



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5163-101: Seminar in Non-Verbal Behavior in Human Relations

Course Description:

The purpose of this course is three-fold: (1) To expand participants' awareness and understanding of nonverbal behavior and nonverbal communication as these areas pertain to human relations, including organizational and community relations and interpersonal interaction; (2) To expand their skills in observation, recognition and interpretation of nonverbal behaviors and their implications; and (3) To enhance the application of these skills to building and maintaining effective relationships and effective professional practices.

Nonverbal communication plays an important role in human relationships, particularly our ongoing interpersonal interactions. Numerous studies indicate that people derive from 60% to 65% of social meaning from nonverbal behaviors (Burgoon, 1994). In addition, adults rely most heavily on their interpretations of nonverbal behavior in contrast to verbal messages. Through this course, we will explore the functions and impacts of nonverbal communication and forms of implicit or symbolic communication, nonverbal cues, and a variety of other considerations.

The field of nonverbal behavior, particularly nonverbal communication, has produced an enormous body of research findings and theoretical constructs. All of the credible texts are packed with extensive amounts of information. It would be tempting to emphasize lecture and the conveyance of information. However, I recognize the importance of experiential training and adult learning principles and practices. As a result, I expect to focus the in-class portion of the curriculum on experiential, hands-on activities as much as possible. In addition, I will challenge you to identify the potential applications of the information contained in your text. I will challenge you and myself to seek to answer the question, "So What?" I want us to consider why concepts and information about nonverbal behavior and communication have importance and relevance to today's society, to interpersonal relations, and to professional practices across a broad spectrum of careers

Class Dates, Location and Hours:

Dates: December 7 – 9 & 14 – 16, 2018
Location: Bldg. 201 SE, Tinker AFB, Oklahoma.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

Last day to enroll or drop without penalty: November 8, 2018

Site Director:

Email: aptinker@ou.edu. Phone: 405-739-7365 or DSN 339-7365.

Professor Contact Information:

Course Professor: Marilyn A. Durbin, M.A. CPCC
Mailing Address: 502 Sequoyah Trail
Norman, OK 73071
Telephone Numbers: (405) 613-2710 – cell phone

E-mail Address: Marilyn.A.Durbin-1@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Judee K. Burgoon, Laura K. Guerrero, and Kory Floyd. Allyn & Bacon (2010) *Nonverbal Communication*, Pearson Education. ISBN: 9780205525003
2. Some handouts may be provided during class and others may be sent to students' OU email addresses.
3. All sections of the BBC video series *The Human Face*, by John Cleese, which can be found on YouTube

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Assignments, Grading and Due Dates:

Task Area One:

Approximately a month before the course begins, **send me an email** (Marilyn.A.Durbin-1@ou.edu) **and put the title of the course in the subject line**. Please disable security features that may make it difficult for me respond to you or to send you attachments.

I will respond to your email and will send you a short questionnaire. Within a week of your receipt of the questionnaire, complete it and send it to me as an email attachment. The questionnaire focuses on areas of interest and prior training as related to nonverbal behavior, nonverbal communication and, interpersonal relations. Your responses will help me tailor the course to your collective interests and experience.

Tasks Area Two:

Read the text:

I suggest you read the book incrementally. The text contains a great deal of information and a lot of details. Attempting to read too many chapters in one setting may begin to feel like trying to get a sip of water from a fire hose. It could feel overwhelming, and you may comprehend less information as a result. I want you to gain familiarity with the concepts contained in the texts and to relate that information to real world situations involving human relations. I will **not** test your memory of fine details. Your assignments will all involve “open book” situations. Nevertheless, I expect that you will be able to explain major concepts as you write essays before and after class and as you analyze cases and prepare group presentations about various topics during class.

Watch the Video Series

I also want you to watch the BBC video series *The Human Face*, written and presented by John Cleese. You can find this video series on *YouTube*. It contains four major sections, each with several sub-sections. Incrementally watch all four major topic areas of the series. I suggest you space the watching of these videos incrementally throughout the time prior to the beginning of class. Based on topics within the video

and your text, you will prepare an in-class group presentation and a written outline. You will work on this assignment incrementally throughout the two weekends of class, and presentations will occur on the last day of class.

Task Area Three – Two Pre-course Essays:

Paper #1 - Select a theme that has relevance to a section within your text. Explain the concepts and describe how understanding it could be useful in human relations settings - whether in work environments, interpersonal relationships, family settings or circumstances involving community relations.

You do not need to elaborate about all of these settings, just pick one (two if you wish). Write a typed essay about this topic, involving approximately three pages.

Paper #2 – Select a section from the videos *The Human Face*. Use the video as a frame of reference and compare or contrast a relevant topic area from your text with the video you selected. Explain the importance and relevance of a theme from the video that corresponds to your text. This essay should be at least three pages in length.

For both papers, use grammar and a writing style appropriate to a graduate student. You do not need to pull from any other sources. APA citation format will be fine.

Contact me by email if you have questions or concerns about this assignment. This initial essay is due to me by the first Saturday of the class.

