-544-9.

**Course Material Assistance.** If you have concerns about being able to afford the materials for this class, there are several options for you.

- First, talk with your instructor. As early as possible, let your instructor know if the cost of the materials will be a barrier to your success in class. Your instructor will be able to point you to resources that may assist you.

- Check Milner Library. Through Milner Library you can access course materials using their course reserve service. These materials can be used for two-hour time blocks inside Milner Library. You can also [ask a librarian](#) for assistance with this process.
- Contact your academic advisor. Your [advisor](#) is knowledgeable about your academic goals and will assist you in navigating your academic experience.
- Reach out to the Financial Aid office. Make an appointment with a [financial aid counselor](#) and specifically mention you are seeking help paying for course materials. The Financial Aid office can ensure students are using all forms of available aid and will investigate options for students, such as a [Short-Term Emergency Student Loan](#)

## **HOW WILL WE LEARN?**

### **COURSE DELIVERY & STRUCTURE**

This course will primarily be discussion based. This means that most of your content learning will come from self-study of the textbook and additional materials I will provide you with. These readings will be completed at home, before coming to class. During class, you will participate in active learning activities and group work. Learning lesson preparation materials will be posted via Canvas and may contain links to other websites/ readings. *You should come prepared each class period with your readings/reading guide completed on the day we discuss that content.*

As a nonverbal COM class, we will spend considerable time participating in activities/observations to improve our skills as a nonverbal encoders and decoders, so prepared and engaged attendance is an essential component of successfully meeting our course goals.

### **Learning Units in our course**

- Unit I: Intro to the Study of Nonverbal COM (Competence, Research Methods, Functions of NV COM)
- Unit II: Nonverbal Codes (Appearance and Adornment, Time and Place Codes, Kinesics, Vocalics, Contact Codes)
- Unit III: Nonverbal Communication in Interaction (Intercultural, professional, interpersonal)

## **HOW WILL I KNOW WHAT YOU KNOW?**

### **COURSE EVALUATION METHODS & GRADING POLICY**

---

The following are brief descriptions of the major assignments for this course. Detailed descriptions along with grading rubrics can be found on Canvas.

#### **Grades:**

Your grades for this course are private and will be posted on Canvas.  
Your final grade will be assigned based on the following table:

|    |         |
|----|---------|
| A= | 90-100% |
| B= | 80- 89% |
| C= | 70- 79% |
| D= | 60- 69% |
| F= | <60%    |

**GRADING NOTE:** The course instructor only rounds up final grades (XX.5% and higher) for students who submit every assignment and who have missed 3 or fewer classes. Additionally, the instructor reserves the right to adjust the number and point value of assignments. Any changes in valuation will be communicated prior to submission.

## ASSIGNMENT DESCRIPTIONS

Our course assignments are briefly described below. Complete assignment descriptions, due dates, and grading rubrics are posted on Canvas. Unless otherwise noted, assignments submitted via Canvas before the start of class on the date communicated via Canvas.

### **Participation: Application Activities (Approximately 30%)**

At various points in the semester, you will be required to complete activities that will help you apply course concepts to your life. Many of these (graded) activities will be presented during weekly class meetings. You must be present to be eligible for points on these assignments (see attendance policy). Many of these opportunities are graded on good faith effort (e.g. full points if you actively participate according to instructions).

### **Comprehension Check-ins (Approximately 40%)**

You will have an opportunity to demonstrate your knowledge of course concepts via Canvas quizzes (1-2 per week). Completion of the weekly assigned reading and reading guide questions prior to 'checking' your comprehension is strongly recommended. Quizzes will not be reopened/unlocked after the due date.

