

**COMMUNICATION 3900: COMMUNICATION MYTHBUSTERS (FALL 2015)**  
MWF, 12:30-13:20 (Coates 212)

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*Myth*: n. 2. A popular belief or story that has become associated with a person, institution, or occurrence; especially one considered to illustrate a cultural ideal ... 3. A fiction or half-truth, especially one that forms part of an ideology” – American Heritage Dictionary (2015)

“The difference between real material poison and intellectual poison is that most material poison is disgusting to the taste, but intellectual poison, which takes the form of cheap newspapers or bad books, can unfortunately sometimes be attractive.” – Leo Tolstoy

“Although our intuitions can be immensely useful for generating hypotheses to be tested using rigorous research methods, they’re often woefully flawed as a means of determining whether these hypotheses are correct.” – Lilienfeld, Lynn, Ruscio, & Beyerstein (2010)

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When you open the Advocate and read, *LSU Primed to Win SEC, Represent College’s Premier League in Four Team Playoff*, do you smile and think, “Finally! I have waited seven years for another championship!”? Or, do you wrinkle your brow and read the rest of the article in a more critical (if not suspicious) manner?

After you turn on the radio and hear, “Greek stocks drop sharply as market reopens for first time since June,” what do you think? Do you automatically take this statement at face value, or do you want to hear more, to dive into the details and the math that led to this claim?

When your friend tells you not to drive a particular way to her house, do you take that advice and go the alternate route she suggests? Or, do you listen politely only to check Google maps to explore current traffic conditions? What about if your dad tells you to avoid a certain part of I-12 between Hammond and Slidell due to construction traffic?

You hear, read, and come across claims of fact and opinion expressed by a host of different people on a daily basis. In any given week, you are exposed to thousands of pieces of information from professors, celebrities, media outlets, friends, family members, bank tellers, bartenders, doctors, politicians, and baristas. Why do you believe some of these things and question others? The more general question that will guide our thinking in this course is:

***Why do you believe what you believe?***

CMST 3900 struggles with this question in the context of the myriad claims made about human communication. Whether it is the “body language expert” on the Bill O’Reilly show dissecting the most recent political debate looking for signs of deception or your closest friend giving you advice on whether “she is (or isn’t) into you,” many of the things that people believe about human

communication are ill-founded myths rather than fully supported truths. **This course seeks to provide you with a strong theoretical foundation for being able to make informed decisions regarding how and why to believe certain things about human communication.** As a result, you will become a more discerning consumer of information about human communication and about information in general. The hope is that we will cultivate a longing for critical thinking about everyday life claims about not only human communication but medical advice, the environment, politics, economics, education, and parenting, to name but a few.

There is **no formal textbook for the course.** Instead, I have assembled readings for our list of topics, and these readings will be posted to Moodle as the semester progresses. These readings represent a range of sources from popular writings posted to websites to academic writings published in peer-reviewed journals. **We will read a lot for this course; if you fall behind, catching up will be tough.**

You also are encouraged to bring in material that you find so that we can review and critique it. The utility of the class is highly contingent on students' desire to get the most out of the material.

### **SO, OTHER THAN KEEPING UP WITH THE READING AND APPLYING COURSE CONCEPTS TO YOUR DAILY LIFE, HOW ELSE CAN YOU BE SUCCESSFUL IN CMST 3900?**

1. Students are expected, in addition to time spent in class, to spend a minimum of an additional 6 hours per week reading and thinking about material and putting forth effort toward the completion of course assignments. Thus, students are expected to **devote at least 9 hours per week** toward the successful completion of CMST 3900.
2. Students are expected to be self-motivated and enjoy learning. **Self-motivated students come prepared to class.** This includes reading and thinking critically about the material assigned for each class period. It will not be advantageous for anyone if I stood in front of the class and lectured until you fell asleep. Thus, lectures will be used to highlight the more challenging aspects of your reading and introduce additional insight not explicitly covered in the text. In addition, I will do my best to bring ideas to life with activities, group work, and other assignments designed to get you involved with the material. I hope to maintain an atmosphere of discussion and will ideally do more listening and reflecting than filling heads with information.
3. **Treat CMST 3900 like a job.** While many of you will land a job that you enjoy out of college, many of you will land a J-O-B. Either way, you need to take that job seriously and work hard. Similar to success in the workplace, coming to class and participating in all activities and discussion will help you succeed in CMST 3900. Conversely, if you arrive late, unprepared, unmotivated, or simply in a bad mood to work there are consequences. You could be written up. You could be demoted. You could be fired. Please don't get fired from CMST 3900!
4. Students are expected to treat the class and the members of the class (including the instructor) with respect. **This class will be interactive,** and you are encouraged to ask questions and express opinions (especially when they differ from something you read or something presented in discussion). Some people may have different opinions than you. Differences of opinion can be expressed without disrespecting other people. Indeed, there is a difference between

