


**DEPARTAMENTO DE FILOSOFIA, ARTES Y LETRAS
SECCION LENGUAS MODERNAS**

<p>First Semester 2007</p>  <p>COURSE CONTENTS & DISTRIBUTION (Tentative)</p>	<p>IO-5007 Non-Verbal Communication (Body Language)</p> <p>TUESDAY 1:00 P.M. - 4:50 P.M.</p> <p>Requirements: Currently taking the Teaching Practice Credits: 4</p>	<p>Instructor: <i>M.Sc. Tamatha Rabb Andrews</i></p> <p>Office Hours for Attending Students: Mondays through Thursdays 10:00 - 11:50 A.M.</p> <p>Office #: 17 Office Phone #: 437- 9923 Cell Phone: 836-4247 e-mail: tamcambronero@yahoo.com</p>
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COURSE DESCRIPTION

The language, the language
fails them
They do not know the words
or have not
the courage to use them.
— William Carlos Williams

This is a theoretical / practical course in which students experiment spontaneously with different non-



verbal communications and understand the importance this recourse presents as a means of communication, it also presents the importance of body language as a means of teaching English as a foreign language in didactic planning. In this course, students will incorporate and apply body language techniques through the use of the English language in order for students to increase communication by integrating the language with the body.

COURSE OBJECTIVES: At the end of the course, students will be capable of:

General	Specific
1. To evaluate the importance of non-verbal communication in the teaching of English.	1.1 To understand and value the importance of non-verbal communication in the teaching of English as a foreign language. 1.2 To discover the importance of non-verbal communication and its relationship with other materials in the curriculum.
2. To dominate basic body language expression and communication skills through movement and the voice.	2.1 To develop techniques in non-verbal communication in order for the teacher to emit self-confidence in front of the students. 2.2 To recognize and use different types of non-verbal communication techniques, as a way of improving ones ability in this discipline, hence, in order to apply them to different learning situations. 2.3 To offer students the possibility to work toward their own learning through non-verbal communication, as a means of enriching students' communication.
3. To determine the importance of movements in didactic planning.	3.1 To reach a physical mastery in controlling the body in order to protect the teaching / learning environment 3.2 To plan activities using non-verbal communication in teaching students English in primary and secondary schools.

General	Specific
<p>4. To have a clear understanding of the importance of a teacher's personal appearance in front of a class, as a determining factor to obtain attention and concentration in the classroom.</p>	<p>4.1 To emphasize the importance of the teacher's personal presentation in front of a class.</p> <p>4.2 To highlight the importance of selecting the appropriate apparel and accessories, in order for the teacher to project what he or she had intended and be perceived by his/her students accordingly.</p>
<p>5. To associate non-verbal communication techniques with topics and techniques in which to develop the teaching of English as a foreign language.</p>	<p>5.1 To organize, create, select, and elaborate materials in order to teach the five fundamental skills (listening, speaking, reading, writing and culture) in the teaching of English.</p>

COURSE CONTENTS

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| <ol style="list-style-type: none"> 1. Non-Verbal Communication in Didactic Planning. 2. Understanding the Basics of Non-Verbal Communication 3. Eye Signals 4. The Magic of Facial Expressions 5. The Use of Hands and Arms in Non-Verbal Communication 6. The Use of Legs in Non-Verbal Communication | <ol style="list-style-type: none"> 7. Olfactory Communication 8. Territory, Time, Space, & Distance 9. The Role of Body Language in Interviews 10. Deceit in Non-Verbal Communication 11. Non-Verbal Communication in the Classroom 12. The Codes of Culture 13. Most Common Gestures Found Today 14. Communicating Warmth |
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TEACHING METHODOLOGY

The instructor will present introductory material and will guide the students in commentaries, discussions, and analysis of the assigned readings. Student preparation for and participation in class is vital. Students will engage in non-verbal communication exercises using theory and practice to educate, control and execute the voice, as well as put into practice non-verbal communication techniques developed in each class session.