### **Assignments (Approximately 30%)**

Throughout the semester, you will participate in multiple opportunities to reflect on your nonverbal behavior and skill. Key assignments include a group nonverbal COM analysis paper called the 'Research-ish' Paper

## WHAT ABOUT EXTRA CREDIT?

**Up to 3% of your course grade can be improved by completion of extra credit opportunities (e.g. in a 500 pt. Class, three 5 pt. extra credit opportunities will exist).**

### **A) –COM Research Pool Participation (max 2%)**

There will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade, and may not necessarily appear in the grade book immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student's responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies in the School of Communication's Research Pool. The Research Pool is updated as research studies are opened/closed, and it is your responsibility to access the Pool and be aware of available opportunities. The Research Pool can be accessed via:

<https://sites.google.com/site/ilstusocstudies/>

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits. Each Research Credit is worth an additional 0.5% of your total possible final grade in this course. Each project listed on the Research

Pool site will indicate the specific number of Research Credits associated with the project. The course instructor will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is *your* responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. *It is recommended that you record the name(s)/Ulid(s) of the researcher(s).* Before participating in a study, **please be sure to have your name, ULID** (i.e., the part of your email before @ilstu.edu), **instructor name, and course and section number ready**, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise in the Research Pool. A maximum of 2% of your final course grade can be earned from extra credit opportunities via the Research Pool. After the final exam there will be no further opportunities for extra credit or to otherwise improve your grade.

Please also be aware that federal guidelines indicate that instructors offering extra credit for research participation must offer a reasonable alternative (such as a research paper) for students who want to earn extra credit but do not want to participate in a study.

## B) Other Opportunities

### 5 Pts. /each

Watch a TED talk or speaker related to a nonverbal phenomena and provide a 1 page essay addressing the following...

**What**—Describe the event/activity/experience. When/What/Where did you participate? What were the main ideas presented? What was the objective of the experience/TedTalk?

**So What**—Apply the experience to your life. How did this experience impact the personal learning goals you comprised at the beginning of the semester?

**Now What**—What changes will you make as a result of this experience?

---

**\*These opportunities are available until 'success week'/the week before finals**

---

## HOW SHOULD WE CONDUCT OURSELVES? STUDENT BEHAVIOR & WORK HABITS

---

### Attendance:

The principles of my attendance policy consider two things: 1. Safety and 2. Personal Responsibility. In terms of safety, if you demonstrate symptoms of a communicable illness, stay home. Rest is important for your recovery and isolation from others is essential to your peer's wellbeing. Regarding personal responsibility, it is your task to communicate your absence/return plans clearly and often. It is also your responsibility to acquire necessary information to meet the learning objectives as outlined in the course/complete assignments.

Students are responsible for making arrangements to receive any information from their study partners/group missed in the event of an unavoidable absence.

If you should need to be absent, please:

1. Email me (when possible, in advance) notifying me of the absence.
2. If qualifying (see below- contact Dean of Students.
3. Review Canvas for that day's assignments (when possible, turn in any assignments due that day).
4. Reach out to individuals in your study group for notes/assignment details.
5. Communicate with me (via email) re. a plan for remediating content/revised due dates.

*If proper absence notification is not provided, your assignment, whether submitted online on time or not may not be counted for credit.*

Be familiar with [which absences are excused under university policy and which are not](#). If absences exceed 3 unexcused absences during the semester, the instructor reserves the right to decline any (online) assignment submitted without attendance on the coinciding due date. If you are unable to attend class for an extended period (3 days) in a way that impedes your ability to participate in a group, arrangements to complete your assignment independently will be made.

### **Absence for Bereavement, Active Military Duty, Serious Communicable Disease**

If you need to miss class due to [the loss of a family member](#), active military duty, or [required quarantine/isolation for a serious communicable disease](#), contact the Dean of Students Office to request that a formal excused absence notice be sent to your instructors. The Dean of Students Office can send a courtesy notice to your instructors about other absences, but many other absences (including routine illness for which isolation/quarantine are not indicated) are governed by the absence policy

for this course and are not excused under university policy.