agreement and understanding. Agreement, whether with instructors, students, or the readings, is not mandatory. Attempting to understand the variety of opinions, however, is. Please keep this in mind during class discussion. Disruptive students will be asked to leave and not return.

5. Students are expected to show respect by **turning off all cell phones other devices** that may interfere with learning. **Do not use your laptop to engage in non class-related activities. Read newspapers and material for other courses outside of class time reserved for CMST 3900.** If another class or Charlie Brown or what Paris Hilton ate for lunch is that much more important than this course, by all means go somewhere else and pay attention to it. Contrary to popular belief, multitasking is not possible (and, in fact, is a misnomer, more like “switch tasking” – a harmful myth indeed!)

## ASSESSMENT

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### I. Participation (25% of course grade)

This course will rely on a “seminar” style of teaching that emphasizes discussion over lecture. Students should come to class prepared to ask questions about and critique relevant readings. I reserve the right to give quizzes on a daily basis.

Quizzes can:

- test you on the reading you were supposed to do prior to class,
- test you on the material covered in a particular class (including the current one),
- test you on the material we have covered to date, and/or
- test your retention of information presented by a classmate.

For each class day you will earn a letter grade based on your score on any quiz given that day and on your participation in class discussion and activities. Grades for class discussion are assigned as:

- F = not coming to class
- D = coming to class and dozing off, attending IN ANY WAY to an electronic device (expect for the sole purpose of taking notes or looking up material when directed), reading the paper, or otherwise doing something that is not directly relevant to class; if group work, not fully participating as a group member (expect me to walk around and look at computer screens on a regular basis and for cell phones in laps or under desks)
- C = coming to class and sitting quietly, taking notes and seeming to pay attention; if group work, being a participant but more of the silent type than of the “I have an opinion” type
- B = coming to class and fully participating in any group related activities
- A = coming to class and saying ONE interesting thing or asking ONE interesting question; if group work, presenting at least one of the ideas of the group when called upon, critiquing other groups’ ideas, and/or asking questions of other groups

The participation grade used to calculate your final course grade is the arithmetic average of all your daily participation grades ( $\sum \text{daily grades} / \# \text{days}$ ). At any point in the semester if you have questions about where you stand with regard to participation, please see me.

## II. Show-And-Tell (10% of course grade)

At the beginning of each class period, the first 5-10 minutes of class is reserved for students to bring in “real world” examples of the concepts under discussion. At two points in the semester, each student is required to bring in a movie or TV clip, magazine or newspaper article, text-based discussion with a friend or family member, interesting “listen to what happened to me yesterday” story, or any other example and talk about it for 3-5 minutes.

Your “mini-presentations” should follow this format (see PS101 under “Administrative Stuff” on Moodle for an expanded list of what constitutes a “good” class presentation):

**1. Introduction** (30-60 seconds): Grab our attention and inform us why you are in front of the class. Establish the relevance of the topic to our lives.

**2. Body** (2-3 minutes): Share with us your “real world” example then connect it to one or more concepts from class discussion.

**3. Conclusion** (30-60 seconds): Leave the audience with a “take-home message” – something that they can use to better understand the concept and/or better their lives.

Each mini-presentation is worth 5% of the total course grade. All students are responsible for one individual presentation but can join forces (in groups of up to 3) for the second if desired.

## III. Adherence to Communication Myths Survey (15% of course grade)

For this assignment, you are going to help design a survey that tests individual’s adherence to beliefs about human communication. You will be graded on your contribution to *survey design*. In particular, you will be graded on your individual contribution to survey format, instruction wording, question generation, and plan for dissemination.

For this project, you are required to complete (if you have not already) human subjects training and testing. **FAILURE TO COMPLETE THIS TRAINING MEANS YOU WILL BE UNABLE TO PARTICIPATE IN THIS PROJECT** (i.e., if you do not do this you will earn an “F” for the entire 15% of the course grade).