NOTE: This is a workshop in which attendance is mandatory. Any absence must be justified with a certified doctors note. Any unjustified absence will result in the lose of the course.

COURSE CONTENTS AND DISTRIBUTION

Session	Date	Content	Student Presentations/ Due Dates	Assignments
1	3/6	<ul style="list-style-type: none">Ice Breaker.Introduction to course: discussion of syllabus		Read: (1) The Myths of Body Language Pp. 1-12 (2) Unraveling the Mysteries of Body Language Pp. 13-26 (3) Oblivious Actions: The Unconscious Cues of Body Language Pp. 27-36 (4) Understanding the Basics Pp. 7-30
2	3/13	<ul style="list-style-type: none">Understanding the Basics of Non-Verbal Communication	Group Presentation #1 (3 people)	Read: (1) The Eyes Have It Pp. 37-50 (2) Eye Signals Pp. 165-191

3	3/20	• Eye Signals	Study Log Entry #1- Eye Signals Group Presentation #2 (2 people)	Read: (1) Our Fabulous Faces Pp. 51-66 (2) The Magic of Smiles & Laughter Pp. 66-89
4	3/27	• Quiz 1 • The Magic of Facial Expressions	Present Listening Activity #1 Study Log Entry #2- Facial Expressions Group Presentation #3 (2 people)	Read: (1) Nice Gestures: Communicating with Your Hands & Arms Pp. 79-90 (2) The Power is in Your Hands Pp. 31-65
5	4/3	Easter Week No Classes		Read: (1) Arm Signals Pp. 90-106 (2) Hand and Thumb Gestures Pp. 125-141
6	4/10	• The Use of Hands and Arms in Non-Verbal Communication	Present Listening Activity #2 Study Log Entry #3- Communicating with Hands & Arms Group Presentation #4 (2 people) Group Presentation #5 (2 people)	Read: (1) Portable Positions: Walking, Sitting, & Standing Pp. 91-102 (2) How the Legs Reveal What the Mind Wants to Do Pp. 209-228 (3) How the Body Points to Where the Mind Wants to Go Pp. 279-285
7	4/17	• Quiz 2 • The Use of Legs in Non-Verbal Communication	Present Speaking Activity #1 Study Log Entry #4- Speaking with Ones Legs Group Presentation #6 (2 people)	Read: (1) Seating Arrangements Pp. 330-345 (2) Nose, Nose, Anything Goes: Olfactory Communication Pp. 103-112 (3) Space & Time Relations: Communicating via Territory, Time, & Distance Pp. 113-124

8	4/24	• Review	UCR Student Body Week	
9	5/1	Labor Day - C. R. No Classes		Read: (1) Space Invaders Pp. 192-208 (2) Ownership, Territory, & Height Signals Pp. 317-329
10	5/8	• Olfactory Communication • Territory, Time, Space, & Distance	Present Speaking Activity #2 Study Log Entry #5-Olfactory, Territory, Time, Space & Distance Group Presentation #6 (2 people) Group Presentation #7 (2 people)	Read: (1) Postures of Power Pp. 125-140 (2) Interviews, Power Plays, & Office Politics Pp. 346-363 (3) Interviewing Intelligently: The Role of Body Language Pp. 227-238
11	5/15	• Quiz 3 • The Role of Body Language in Interviews	Present Reading Activity #1 Study Log Entry #6-Interviewing & Body Language Group Presentation #8 (2 people)	Read: (1) Cues that Conceal & Reveal: Nonverbal Deception Detection Pp. 141-152 (2) Evaluation & Deceit Signals Pp. 142-164 (3) Fleshing Out Feelings: Emotional Communication Pp. 153-166
12	5/22	• Deceit in Non-Verbal Communication	Present Reading Activity #2 Study Log Entry #7- Deceit Group Presentation #9 (2 people)	Read: (1) Adolescent Actions: Interacting with Teens Pp. 181-190 (2) Classroom Cues: Body Language in Education Pp. 273-284