### **Absence for University-Authorized Activity**

If you need to miss class due to a university-authorized activity, as defined by [University policy](#), it is your responsibility to (1) inform instructors of scheduled absences in advance, (2) provide a schedule of all semester absences, as soon as you know, where possible, and, (3) arrange to complete missed class work. Ultimately, it is your responsibility for any material covered in missed class(es).

### **Late Assignments:**

As a rule, assignments/activities/quizzes on Canvas *will not* be accepted/opened after the communicated close/due date. If extenuating circumstances arise that will prevent timely submission of graded work, students are encouraged to communicate with their instructor prior to the assignment/quiz due date/time on Canvas. Exceptions to this rule will be considered at the instructor's discretion and instances outlined by university 'excused' absence policies. Students must be present in class for online submissions of assignments to be considered for points unless prior arrangements are made.

### **Grade Discussions:**

I am always willing to discuss students' grades on assignments; however, all students must wait at least **48 hours** after an assignment has been returned before challenging their assignment grade. This allows you to thoroughly read through the feedback given and process why the grade was given based on the criteria for that assignment. To challenge a grade, please prepare a written statement (sent via email) providing support for the grade change using the grading criteria/rubric provided. Note that all evaluation challenges must be received no later than one week after the assignment in question has been returned. Keep in mind that grade discussions should NOT take place before, after, or during class for confidentiality reasons.

### **Classroom Conduct:**

**Professional Courtesy:** Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors in this class. With that in mind, sleeping, browsing materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**Behavioral Expectation Policy:** Should any student violate the expectations of appropriate classroom behavior (as mentioned in the professional courtesy and presentation etiquette policies above), the instructor will schedule a meeting to discuss these expectations and develop a behavioral modification plan. If these behaviors persist, you will be at risk of failing the course.

### **University Behavioral Policy:**

In the classroom and other learning environments, you are expected to conduct yourself in a manner consistent with Illinois State University's [Code of Student Conduct and you should familiarize yourself with the University Classroom Disruption Policy 4.1.17](#).

Disruptive student conduct is behavior in a classroom or other learning environment (including in person and virtual learning environment in both on and off campus locations) that disrupts the educational process. Examples of disruptive behavior include, but are not limited to, the following:

- threatening, intimidating, or other inappropriate behavior toward the instructor or classmates
- persisting in disruptive personal conversations with other class members
- unreasonable interference with class discussion or activities
- repeated interruptions by electronic devices
- refusing to follow the direction of the instructor or other university official
- leaving and entering class frequently without notifying the instructor of illness or other extenuating circumstances

Students who demonstrate disruptive class behavior may be removed from the classroom for the remainder of that class session and/or may be referred to the Dean of Student Office in accordance with the Student Code of Conduct Policy 4-1-17.

## **TECHNOLOGY REQUIREMENTS & POLICIES**



Most of your assignments will be submitted online via Canvas, so it is essential that you have regular access to a working computer. Your computer must not only be connected to the internet, but it also must have the minimum software and hardware requirements to meet the needs of each assignment. [Computer difficulties are not acceptable excuses for late or incomplete work](#). Therefore, it is essential that you have a tech failure backup plan and complete assignments in a timely manner in case you need to use your backup plan. In other words, do not procrastinate and wait until the last minute to complete your assignments/activities.

### Electronics

- Please bring a computer or smart device (e.g., phone) with you to class, as there will be several times throughout the semester when you are asked to use technology for class-related purposes. However, technology (e.g., phones, computers, etc.) must be put away when not explicitly required during class. Failure to do so will result in you being marked as “absent” for the class period.
- I see a distinction between sending a quick text and scrolling on your phone. If your device becomes a distraction from your engagement in class (to you/others) you will be considered absent and will be required to attend office hours for us to create a plan of action to ensure your success in the course.
- Additionally, please make sure to remove your headphones, earbuds, etc. prior to the start of class. Failure to do so will result in you being marked “absent” for the class period.

**Generative AI:** Students may use generative AI tools to support independent study practices, but content created in whole or in part by AI may not be incorporated into any assigned coursework. AI should not be utilized during comp. Checkins.