The training is found here: <https://phrp.nihtraining.com/users/login.php>.

- Once you access the link, you will “complete a registration form” (see page for link).
  - On the form, you will select “behavioral research” as your discipline; there is no need to “participate in CME.”
- Once you have an account, you can login and complete the training, which will take several hours.

You will PRINT the certificate and hand it in NO LATER THAN **Friday, September 12, 12:31 PM**. Certificates turned in after this point will result in a reduction of a letter grade for each 24 hour period (applied to the entire 10%). Completion of training will count for 2% of the course grade.

We will begin the design process at the end of Unit I (see I. D. How one might study adherence to communication myths). We will continue to develop items throughout the semester.

After the completion of Unit I, students will submit the general methods for the survey (5% of the course grade). This includes:

- specifying the populations of interest,
- how to sample from that (those) population(s),
- how to collect the data (online, phone or in person; multiple methods; etc.), and
- the general nature of items (open- versus close-ended, semi- or fully-structured, etc.).

By the end of each subsequent unit (II-V), students are required to turn in a revised method including a minimum of 10 items for possible inclusion on the survey for that unit. Each of these (Units II-V) is worth 2% of the course grade. Exact due dates will be announced in class.

In sum, Certificate (2%) + General Method (5%) + 8\*5 Units (8%) = 15%

#### **IV. Reflection Papers (20%)**

Two class periods following the completion of a unit, you will submit a reflection paper (1 page minimum, 2 page maximum) that addresses how the specific myth being covered applies to your daily life. In these papers, you can discuss:

- how you agree (or disagree) with portions of the myth (or “truth”);
- strategies for handling a discussion of the myth with close others;
- how you were led to believe (or not) this myth;
- a specific example of this myth as it played out in your (not so) recent past;
- the nature of the myth as it might apply to how you enter into future relationships (from romantic relationships to a parental relationship – that is if you become a parent); or
- why this myth is easy to believe even for relatively educated people.

The purpose of this assignment is to have you reflect on the myth and how it applies to your daily life – to really reflect on how to turn your newfound knowledge into ways to better yourself, your relationships, and the world around you.

Each student is required to turn in 4 papers. Students can turn a paper for each unit and drop the lowest grade. Each paper is worth 5% of the total course grade (4 papers \* 5% each = 20%). Exact due dates will be announced in class. Students who make at least a B+ on each of the first four papers can submit the fifth as extra credit, an additional 3% toward the total course grade.

## V. Semester-Long Project (30%)

Your semester-long project requires that you design a website, blog, or instructional video explaining one or more myths of human communication, the harm of believing it (them), and the truths from academic research. The material should be designed with a popular audience in mind (not academics). Have fun with it! Be creative! This assignment will additionally require a written rationale addressing why you focused on this myth and no fewer than 5 academic sources (this part is for an academic).

Final papers are due in class the Friday after Thanksgiving (i.e., Dec. 5). The grade you earn on the final project will be reduced a half a letter grade for each 24 hour period the paper is late. No exceptions outside of the list of “valid” excuses recognized by LSU A&M.

Students will present their projects during the regularly scheduled final exam timeslot.

All students are required to consult with me at least once by the week of September 28 - October 2nd by making a formal appointment that will last approximately 15 minutes.

Each student is responsible for making an appointment prior to September 28 for this purpose; failure to do so will result in the deduction of a third of a letter grade for each 24 hour period an appointment is not made. **I will not remind you of your responsibility. If you delay for too long (i.e., more than 12 days or after October 9), 30% of your grade will be marked as “F”.**

Group work is recommended; groups can contain up to 5 students. Only one group member is required to attend the initial meeting, assuming all other group members have signed off on the ideas.

## VI. Optional Final Examination (3% toward final course grade)

Students may choose to take a final exam that can be added as extra credit toward the final course grade. Students must opt in to this decision no later than **October 26**. Students who opt in **MUST** take the final. Failure to take the final once you opt in will result in the reduction of your final course grade by 3%. Taking the final can only help your final course grade (though if you earn an “F” it will not help at all; it just will not hurt, your grade that is – maybe your ego).

## POLICIES

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*Academic Integrity:* Louisiana State University A&M adopted the Commitment to Community in 1995 to set forth a guiding mantra for student behavior inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are required to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found at [www.lsu.edu/saa](http://www.lsu.edu/saa). It is a student’s individual responsibility to understand the standards of behavior for the LSU community.