13	5/29	<ul style="list-style-type: none"> Non-Verbal Communication in the Classroom 	Present Writing Activity #1 Study Log Entry #8- Body Language in the Classroom Group Presentation #10 (1 person)	Read: (1) The Codes of Culture: Recognizing & Transcending Diversity Pp. 317-330 (2) Cultural Differences Pp. 107-124
14	6/5	<ul style="list-style-type: none"> Quiz 4 The Codes of Culture 	Present Writing Activity #2 Study Log Entry #9- Culture Codes Group Presentation #11 (2 people)	Read: (1) Silent Messages in the Workplace Pp. 239-252 (2) The Secret Signals of Cigarettes, Glasses, & Makeup Pp. 265-278 (3) The Thirteen Most Common Gestures You'll See Daily Pp. 229-249
15	6/12	<ul style="list-style-type: none"> Most Common Gestures Found Today 	Present Culture Activity #1 Study Log Entry #10- Common Gestures Group Presentation #12 (2 people)	Read: (1) Digital Communication: Reach Out & Touch Someone Pp. 67-78 (2) Closeness Counts: Communicating Warmth Pp.191-204 (3) Mirroring – How We Build Rapport Pp. 250-264 <ul style="list-style-type: none"> Turn in the completed study log.
16	6/19	<ul style="list-style-type: none"> Communicating Warmth 	Present Culture Activity #2 Group Presentation #13 (2 people)	Read: <ul style="list-style-type: none"> (1) Putting It All Together Pp. 364-379 Turn in the completed Final Project
17	6/26	<ul style="list-style-type: none"> Quiz 5 		

18	6/28	<i>Grades will be posted outside my office.</i>	Congratulations to the upcoming graduates!
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NOTE: Slight changes may occur in the **COURSE CONTENTS AND DISTRIBUTION**. You are responsible to take note(s) of these changes as they occur.

EVALUATION

COMPONENTS	PERCENTAGES
Analysis Study Log (10 Logs @ 2% each)	20%
Group Presentation (Groups of two to three individuals) (First come...first serve on your choice of topics OR it will be assigned for you)	15%
Final Project – Activity Booklet	40%
Quizzes (5 Quizzes at 5% each)	25%

Description of the course assignments:

- **Analysis Study Log**: Throughout this course, we will be reading, discussing and analyzing different types of non-verbal communication. Your analysis should be kept in a study log along with your detailed observation of each course content (see

Course Content and Distribution Section of this syllabus). There will be a total of 10 entries. This work should be typed and creatively presented. (Completed Log due 19 June)

Graded on:

1. Use of a heading (Title and date)
 2. Clarity (Can clearly sum-up main concepts and understand as well as use terms of non-verbal communication in homework.)
 3. Content (Demonstrates control of the main concepts and effectively transmits ones ideas in each homework assignment.)
 4. Original, creative work.
 5. Work is typewritten, double-spaced in no larger than 12 pitch.
- **Group Presentation:** Ss. will present the reading selections on non-verbal communication in groups of two to three individuals. (First come . . . first serve on your choice of topics). Students should take into account the material when presenting and create a problem solving activity to check the groups understanding of the selections as well as create a summary of the material for each student. *Be creative*, and use technology wherever possible. You have approximately 40 min. of class time for this presentation. (*See the Grading Rubric at the end of this syllabus.*)
 - **Final Project:** The aim of the project is twofold. On the one hand, it is designed to help you synthesize your knowledge of the reading selections on non-verbal communication. On the other hand, it provides a means for you to monitor your understanding of the material via putting it into practice by showing how body language can be used to teach / learn English. For seven weeks, you will be asked to create two *original* didactic activities to teach each of the five skills (listening, speaking, reading, writing and culture) for the grade level of your choice. Activities will be presented to the class throughout this course. The activities presented for each skill has the value of 6% – with a total of twelve activities at 3% each. **(See the course contents and distribution section of this syllabus for exact dates for each activity.)** As always, *be creative*, and use technology wherever possible. **Note:** Any suspected plagiarism will result in the loss of the 50% project grade. (The completed project is due June 26th.)