In this course, the use of generative AI tools (such as ChatGPT or Adobe Firefly) is not permitted during the completion of any assigned work. Use of a generative AI tool to complete assigned work in whole or in part may be referred under the Code of Student Conduct academic dishonesty provisions for further action by the Dean of Students Office. Students may use generative AI tools to support their independent study of course topics but should do so with the understanding that generative AI tools may not be trustworthy.

### **File Saving/Assignment Format**

Your name must be on all assignment submissions.

All work must be typed, submitted as a PDF, and double-spaced unless otherwise noted. Submissions should follow APA style, have one-inch margins, and use a standard 12-point font (Times New Roman, Calibri, Cambria, Helvetica or Arial). Please proofread your work carefully for spelling or grammatical errors. You will lose points for excessive grammatical or spelling errors. \*Please refer to the resources available on Canvas.

### **UNIVERSITY AND COLLEGE SUPPORT/SERVICES**

The [Dean of Students Office](#) provides guidance and support in several ways. A [Dean on Duty](#) is available every weekday from 8 a.m. – 4:30 p.m. as a general referral and advice service for questions or concerns about Illinois State students. We encourage all members of our university community to report to the [Redbird Care Team](#) (RCT) student behavior that is significantly out of character, causes alarm, is unhealthy, and/or is potentially dangerous. RCT is a dedicated interdisciplinary group of professionals committed to supporting students' well-being by identifying opportunities to provide and contribute to student success.

**Student Access and Accommodation Services:** Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact [Student Access and Accommodation Services](#) at 308 Fell Hall, Office Phone [\(309\) 438-5853](#), Video Phone [\(309\) 319-7682](#) or visit the website at [StudentAccess.IllinoisState.edu](#). Please email to let me know if you are seeking accommodation or have accommodations.

### Mental Health

Life at college can get very complicated. It's common to face challenges in college, whether they relate to academics, identity, relationships, mental health, or other personal matters. If you're feeling stressed, overwhelmed, anxious, depressed, or simply need someone to talk to, you're not alone—help is available.

[Student Counseling Services \(SCS\)](#) provides FREE and confidential counseling to all students, inclusive of all backgrounds, identities, and experiences. You can visit SCS in person at 320 Student Services Building, make an appointment online through the [Secure Student Health Portal](#), or call (309) 438-3655 to access services. Additional information can be found at [Counseling.IllinoisState.edu](#).

In addition, TimelyCare is a free, 24/7 virtual mental health and well-being platform for ISU students. It offers immediate access to mental health support, including on-demand mental health counseling, scheduled counseling visits, health coaching, and digital self-care. You can access TimelyCare by visiting online at [Counseling.IllinoisState.edu/Services/Timely-Care](#), through the Well-Being page on the ISU mobile app, or by downloading the TimelyCare app.

Please don't hesitate to use these services, and feel free to reach out to your professor if you need help connecting with campus support. Your health and well-being matters.

[Redbird Well](#) is ISU's centralized hub for on-campus well-being and recreation resources, finding help, and getting involved. Through Redbird Well students have access to: information pertaining to scheduling Counseling appointments through Student Counseling Services, virtual counseling through Timely Care, medical appointments with Student Health Services, personal training, wellness coaching, and more.

#### Textbook Assistance

The following resources may be helpful if you are having difficulty or concern paying for your textbooks:

- Milner Library has purchased thousands of [Electronic Textbooks](#); even more texts are available via [I-Share](#).
- [Course Reserves](#) are options and available in 2-hour time blocks inside Milner Library.
- If Milner or the instructor doesn't have a text, you can [request](#) Milner purchase it.
- The [Financial Aid Office](#) can ensure students who are experiencing financial difficulties are using all forms of available aid that may help them purchase textbooks.
- The peer-to-peer [Student Navigator program](#) can help students navigate these resources and explore/assist if the student is experiencing other basic needs insecurity.
- Milner Library lends [technology devices](#) such as laptops, calculators, microphones, and more.