Task Area Four - Group Assignments, Presentations and Participation:

Early in the course, four small groups will form to complete an assignment, which will be due in the latter portion of the class. Each group will be assigned a topic or section of one of the texts and asked to link that topic to themes present in the text. Although all participants should be familiar with all of the chapters in advance of the start of class, you will be given time in class to support group work on the assignment. You will receive additional information at the beginning of the class.

In additional in-class assignments, participation involving in-class activities contribute to this portion of your grade. This includes your writing brief end-of-day reflections and feedback sheets:

Task Area Five- Final Paper (following class completion):

Deadline: Within three weeks after the last day of class, send your paper to me as an email attachment.

Write a typed essay about the topic you select, involving approximately five pages and using grammar and a writing style appropriate to a graduate student. You do not need to pull from any other sources other than the text and one or more of the videos seen before and during class. APA citation format will be fine.

Select a theme or topic that is different from the one addressed in your pre-course essay and from your group's in-class presentation. Explain major elements, characteristics, and concepts associated with that theme or topic.

Use sources from the text to elaborate about the theme and the implications about its functioning. In addition, answer the question, "So what?" From your perspective why is this theme relevant or important with regard to a particular focus - the work environment or one's career, interpersonal relations, helping professions, communities or society in general? What opportunities and problems may result from these phenomena?

The following is only an example. You do not need to select this topic. Pick whatever is of most interest to you. For example, the concept of physical appearance is discussed in several areas within text and the BBC video series. Findings from research indicate that one's physical appearance has an impact on the perceptions of others and on the types of attributions generalized about the person, such as likeability, competence, intellect, etc. Why would this be important? What social, interpersonal and/or professional implications might have an impact on a person or group of people? What measures might be important to limit the negative impacts of these trends on an individual or group? What could a person do constructively with regard to his/her own perceptions and actions to deal with this type of tendency and its potential impacts on others?

The latter reflects simply one of many topics or themes available for you to explore in your final paper. We will talk further about this assignment after the class begins. However, I suggest you read prior to the class with this assignment in mind and begin to identify options to explore while you continue reading.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Percent of Grade
Task Area Three Pre-Course Essays	First Saturday session	30%
Task Area Four - Group activities, assignments and major presentations	During class sessions	40%
Task Area Five - Final Paper	Due 3 weeks after end of class	30%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Marilyn A. Durbin

Education:

- Master of Arts Degree (MA), Human Relations, University of Oklahoma
- Bachelor of Arts Degree (BA), Philosophy, University of Oklahoma
- Professional Certification - *Co-Active Professional Certified Coach (CPCC)* from The Coaches Training Institute
- Extensive post-graduate, professional training received over a forty-year time frame from professional associations and institutes, including several through *NTL (National Training Laboratory, Institute in Applied Behavioral Science)* with an emphasis on organization development (OD) consulting, group facilitation, adult learning and development, including process consultation, team building, work and performance systems design.
- In the leadership and management development arena, she is a *Certified John Maxwell Coach, Speaker and Teacher* and a lifetime member of the *Maxwell Team "Founder's Circle."*

Current Positions:

- Adjunct Assistant Professor, University of Oklahoma, Advanced Programs assistant professor from 1973 through 1985 and from 1995 through 2018; also taught undergraduate courses through the College of Liberal Studies (1997-2006).
- Executive Director and founder of *My God Mother's House, Inc.*, a nonprofit organization which provides transitional housing and a variety of programs and services for women in re-entry from prison and additional programs for people while incarcerated.
- President and Owner, *Transitions & Transformations, LLC.*, a consulting and professional services company

Professional Background:

Marilyn's experience includes: Management and professional positions in corporate, federal, state, and nonprofit organizations throughout a forty-year time frame. These positions have involved an emphasis on training and performance development, adult learning and development (particularly leadership and management development), professional coaching with an emphasis on life coaching, relationship and conflict management coaching. Background also includes extensive work supporting change management, employee relations, and work process improvement as an internal organization development consultant.

Frequently Taught Advanced Programs Courses

Most Recent Courses

- Conflict Resolution in Human Relations
- Nonverbal Behavior in Human Relations
- Group Dynamics
- Applied Interpersonal Dynamics

Earlier Courses

- Issues in Human Relations Training
- Process Consultation
- Advanced Group Dynamics
- Seminar in Organizational Change and Development
- Leadership in Organizations
- Training Interventions and Practice
- Human Relations in Industry

Undergraduate Liberal Studies Courses – 1997 - 2006

- Conflict Resolution
- Introduction to Liberal Studies, Administrative Leadership Concentration

Major Areas of Teaching and Research Interest

- Interpersonal Neurobiology and Emotional and Social Intelligence
- Mass incarceration, criminal justice reform, prison reform, and re-entry issues and needs
- Coaching and Mentoring, with an emphasis in support of prisoners and people in re-entry
- Interpersonal communications, helping skills, conflict resolution, and nonverbal behavior
- Organization development, particularly process consultation
- Group dynamics – group problem solving, participatory decision-making and group facilitation
- Issues of class and poverty in America

Representative Publications and Presentations

Numerous internal, proprietary publications, articles, instructional manuals, and training materials developed for corporate, nonprofit, federal and state agencies while in those organizations' employ over a thirty-year time frame

Representative Honors and Awards Received

Numerous professional achievement awards received from corporate, university and federal employers