To solidify those standards, your SGA created an LSU Pledge of Honor. Please formally acknowledge your pledge by returning the form (found on Moodle), signed, by **September 4**.

*Access:* Please drop by my office when the door is open or make an appointment to speak with me at any point. Part of my job is to assist students in understanding course material as well as providing advice for all things academic and professional. I practice “foot washing” as it were. If you are having issues in your personal life that are impeding your ability to perform in this class as you normally would it is vital that you speak to me about them before you begin to fall behind. If it can be prevented, I do not want you to slip through the cracks.

*Accommodations:* Louisiana State University A&M is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services (DS). DS is located in 115 Johnston Hall. Phone is (225)578-5919. **To receive academic accommodations for this class, please obtain the proper DS forms and meet with by September 4, 13:25.**

*Attendance:* Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons (see PS-22). It is not possible to “make up” a daily participation grade, though students who have valid reasons for missing class on particular days will be officially excused from class assuming appropriate documentation is provided. A student who does not have a valid reason for missing class should submit (to the instructor, not his mailbox) a formal letter outlining the reason for missing that class at least 24 hours prior to that class's start time. Only hard copies of letters will be accepted. Letters should follow standard business letter format. Failure to adhere to either requirement will result in the absence counted as “unexcused.”

*Correspondence:* I frequently use email as a means for getting in touch with the entire class or with individual students. It is important to regularly check your LSU email account. You should use email to correspond with me regarding areas of confusion, to make appointments, and to indicate whether you will miss class on a particular day (but see above re “excused” versus “unexcused” absences). Do not use email to turn in assignments or ask me to pre-read those assignments. I will not respond to those emails. I will, however, respond to all other emails within 24 hours. If you have not received an email response from me within 24 hours, please kindly email me again. For all email correspondence, please use formal language and avoid acronyms and other forms of information communication.

*Late Work:* All written work is to be handed in on the due date stated in the syllabus (above) and reviewed in the table below. Please note that some due dates will be announced in class. No emailed assignments will be accepted without prior arrangement and with a documented and valid reason. Papers submitted past the deadline will be placed at the bottom of the stack. If I have not yet finished grading the assignments, then there is no penalty for late work. If I have finished grading the assignments, then your work will be read and marked, but a grade of “F” will be assigned.

*Personal Emergencies:* If you experience an unavoidable personal situation that prevents you from completing work on time, you must take responsibility for informing your instructor prior to the date the work is due. A failure to contact your instructor prior to the due date will result in the application of the late work policy above. Extensions will only be granted for substantiated and documented emergencies (e.g., you fall out of a dorm room window while sleeping). Make-up exams

are scheduled only in cases of documented and unavoidable conflicts. You must notify your instructor prior to the exam date to re-schedule.

*Title IX* makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. In accordance with Title IX and other applicable law, LSU A&M is committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex and sexual misconduct which includes sex discrimination, sexual harassment, dating violence, domestic violence, sexual assault, stalking and retaliation (see PM-73). LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity and/or gender expression.

Sex discrimination and sexual misconduct violate an individual's fundamental rights and personal dignity. LSU considers sex discrimination and sexual misconduct in all of its forms to be serious offenses. This policy has been developed to reaffirm these principles and to provide recourse for individuals whose rights have been violated. This policy establishes a mechanism for determining when rights have been violated in employment, student life, campus support services, LSU programs and/or an academic environment.

If you or someone you know has been harassed or assaulted, you can find appropriate resources here: [http://www.lsu.edu/hrm/policies\\_and\\_procedures/Title IX Who to Contact item71339.php](http://www.lsu.edu/hrm/policies_and_procedures/Title_IX_Who_to_Contact_item71339.php)

These resources include, but are not limited to, the LSU PD, Baton Rouge PD, EBR Sheriff Department, several mental health service contacts, and information about Title IX coordination and outreach efforts.