#### Campus Safety and Security

Illinois State University is committed to maintaining a safe environment for the University community. Please download the [SafeRedbirds app](#), the official safety application for Illinois State University. Students should also consult information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom).

#### Student Technology Support

All students are encouraged to take the [Introduction to Technology Quickstart Orientation](#).

Technology support is available to all students, faculty, and staff through the Technology Support Center (TSC). The TSC is available via phone at (309) 438-HELP and via [chat](#) and [webform](#). Hundreds of [Help articles](#) are available for 24/7 support. Walk-up support, as well as computer repair and technology purchases, are available through TechZone on the first floor of the Bone Student Center and [online](#).

Two software packages are available at no additional charge: [Microsoft 365](#) (Word, Excel, PowerPoint, etc.) and [Adobe Creative Cloud](#). Students can install these programs on their personal computers.

Students who do not have access to the technology they need to be successful in their coursework may [request a loaner laptop](#).

#### Student Well-Being

The Student Navigator program is a student-led, peer-to-peer initiative in the Dean of Students Office designed to assist students facing economic hardships and basic needs crises. Referrals are available to resources for food, textbooks, housing, finances, health, and more.

For more information, please visit the following link: <https://deanofstudents.illinoisstate.edu/services/student-navigator/>



Academic Help

As your instructor I want to partner with you to help you achieve your personal academic goals. I am glad to set up zoom meetings or answer course related questions via email. Additional services (tutoring, academic coaching, workshops) are available through the [Julia N. Visor Academic Center](#).

In addition, Free peer tutoring is available for math, writing, and everything in between. All ISU tutoring opportunities are now conveniently located on one centralized [website](#).

The [Dean of Students Office](#) provides guidance and support in several ways. A [Dean on Duty](#) is available every weekday from 8 a.m. – 4:30 p.m. as a general referral and advice service for questions or concerns about Illinois State students. We encourage all members of our university community to report to the [Redbird Care Team](#) (RCT) student behavior that is significantly out of character, causes alarm, is unhealthy, and/or is potentially dangerous. RCT is a dedicated interdisciplinary group of professionals committed to supporting students' well-being by identifying opportunities to provide and contribute to student success.

## UNIVERSITY AND COLLEGE POLICIES

### *Notice that Instructor may record class session*

This is notice that your instructor may record class sessions. Recordings made available at the discretion of the instructor are for use only by students enrolled in the class and only for the purpose of individual or group study. The recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to publicly accessible web environments. Please do not independently record the course without prior written authorization from the instructor or an approved accommodation from [Student Access and Accommodations Services](#).

### *Regarding students making their own recordings or photographs*

#### **Student recording prohibited**

Students may not use phones, or other audio or video recording devices to record classroom lectures/class discussions or to take photographs except with an approved accommodation from [Student Access and Accommodations Services](#). Violation of this classroom rule may result in referral to the Student Conduct and Community Responsibilities (SCCR) office for disciplinary action.

#### **Permission required to record**

Students who wish to use phones or other audio or video devices to record classroom lectures/discussions or take photographs must obtain written permission from the instructor except with an approved accommodation from [Student Access and Accommodations Services](#). Approved recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared with those not enrolled in the class, or uploaded to publicly accessible web environments. Violation of this classroom rule may result in referral to the Student Conduct and Community Responsibilities (SCCR) office for disciplinary action.

### Withdrawal from this class/University

Illinois State administrators and faculty strongly advise students to complete all courses in which they enroll. Students are encouraged to consider withdrawing from courses after the program change period only after they have exhausted all other options. Students are encouraged to speak with their academic advisor or the Dean of Students office before withdrawing from a class or classes. A description of policies related to course withdrawal can be found here: <https://policy.illinoisstate.edu/students/2-1-14.shtml>

**Academic Integrity:** You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any

work, or the presentation of someone else's work, is plagiarism. For independent assignments, you are expected to demonstrate your knowledge, not an online resource or peers. For this reason, actions such as sharing quiz content, utilization of online 'study tools,' claiming another person's reading guide notes as your own (for assignment submissions), etc. will be considered a violation of academic integrity and a grade penalty may be applied.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible.

