Instructor’s Resource Manual
Nonverbal Communication in Human Interaction

8th Edition
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Introduction

This Instructor’s Resource Manual has been written to accompany the seventh edition of *Nonverbal Communication in Human Interaction* by Mark L. Knapp, Judith A. Hall, and Terry Horgan. The manual is designed primarily for the college classroom, with test questions and activities geared to a young adult audience. Although instructors are encouraged to alter materials to suit the particular needs of their classrooms, the following features are offered as a general framework for the course.

*A Sample Schedule* is incorporated into this edition of the manual. This schedule is ideally suited to a 15-week course, meeting two times per week; however, it can be modified easily to different settings. The schedule provides a general overview of possible course topics for the week, includes suggestions for examination times, and makes recommendations about the use of additional resources such as videotapes and slides.

*Chapter Objectives* are provided for each chapter. Some objectives are broad and general, and have been written to stimulate thought and discussion. These can also be used for a variety of student assignments. Other objectives are more specific and relate to particular materials. In addition, you may have your own objectives in mind for some chapters, based upon past experiences and your particular classroom environment.

*Discussion Questions* immediately follow chapter objectives. These mirror discussion questions found in the text.

*Test Items* are also provided for each chapter. Multiple-choice items have been generated which attempt to both test general knowledge and apply these concepts to realistic settings. True-false items test mainly definitions and important research findings. Short essay items are also provided. Test items have been designed to cover each chapter in its entirety.

*Audio-Visual Resources* are provided for each chapter. While some of these are scholarly in nature, others are “popular” titles which might be used to facilitate discussions about how nonverbal communication can be oversimplified. Some may be available through your university or public library; others may have to be ordered. Local resources are usually the most efficient and inexpensive. Again, skimming each chapter’s recommendations at the beginning of the semester may prove helpful, since ordering resources can take several weeks.

In addition, we encourage you to develop your own additional resources. Slides can be
produced by photographing pictures in books or magazines. Several excellent resources for creating slides are *The Complete Mind and Body Book* edited by L. M. Wallace and J. A. Graham; Desmond Morris’s *Manwatching* and *Bodywatching*; and *Eye to Eye: How People Interact* by P. Marsh (although many other sources are probably available). Videotapes can be created by recording interaction in specific contexts, such as the classroom, home settings, or the workplace. Programs about specific nonverbal subjects such as physical attractiveness, gestures, and environmental contexts appear regularly on television channels such as the Learning Channel, the Discovery Channel, and others. Videotaping relevant programs for the classroom may enhance discussion and understanding of concepts.

**Exercises** have proven extremely helpful in the nonverbal communication classes in which we have participated, so we offer a selection of sample exercises for use in your classroom. Since exercises provided in earlier editions of the manual have proven useful, those have been retained and new ones have been added. While some exercises are more easily conducted in small classroom settings, many can be adapted for use in large classrooms. It also may be helpful in large classrooms to utilize a "volunteer" method for exercises, whereby a small group of people can demonstrate an activity to the entire classroom. Exercises can add a visual emphasis to concepts which otherwise may be difficult for undergraduate students to grasp, and we encourage instructors to use them as often as possible. However, several issues should be addressed when conducting exercises in nonverbal communication:

1. Some exercises take more preparation than others, so you might want to skim all the exercises at the beginning of the semester. Also, it may be possible to use one exercise for several chapters, changing discussion questions to focus upon new concepts. Doing so may help students to realize connections between material that they otherwise may not notice.

2. In conducting any exercise, your enthusiasm is bound to influence the attitude of your students. Be willing to demonstrate, participate, and help illustrate ideas and concepts. Take care when asking your students to perform any action that you would feel uncomfortable or embarrassed about performing.

3. The exercises are intended to enhance learning, but students may not always understand what they are supposed to draw from a given exercise, particularly if it is fun and enjoyable. Often, exercises can distract from the purpose of a given lesson, so care should
be taken to ensure that exercises are discussed within the framework of the chapter concept being discussed. Some instructors like to implement the "half-sheet" approach to exercises. This approach requires that students write a half-page paper describing what they learned from the exercise before coming to the next class meeting. This helps students remember the exercise, as well as facilitates discussion during the next class. Discussion questions are provided for each exercise; however, instructors are encouraged to solicit a range of comments from students following exercises.