**ROUGH OUTLINE OF IMPORTANT DATES**

<b>Date</b>	<b>What is “due”</b>
8/28	Sign up for 2 mini-presentations
9/4	Notification of ODS accommodations due  Acknowledgement of LSU Pledge of Honor
9/12	NIH Office of Extramural Research, Human Subjects Training Certificate (Hand in a <b>PAPER COPY!!!</b> )
9/27	Set initial appointment for semester-long project
9/28-10/2	Students must meet with instructor of record to discuss semester-long project
10/2	Students failing to set an appointment for the semester long project earn an “F” for 30% of course grade
10/26	Opt in to final exam
Within Each Unit	Mini-Presentations
End of Each Unit (announced in class)	Survey method/items  1-2 page reflection paper
12/5	Semester-Long Projects Due
12/10	Final Exam Period, 12:30-14:30

## CALCULATING COURSE GRADES

The grade you EARN for this class will be based on a formula that weights assignments by their respective percentages. **For all assignments, you will earn a letter grade** that corresponds to the “meaning of grades” found below. Letter grades correspond to a traditional 4.0 scale<sup>1</sup>:

A+ = 4.33	C = 2.0
A = 4.0	C- = 1.67
A- = 3.67	D+ = 1.33
B+ = 3.33	D = 1.0
B = 3.0	D - = .67
B- = 2.67	F+ = .33
C+ = 2.33	F = 0.0

As an example suppose you earned the following grades:

Assignment	Letter Grade	GPA Conversion	Percentage	Final GPA Weight
Participation	B+	3.33	.25	.8325
S&T 1	A-	3.67	.05	.1835
S&T 2	A	4.00	.05	.2000
Data Collection	A	4.00	.15	.6000
Reflection 1	B-	2.67	.05	.1335
Reflection 2	A	4.00	.05	.2000
Reflection 3	B	3.00	.05	.1500
Reflection 4	B+	3.33	.05	.1665
Final Project	A	4.00	.30	1.200

Your final grade is the sum of the “Final GPA Weight” column ... 3.67 = A-

**As always, if you have questions about where you stand in the class see me before it is too late.**

As a rule, grades will not be discussed until 24 hours after grades have been acknowledged. During this time you should review the material in an effort to discern why you did better or worse than you anticipated. **The purpose of this rule is to encourage an intellectual rather than a strictly emotional discussion of your grade.**

<sup>1</sup> Yes, plus/minus grading is a reality: <http://sites01.lsu.edu/wp/registrarooffice/academics/plusminus-grades-guidelines/>

## THE MEANING OF GRADES

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- A - Excellent work.** The student went above and beyond assignment expectations. Furthermore, the student has represented mastery of course material, both conceptually and pragmatically.
- B - Above average work.** The student completed the assignment with more effort than average. B work is good work, but still has room for improvement.
- C - Average work.** The student completed the assignment as specified by the assignment description. No more than “effort as expected” was achieved. Minimum requirements were met, minimum effort was put forth.
- D - Below average work.** The student seemed unsure of assignment specifics and did not complete said assignment in a satisfactory manner. There were both conceptual and pragmatic holes in the presentation.
- F - Poor/Failing work.** Student was not prepared for and/or did not execute the assignment properly. There are large holes or missing information.
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## Unit I: Background and Overview (Approximate Dates = August 28-September 11)

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### A. The nature of myths (Or Why things are so tempting to believe.)

Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 great myths of popular psychology*. West Sussex, UK: Wiley-Blackwell. [Introduction: The wide world of psychomythology; pp. 1-20]

Noh, K. J. (2014, 25 December). The economic myths of Santa Claus. *Counterpunch*. Found here: <http://www.counterpunch.org/2014/12/25/theeconomicmythsofsantaclaus/>

### B. The power of myths (Or When bad things happen to good people)

Essert, M. (2014, 9 November). “But what was she wearing?”: A powerful Tumblr destroys the big myth about catcalling. Found here: <http://mic.com/articles/103840/but-what-was-she-wearing-tumblr-proves-any-outfit-can-be-a-target-for-catcalling>

Burt, M. R. (1980). Cultural myths and supports for rape. *Journal of Personality and Social Psychology*, 38, 217-230. doi: 10.1037/0022-3514.38.2.217

### C. The nature of evidence (Or How people come to believe things as truth.)

#### 1. Ways of knowing

BEFORE CLASS, watch the following:

- <https://www.youtube.com/watch?v=9tH3AnYyAI8> (From 5:08 to 19:40)
- [http://www.ted.com/talks/daniel\\_tammet\\_different\\_ways\\_of\\_knowing?language=en#t-222826](http://www.ted.com/talks/daniel_tammet_different_ways_of_knowing?language=en#t-222826) (entire TED Talk)

#### 2. Academic versus everyday ways of knowing (at least as applied to social science)

Bodie, G. D. (2015). *Interpersonal communication research [working title for textbook chapter]*. Baton Rouge, LA: Louisiana State University and Agricultural & Mechanical College.