Any allegation of academic dishonesty may be referred to [Student Conduct and Community Responsibilities](#), a unit of the Dean of Students Office for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade on the assignment or course (at the instructor's discretion) and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

Mandated Reporter/Title IX Disclosure: Please note that I am legally obligated to report crimes (present or historical) related to violence (sexual/physical) and child abuse/neglect. Thus, any disclosures you make pertaining to events/crimes (as a victim or perpetrator) through class discussion, assignments, etc. will be reported to appropriate campus personnel in keeping with federal law. For more details please visit: <https://equalopportunity.illinoisstate.edu/mandatory-reporting/>

Illinois State University's Title IX Coordinator is available to assist students with facilitating supportive measures and to discuss options as a result of sexual assault, intimate partner violence, or stalking. All ISU faculty and staff are responsible for reporting disclosures of these crimes to the Title IX Coordinator, so that the student may be contacted about their rights and resources available to them. The Title IX Coordinator can be reached in the Office of Equal Opportunity and Access at (309) 438-3383, [EqualOpportunity@IllinoisState.edu](mailto:EqualOpportunity@IllinoisState.edu), or by mail at Campus Box 1280, Normal, IL 61790-1280. More information is available 24/7 at [TitleIX.IllinoisState.edu](http://TitleIX.IllinoisState.edu).

**\*\*\*Special Note:** The instructor reserves the right to make modifications to the rules, regulations, and schedule of this course. This includes an individual written contract with students as described above. The instructor maintains the authority to revise and adapt these assignments and accompanying points, due dates, and scoring procedures as needed based on formative assessment.

## ***Tentative Course Schedule***

Please refer to the WEEKLY LINKS in Canvas as our schedule may change throughout the semester. These changes will be communicated explicitly via class/Canvas weekly links (e.g. changes will NOT be updated on the syllabus)

## **Tentative Course Schedule**

**\*Topics/readings/assessments below are subject to change. These changes will be communicated via weekly links located within our Canvas site.**

|   | Week     | Date | Topic                                       | Reading<br>(Complete<br>BEFORE class)                                      | Assignments Due  |
|---|----------|------|---|--|--|
| <b>UNIT I:<br/>INTRO TO<br/>NON<br/>VER<br/>BAL<br/>COM</b> | <b>1</b> | 1/13 | Course Intro                                |  | Review 'START HERE' Items/<br>Purchase your textbook   |
|   |          | 1/15 | Intro to the Study of NV<br>COM             | Ch. 1 (Guerrero &<br>Hecht)  | My Life Story Application Activity   |
|   | <b>2</b> | 1/20 | Nonverbal COM Skills/<br>Competence         | Ch. 2 (Guerrero &<br>Hecht)  | -Ch. 2 comprehension check-in due<br>before class  |
|   |          | 1/22 | -Ch. 2 (Guerrero & Hecht)                   |  | -  |
|   | <b>3</b> | 1/27 | NV COM Research<br>Methods                  | Ch. 3 (Guerrero &<br>Hecht)  | Comp. Checkin due before class<br>(ch. 3)<br>Application Activity in class<br>Bring Article (to class) |
|   |          | 1/29 | NV COM<br>Application Presentations         |  | -Submit written component prior to<br>class/upload pic to shared slide deck                            |
|   | <b>4</b> | 2/3  | Nonverbal COM in process<br>(Unit 1 Review) | Ch. 1 & 2 review<br>(Guerrero &<br>Hecht)<br><br>Big 5 Reading<br>(Canvas) | -Comprehension Check-in due by<br>11:59pm  |
|   |          | 2/5  | Unit 1 Field Observation                    |  | -Field Observation assignment due<br>by 11:59pm  |
| <b>UNIT II:<br/>NON<br/>VER</b>                             | <b>5</b> | 2/10 | Appearance and<br>Adornment cues            | Guerrero & Hecht<br>Ch. 4/ Section A<br>Ch. 5 (G&H)                        | -Comprehension Check-In: Ch. 5/6<br>due by 11:59pm   |

