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*Swearing at Students: How Instructors' Use of Profanity Impacts Student Outcomes*

Swearing is frequently considered unprofessional in most careers, especially those that involve working closely with others in large group settings. However, many individuals believe that swearing can be a formative tool in relationships, positively increasing interpersonal relations (Vingerhoets, Bylsma, & de Vlam, 2013). In this study, we investigated the impacts of instructors' swearing on classroom climate and student outcomes in college, based upon previous research conducted on students' perceptions of swearing (Mazer & Hunt, 2008). Research has found that instructors swear in class for a variety of reasons, including, emphasizing a point, adding humor, expressing frustration, or to gain students' attention (Generous, Frej, Houser, 2014). We are recruiting 100 participants to complete an online survey. This survey included demographic items and two measures we designed to assess students' personal use of swearing and how appropriate they believe it is for an instructor to swear in the classroom. This also included items from the Behavioral Indicators of Immediacy Scale (Andersen, 1979), the Classroom Climate Scale (Gockcora, 1989), and the Student Perceptions of Professors' Classroom Behavior Scale (Stork and Hartley, 2009). The expected results are that instructors' uses of swearing in the classroom will facilitate student-instructor relationships, and that students will feel more comfortable with instructors' use of swearing if they swear frequently. This research can be utilized by faculty members to improve classroom climate. Future research should also be conducted on how the use of swearing impacts academic success within the classroom.