### D. How one might study adherence to communication myths.

Furnham, A., & Hughes, D. J. (2014). Myths and misconceptions in popular psychology: Comparing psychology students and the general public. *Teaching of Psychology*, 41, 256-261. doi: 10.1177/0098628314537984

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### Presenters for Unit I

1.	8.
2.	9.
3.	10.
4.	11.
5.	12.

**Unit II: Men and women have completely different communication styles, values, and expectations.  
(Approximate Dates = September 14-October 2)**

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**A. The myth in a nutshell**

Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 great myths of popular psychology*. West Sussex, UK: Wiley-Blackwell. [**Myth #29: Men and women communicate in completely different ways; pp. 143-146**]

“From the Desk of Audrey Nelson, Ph.D.” – “Men, Women, & Work (Listening between the lines)

**B. Two versions of the myth**

1. The “extreme” version (Or The Different Planets Hypothesis)

Gray, J. (1992). *Men are from Mars, women are from Venus: The classic guide to understanding the opposite sex*. New York, NY: Quill. [**Chapter 5: Speaking different languages; pp. 60-97**]

2. The “less extreme” version (Or The Different Cultures Thesis)

Tannen, D. (1986). *That's not what I meant! How conversational style makes or breaks relationships*. New York, NY: Ballantine Books. [**Chapter 8: Talk in the intimate relationship: His and hers; pp.125-144**]

3. Reconciling the evidence

Dindia, K. (2006). Men are from North Dakota, Women are from South Dakota. In K. Dindia & D. J. Canary (Eds.), *Sex differences and similarities in communication* (2<sup>nd</sup> ed., pp. 3-20). Mahwah, NJ: Erlbaum.

Goldsmith, D. J., & Fulfs, P. A. (1999). "You just don't have the evidence": An analysis of claims and evidence in Deborah Tannen's *You Just Don't Understand*. *Communication Yearbook*, 22, 1-49.

**C. So what?**

Barnett, R., & Rivers, C. (2004). *Same difference: How gender myths are hurting our relationships, our children, and our jobs*. New York, NY: Basic Books. [**Chapter 1: The seduction of difference; pp. 1-14**]

Khazan, O. (2015, August 5). The makeup tax: Women who wear makeup earn more and are treated better. This has steep costs, in both money and time. *The Atlantic [Online]*. Accessed 7 August 2015 from <http://www.theatlantic.com/business/archive/2015/08/the-makeup-tax/400478/>

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**Presenters for Unit II**

1.	5.	9.	13.
2.	6.	10.	14.
3.	7.	11.	15.
4.	8.	12.	16.

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**Unit III: 93% of meaning is carried by nonverbal behavior. (Approximate Dates = October 5-23)**


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**A. The myth in a nutshell**

Chapman, A. (2012). Mehrabian's communication research: Professor Albert Mehrabian's communications model. Accessed 4 August 2015 from <http://www.businessballs.com/mehrabiancommunications.htm>

Thompson, J. (2011). Is nonverbal communication a numbers game? *Psychology Today Online*. Accessed 4 August 2015 from <https://www.psychologytoday.com/blog/beyond-words/201109/is-nonverbal-communication-numbers-game>

**B. The Body Language Business**

Chapman, A. (2012). Body language: How to read body language signs and gestures – nonverbal communications – male and female, for work, social dating, and mating relationships. Accessed 4 August 2015 from <http://www.businessballs.com/body-language.htm>

World's Top 30 Body Language Professionals for 2015:  
<http://www.globalgurus.org/bodylanguage/bodylanguage30.php>

**C. The Leakage Hypothesis**

BEFORE CLASS WATCH "Secrets of Body Language HD" (stop at 57:04) found here:  
<https://www.youtube.com/watch?v=7DHCn7KXMZ0>

**D. Nonverbal cues are (not) culturally universal**

Averill, J. R. (1994). It's a small world but a large stage. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions* (pp. 143-145). New York, NY: Oxford University Press.

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**Presenters for Unit III**

1.	5.	9.	13.
2.	6.	10.	14.
3.	7.	11.	15.
4.	8.	12.	16.

