

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
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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

Week 1	Orientation; Plan of Course; First Day Exercise Basic Perspectives: Definitions, Intent, Classifications Film: Introduction to Nonverbal Communication Reading: Chapter 1
Week 2	Basic Perspectives: Incongruent Signals; History of Nonverbal Developmental Perspectives: Phylogeny and Ontogeny Reading: Chapter 2
Week 3	The Ability to Receive and Send Nonverbal Signals Research Related to Encoding and Decoding Reading: Chapter 3
Week 4	Environmental Factors Assignment #1 Due Reading: Chapter 4
Week 5	Proxemics Reading: Chapter 5
Week 6	Physical Appearance, Odor, and Dress Video on Odors Reading: Chapter 6
Week 7	Assignment #2 Due Gestures Video on Gestures Reading: Chapter 7
Week 8	Review for Mid-term Examination Mid-term Examination (Chs. 1-7 + lecture materials)

- 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*?
- Nonverbal behaviors always have specific meanings.
 - Once a person understands what nonverbal behaviors mean, she will always know what to expect from others.
 - Nonverbal communication is best understood by exploring *groups* of behaviors.
 - 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.
- True
 - False

ANS: b

2. We are always aware when we are decoding others' nonverbal behavior.
- True
 - False

ANS: b

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

ANS: a

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

ANS: a

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

ANS: b

Short Answer

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

Audio/Visual Materials

- Body Language I: Beyond Words*. 25 minutes/(2008)/DVD. Discusses kinesics, posture, gestures, use of eye contact, space and cultural differences.
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

2. *Nonverbal Communication*. (Ed Metcalf). 45 minutes/ (1997)/VHS. Roswell, CA : Metcalf Group, Ltd. A dynamic presentation of basic elements of nonverbal communication.
www.worldcat.org/title/non-verbal-communications/oclc/32668565

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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Chapter 2: The Roots of Nonverbal Behavior

Chapter Objectives

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

- identify the ways in which biology contributes to our nonverbal behavior
- identify the role that culture plays in our enacting of nonverbal behavior, and discuss implication of studying nonverbal communication across cultures
- explain phylogeny and how it relates to nonverbal behavior
- identify the five research strategies used to make inferences about inherited/genetically transmitted nonverbal behaviors

Discussion Questions

1. What do you think it means to say that nonverbal behavior is universal? Give evidence supporting and not supporting such a claim. What exceptions can you think of?
2. Darwin thought there were many similarities between the expressions of humans and those of lower animals. Discuss communication in the animal world. Do you think animals send the same messages via nonverbal behavior that we do?
3. Why, in your opinion, do infants imitate adults' facial movements? Do you think they know what different expressions mean? Why do you think babies have such expressive faces and voices?
4. The "eyebrow flash" is seen in cultures around the world. Reflect on your own use of this gesture. Do you use it? If so, when do you use it, and with what meanings? (You may have to observe your own behavior for a day or two to answer this question.)

Test Items

Multiple Choice

1. Eve is trying to assign meaning to Frank's facial expressions. With which of the following characteristics should Eve *not* be concerned when assigning these meanings?
 - a. Frank's cultural background
 - b. Eve's own cultural background
 - c. the frequency with which Frank makes certain facial expressions
 - d. Eve should be concerned with all of these characteristics when assigning meaning to Frank's facial expressions.

ANS: d

2. In multicultural studies of judgments of emotion, which two emotions are the most difficult to discriminate?
 - a. fear and surprise
 - b. surprise and happiness
 - c. fear and sadness
 - d. hate and disgust

ANS: a

3. The term *phylogeny*, as applied to humans, means _____.
 - a. the study of non-human primates
 - b. the development of the human species across evolutionary time
 - c. human development throughout an individual's lifetime
 - d. the smallest unit of nonverbal behavior

ANS: b

4. Which of the following is not a function of the “eyebrow flash”?
- a. an adaptor indicating anxiety
 - b. an expression of surprise
 - c. a way to let someone know he or she is being looked at
 - d. a “yes” to social contact

ANS: a

5. Which of the following is the only facial expression that is recognized almost unanimously in studies?
- a. sadness
 - b. happiness
 - c. guilt
 - d. anger

ANS: b

6. Ekman and Friesen outline several sources of our nonverbal behaviors. Which of the following is *not* one of the sources they outline?
- a. inherited neurological programs
 - b. the need to survive and reproduce
 - c. experiences that vary with culture, class, families, or individuals
 - d. experiences common to all members of a species

ANS: b

7. Greg has been blind and deaf since his birth. According to research, which of the following behaviors should we *not* expect Greg to perform?
- a. spontaneous expression of laughing or crying
 - b. reaching out for contact with others
 - c. subtle changes in the onset and passing of his facial expressions
 - d. refusal gestures similar to those of sighted and hearing individuals

ANS: c

8. Harvey is a new father. If he wishes to be a particularly concerned parent and try to identify when his new baby is in pain, which common facial movement(s) should he *not* interpret as pain?
- lowering of the brows
 - eyes wide open
 - vertical wrinkles at the side of the nose
 - an open mouth

ANS: b

9. Pitcairn and Eibl-Eibesfeldt's research showed remarkable similarities between humans and non-human primates greeting rituals regarding _____.
- touching
 - posture
 - eye contact
 - facial expressions

ANS: c

10. According to scholars, nonverbal behavior is _____.
- genetically based
 - learned
 - culturally taught
 - All of these factors apply to nonverbal behavior.

ANS: d

True-False

1. Many facial expressions have their origins in noncommunicative behaviors.
- True
 - False

ANS: a

2. Eibl-Eibesfeldt concluded that spontaneous expressions of sadness, crying, laughing, smiling, pouting, anger, surprise, and fear are significantly different in blind/deaf children.
- a. True
 - b. False

ANS: b

3. Normally developed newborn babies do not yet possess the facial muscle actions necessary to express the basic affect displays of adults.
- a. True
 - b. False

ANS: b

4. It is difficult to design a research task that clearly shows if a behavior is learned or inherited.
- a. True
 - b. False

ANS: a

5. Anecdotal observations of identical behaviors exhibited in identical twins, as collected in the University of Minnesota twin studies, prove these are inherited behaviors.
- a. True
 - b. False

ANS: b

6. Kendler, Halberstadt, Butera, Myers, Bouchard, and Ekman (2008) coded the facial expressions of pairs of monozygotic twins and dizygotic twins watching emotion-inducing films. They found evidence of heritability of facial displays of emotion.
- a. True
 - b. False

ANS: a

Short Answer

1. Identify the three primary sources of nonverbal behavior discovered by Ekman and Friesen.
2. What do you think it means to say that nonverbal behavior is universal? Give evidence supporting and not supporting such a claim. Please draw evidence from three of the five research perspectives discussed in your text.
3. According to your text, what is the “eyebrow flash”? Is it seen in multiple cultures? If so, what are these cultures? Does the meaning of the “eyebrow flash” change from culture to culture?
4. Explain the differences between the ‘Nature’ versus ‘Nurture’ theories of the origin of human behaviors. What do today’s scientists conclude?
5. Define three of the five research perspectives presented that provide the best evidence a behavior is genetically based.
6. How did Darwin explain nonverbal behavior supported his theory of evolution?