|                                 |           |      |   |  |  |
|---------------------------------|-----------|------|---|--|--|
| <b>BAL<br/>COD<br/>ES</b>       |           | 2/12 | Appearance and Adornment cues/Halo Effect | -Berschied Reading (Canvas)  | -Profile Assessment/Reflection Due by 11:59pm  |
|                                 | <b>6</b>  | 2/17 | Kinesics-Body                             | Overview Kinesics (pp. 103-104 Guerrero & Hecht)<br><br>Ch. 11/12 (Guerrero & Hecht) | Comprehension Check-in due   |
|                                 |           | 2/19 | Kinesics-Body/Chameleon Effect            | -Chameleon Effect Reading (Canvas)   |  |
|                                 | <b>7</b>  | 2/24 | Kinesics-Face, Eyes/Oculesics             |  |  |
|                                 |           | 2/26 | Field Observation                         |  | Kinesics Field Observation Due by 11:59pm  |
|                                 | <b>8</b>  | 3/3  | Contact Codes- Haptics                    | pp. 182-183 (Guerrero & Hecht)   | Participation: No touchy (touch avoidance scale (T))<br>-Comp. Checkin                           |
|                                 |           | 3/5  | Contact Codes- Haptics                    |  | -Activity: All the Feels (in class TH) - Signup for Research-ish Groups                          |
|                                 | <b>9</b>  | 3/10 | NO CLASS: SPRING BREAK                    |  |  |
|                                 |           | 3/12 |   |  |  |
|                                 | <b>10</b> | 3/17 | Contact Codes- Proxemics                  | pp. 182-183 (Guerrero & Hecht)<br><br>Ch. 21 (Guerrero & Hecht)                      | Complete Comprehension checkin   |
|                                 |           | 3/19 | Time and Place Codes – Environment        | Ch. 28/29, pp. 242-244 (Guerrero & Hecht)  | Comprehension checkin  |
|                                 |           | 3/24 | Home Tour- ONLINE                         |  | COM 225 CRIBZ Application Presentations  |
|                                 | <b>11</b> | 3/26 | Time and Place Codes – Chronemics         | Ch. 28/29, pp. 242-244 (Guerrero & Hecht)  | Comprehension checkin  |
|                                 |           | 3/31 | Vocalics                                  | pp. 151-152, Ch. 17/20(Guerrero & Hecht)   | -Vocalics forum (initial post due T/Peer reviews due Th before class)<br>-Comprehension check-in |
| <b>Unit III:<br/>NV<br/>COM</b> | <b>12</b> |      |   |  |  |

|                            |   |      |                                 |  |                          |
|----------------------------|---|------|---------------------------------|--|--------------------------|
| <b>in<br/>CONT<br/>EXT</b> |   | 4/2  | Paper Workday                   |  |                          |
|                            | <b>13</b>                                 | 4/6  | Intercultural Contexts          |  |                          |
|                            |   | 4/9  | Intercultural Contexts          |  |                          |
|                            | <b>14</b>                                 | 4/14 | Interpersonal Contexts          |  |                          |
|                            |   | 4/16 | Interpersonal Contexts          |  |                          |
|                            |   | 4/21 | NV COM and Emotion              |  |                          |
|                            |   | 4/23 | Peer Editing-Research-Ish paper |  | Research-ish drafts due! |
|                            | <b>15</b>                                 | 4/28 | Research-ish Workday            |  |                          |
|                            |   | 4/30 | Research-ish Workday            |  |                          |
| <b>16</b>                  | <b>Finals TBA: Research-ish paper due</b> |      |                                 |  |                          |