4. Develop your own exercises! Perhaps a current issue is particularly salient to your classroom or university. Try to incorporate "hot topics" into your daily discussions, if possible. Also, bringing in your own videotapes or audio recordings may help your students more easily grasp some concepts. Often, a good videotape can provide examples for more than one chapter or topic.

**Sample Out-of-Class Assignments** are included in the manual. Assignment descriptions, suggestions for evaluation, and debriefing questions are included where appropriate. In addition, photo-ready forms are printed for many exercises.

Good luck with your course in nonverbal communication! We are confident that this resource manual will assist you in preparing a course which both you and your students will enjoy.
# Sample Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Orientation; Plan of Course; First Day Exercise</th>
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<tbody>
<tr>
<td></td>
<td>Basic Perspectives: Definitions, Intent, Classifications</td>
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<td></td>
<td>Film: Introduction to Nonverbal Communication</td>
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<td></td>
<td>Reading: Chapter 1</td>
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<tr>
<td>Week 2</td>
<td>Basic Perspectives: Incongruent Signals; History of Nonverbal Developmental Perspectives: Phylogeny and Ontogeny</td>
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<tr>
<td></td>
<td>Reading: Chapter 2</td>
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<tr>
<td>Week 3</td>
<td>The Ability to Receive and Send Nonverbal Signals</td>
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<td></td>
<td>Research Related to Encoding and Decoding</td>
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<td></td>
<td>Reading: Chapter 3</td>
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<tr>
<td>Week 4</td>
<td>Environmental Factors</td>
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<td></td>
<td><strong>Assignment #1 Due</strong></td>
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<td></td>
<td>Reading: Chapter 4</td>
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<td>Week 5</td>
<td>Proxemics</td>
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<td></td>
<td>Reading: Chapter 5</td>
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<td>Week 6</td>
<td>Physical Appearance, Odor, and Dress</td>
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<td>Video on Odors</td>
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<td>Reading: Chapter 6</td>
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<td>Week 7</td>
<td><strong>Assignment #2 Due</strong></td>
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<td>Gestures</td>
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<td></td>
<td>Video on Gestures</td>
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<td></td>
<td>Reading: Chapter 7</td>
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<tr>
<td>Week 8</td>
<td>Review for Mid-term Examination</td>
</tr>
<tr>
<td></td>
<td><strong>Mid-term Examination (Chs. 1-7 + lecture materials)</strong></td>
</tr>
</tbody>
</table>
Week 9  Touching Behavior
       Reading: Chapter 8
Week 10 Facial Expressions
       Video on Facial Expressions
       Slides: Diagnostic Tests
       Video on Facial Feedback Hypothesis
       Reading: Chapter 9
Week 11 Eye Behavior
       **Assignment #3 Due**
       Reading: Chapter 10
Week 12 Vocal Signals
       Video on Voice and Expression
       Reading: Chapter 11
Week 13 Relationship Development and Intimacy
       Gender Signals and Identity
       Reading: Chapter 12
Week 14 Lying and Deception
       Status/ Dominance and Interaction Management
       **Assignment #4 Due**
Week 15 Special Contexts for NV Communication
       Reading: Chapter 13
       Review for Examination #2
Week 16 **Examination #2 (Chapters 8-13 + lecture materials)**
Chapter 1: Nonverbal Communication: Basic Perspectives

Chapter Objectives
Upon completion of this chapter, students should be able to:

- identify and define nonverbal communication, and recognize the importance of understanding this type of human behavior
- identify and define the major methods of classifying nonverbal behavior
- discuss some of the areas studied within nonverbal communication
- recognize the functions of nonverbal communication as they relate to verbal communication
- understand about the historical development of the study of nonverbal communication
- understand the benefits and pitfalls of attending to nonverbal cues
- recognize the significance of nonverbal communication in everyday contexts

Discussion Questions
1. Identify a situation where you believe verbal behavior was clearly more important to the outcome than nonverbal behavior. Explain why you believe this.
2. Identify a situation in which you would give more credibility to a person’s verbal behavior when their verbal and nonverbal behaviors convey different messages.
3. Discuss the most unusual or subtle nonverbal signal or signals you have observed in an interaction partner of yours. What helped you assess their meaning(s)?
4. If you could get an instant and true answer to any question you had about nonverbal communication, what would your question be?
Test Items