## Unit IV: Myths about Lying (Approximate Dates = October 26-November 20)

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### A. Overview

BEFORE CLASS WATCH:[http://www.ted.com/talks/pamela\\_meyer\\_how\\_to\\_spot\\_a\\_liar?language=en](http://www.ted.com/talks/pamela_meyer_how_to_spot_a_liar?language=en)  
(How to Spot a Liar, Pamela Meyer, TED Talk)

### B. *The average American lies on a daily basis.*

Read the excerpt from Ralph Keyes, *The Post-Truth Era: Dishonesty and deception in contemporary life* found here:  
<http://www.ralphkeyes.com/the-post-truth-era/excerpt/>

Serota, K. B., Levine, T. R., & Boster, F. J. (2010). The prevalence of lying in America: Three studies of self-reported lies. *Human Communication Research*, 36, 2-25. doi: 10.1111/j.1468-2958.2009.01366.x

### C. *There are universal, tell-tale signs that differentiate liars from truth-tellers.*

#### 1. *The original lie detector, the polygraph*

Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 great myths of popular psychology*. West Sussex, UK: Wiley-Blackwell. [Myth #23: The polygraph (“lie detector”) test is an accurate means of detecting dishonesty; pp. 116-121]

#### 2. *The human lie detector (Or The leakage hypothesis revisited)*

Ekman, P., & Friesen, W. V. (1969). Nonverbal leakage and clues to deception. *Psychiatry: Journal for the Study of Interpersonal Processes*, 32, 88-106. doi: 10.1521/00332747.1969.11023575

Navarro, J. [with M. Karlins] (2008). *What every body is saying: An ex-FBI agent's guide to speed-reading people*. New York, NY: Harper-Collins Publishers. [Chapter 8: Detecting deception: Proceed with caution!]

#### 3. *Reconciling the evidence*

Levine, T. R. (2010). A few transparent liars. *Communication Yearbook*, 34, 40-61.

Ormerod, T. C., & Dando, C. J. (2014). Finding a needle in a haystack: Toward a psychologically informed method for aviation security screening. *Journal of Experimental Psychology: General*, 144, 76-84. doi: 10.1037/xge0000030

### D. A Theory of Human Deception and Deception Detection

Levine, T. R. (2014). Truth-Default Theory (TDT): A theory of human deception and deception detection. *Journal of Language and Social Psychology*, 33, 378-392. doi: 10.1177/0261927X14535916

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### Presenters for Unit IV

1.	3.	5.	7.
2.	4.	6.	8.

## Unit V: Relationship Myths (Approximate Dates = November 23-December 4)

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### A. *The Problem? Everyone is a Relational Expert!*

Honeycutt, J. M., & Cantrill, J. G. (2001). *Cognitive, communication, and romantic relationships*. Mahwah, NJ: Erlbaum. [Preface, pp. xix-xxi]

### B. *Opposites attract*

Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 great myths of popular psychology*. West Sussex, UK: Wiley-Blackwell. [Myth 27: Opposites attract: We are most romantically attracted to people who differ from us; pp. 1-20]

Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2014). *Close encounters: Communication in relationships* (4<sup>th</sup> ed.). Los Angeles, CA: Sage. [Chapter 3: Drawing people together: Forces of social attraction; pp. 53-79]

### C. *If it's meant to be, it'll be easy!*

Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2014). *Close encounters: Communication in relationships* (4<sup>th</sup> ed.). Los Angeles, CA: Sage. [Chapter 10: Staying close: Maintaining relationships; pp. 242-269]

### D. *Happy couples ...*

Myths and truths about “happy couples” found here: <http://psychotherapist.org/myths-and-truths-about-happy-couples.html>

1. *are mainly happy because they have lots of sex.*

Sprecher, S., Metts, S., Burleson, B. R., Hatfield, E., & Thompson, A. (1995). Domains of expressive interaction in intimate relationships: Associations with satisfaction and commitment. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, 44, 203-210. doi: 10.2307/584810

2. *forgive and forget.*

McNulty, J. K. (2011). The dark side of forgiveness: The tendency to forgive predicts continued psychological and physical aggression in marriage. *Personality and Social Psychology Bulletin*, 37, 770-783. doi: 10.1177/0146167211407077

### E. *Divorce is a key predictor for psychological problems in kids.*

Amato, P. R., & Afifi, T. D. (2006). Feeling caught between parents: Adult children's relations with parents and subjective well-being. *Journal of Marriage and Family*, 68, 222-235. doi: 10.1111/j.1741-3737.2006.00243.x

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### Presenters for Unit V

1.	4.	7.	10.
2.	5.	8.	11.
3.	6.	9.	12.