Multiple Choice

1. According to your text, encoding refers to __________ nonverbal behaviors.
   a. producing
   b. interpreting
   c. decoding
   d. analyzing
   ANS: a

2. Brain researchers believe that nonverbal messages are processed in which hemisphere of the brain?
   a. right
   b. left
   c. both hemispheres
   d. neither hemisphere
   ANS: c

3. Lighting conditions, colors, temperature, and noise are part of which classification of nonverbal behavior?
   a. spatial
   b. physical environment
   c. proxemics
   d. gestures
   ANS: b
4. Which of the following is an example of a communication situation in which nonverbal communication is not important?
   a. a job interview
   b. a first date
   c. a school classroom
   d. Nonverbal communication is important in all of the above situations.

ANS: d

5. Maria is explaining a multi-step process to her co-worker, emphasizing each step with the appropriate number of fingers. She is using what type of behavior?
   a. repeating
   b. substituting
   c. regulating
   d. complimenting

ANS: c

6. Jim is giving a speech. During his introduction, he firmly states, “I’m not nervous,” yet his hands shake and he breaks into a sweat. In this instance, Jim's verbal and nonverbal signals are __________.
   a. repeating
   b. conflicting
   c. complementing
   d. substituting

ANS: b
7. Meaningful responses to our environment have been similarly identified in several studies over the past several decades. Which of the following is not one of the categories?
   a. immediacy
   b. status
   c. responsiveness
   d. conflict
   ANS: d

8. The conversation management behaviors including increased eye contact, brief pauses and rapid nodding to manage the flow of a conversation function as __________.
   a. regulators
   b. emblems
   c. adaptors
   d. reinforcers
   ANS: a

9. Carol is arranging a large reception for her supervisor. Carol’s biggest concerns are issues such as where to place the head table, how the room will be lit, and whether the noise from the kitchen will filter into the reception hall. Which of the following best describes Carol’s concerns in the communication situation?
   a. behaviors manifested by the communicators
   b. environmental structures and conditions
   c. a and b above both describe Carol’s concerns
   d. none of the above describe Carol’s concerns
   ANS: b
10. Which of the following statements about nonverbal communication is true?
   a. Nonverbal behaviors always have specific meanings.
   b. Once a person understands what nonverbal behaviors mean, she will always know what to expect from others.
   c. Nonverbal communication is best understood by exploring groups of behaviors.
   d. It is possible to separate verbal and nonverbal behaviors from each other.

ANS: c

**True-False**

1. Because of its complex nature, few laypersons are experts in the use of nonverbal communication.
   a. True
   b. False

ANS: b

2. We are always aware when we are decoding others’ nonverbal behavior.
   a. True
   b. False

ANS: b

3. Sarcasm requires a conflict between the verbal and nonverbal messages being sent.
   a. True
   b. False

ANS: a

4. The physical communication environment includes traces of action and perception of timing.
   a. True
   b. False

ANS: a
5. When nonverbal behaviors are used to emphasize certain parts of a verbal message, it is said to **accent** that message.
   a. True
   b. False
   ANS: a

6. There is no evidence to suggest that postpartum women can distinguish from scent alone the clothes worn by their newborn baby as opposed to those worn by another woman’s baby.
   a. True
   b. False
   ANS: b

**Short Answer**
1. List the three primary aspects of nonverbal communication. Give an everyday example of a communication event, describing the interplay between these three aspects.
2. What is the difference between speech-independent and speech-related gestures? Please give an example of each.
3. If someone asked you how nonverbal communication fit into the total communication process, what would you say?
4. Give two examples of a company or institution implemented policy concerning guidelines for a nonverbal behavior.

**Audio/Visual Materials**
   *Body Language II: Reading People*. 25 minutes/(2008)/DVD. Lake Zurich, IL: Learning Seed Company. A general exploration of gestures, paralanguage, emblems, illustrators, affect displays and eye behavior.
   Videos available separately or as a set. Telly Award winner.
   www.learningseed.com/c-4-communication.aspx

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3. *Nonverbal Communication and Culture*. 20 minutes/(2005)/DVD. Discusses cultural issues that affect nonverbal communication. Focus is on gestures, facial expressions, paralanguage and proxemics. Appropriate for multiple chapters.

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