FINAL PROJECT DESCRIPTION:

This final project will allow you to develop didactic activities to teach each of the five skills, which will be built upon the use of non-verbal communication. This culminating project will allow you to synthesize what you have learned and apply it to the practice of teaching ELLs. You are encouraged to create an activity booklet that you will actually use in either your present or a future teaching environment.

GUIDELINES:

1. Include a title page, table of contents, introduction and a bibliography. – 4%
 2. Your final project should not exceed fifteen (8 1/2" x 11") pages and be submitted in a typed format, double-spaced. The photocopiable handouts you include are not included in the page count and should be placed right after each activity description. You may use single-spacing and other formats for handouts as necessary. Write on only one side of the page. Number every page after the first. Leave one-inch margins on either side of the page for comments. – 4%
 4. Prepare a one-page overview of the non-verbal communication ideas incorporated in the activity booklet as part of the introduction to your final project. – 2%
 5. Final projects are due **by June 26th**. There is no email option for turning in this project.
- **Quizzes:** Quizzes will be given throughout the course (see Course Contents and Distribution for exact dates) based on the reading assignments and class presentations.

‘AMPLIACION’ EXAM:

An ‘Ampliacion’ exam will be given to those students who have obtained a 6.00 to a 6.50. If the student passes this exam, the final grade will be a 7.00. This exam covers all of the course material.

BIBLIOGRAPHY:

Anderson, Peter. (2004). The Complete Idiot’s Guide to Body Language. Alpha Books, New York.

Freeman, Gaylene. (2005). Acting Antics - Theatre Games, Drills, & Exercises for the Classroom. Teacher’s Discovery, USA.

Moore, Lisa and Eva White. (2005). Utilizing Games and Cooperative Learning Activities in the Classroom. Teacher’s Discovery, USA.

Pease, Barbara and Allan. (2006). The Definitive Book of Body Language. Bantam, USA.

Pease, Barbara and Allan. (2005). The Definitive Book of Body Language [Audiobook] (Audio CD). Orion, UK.

Quilliam, Susan. (2004). Body Language. Firefly Books, USA.

Materials compiled by the professor.

REQUIRED ITEMS

Materials compiled by the professor.

COURSE POLICIES

Every student is expected to attend every class. When absence cannot be avoided, students are required to justify the absence with a certified doctor's note. Students with one unexcused absence will automatically fail the course. Three late arrivals (or leaving early) count as an absence.

Reading assignments must be completed before the class under which they are indicated in the course contents and distribution section of this syllabus.

Papers must be typewritten, double-spaced in no larger than 12 pitch, following APA style. Students should print out the *APA Research Style Crib Sheet* from <http://www.wooster.edu/psychology/apa-crib.html>. Information may also be gained from www.apa.org.

Unquestionable integrity of scholarship is expected of every student. Please consult the APA for information on plagiarism. Special attention should be given to full and careful citation of any material downloaded from the internet.

As always, pay careful attention to any changes in the syllabus we might agree upon.

Late work will not be accepted or the use of cell phones in class. Cell phones should be turned off from start to finish of the class period.

The passing grade is 7.00, and students whose final grades are from 6.00 to 6.50 have the right to take the "ampliacion" exam.



Points Possible:	32
Points Obtained:	
Grade:	
Percentage:	15%

University of
Costa Rica

GRADING FORM FOR GROUP PRESENTATION

Instructor:	<i>M.Ed. Tamatha Rabe de Cambronero</i>		
Student's Name:			
Date:		Content:	
Group Members:			

	4 pts	3 pts	2 pts	1 pt	0 pts
DELIVERY	Excellent	Very Good	Good	Fair	Poor

1. VOLUME- Did the student speak loud enough?					
2. GESTURES- Did the student use his/her hands?					
3. EYE CONTACT- Did the student make eye contact often with the class?					
4. PRONUNCIATION- <ul style="list-style-type: none"> • Could you understand what the student was saying? • Did the student's pronunciation interfere with you understanding of his/her oral performance? 					
5. INTONATION- <ul style="list-style-type: none"> • Did the student use higher pitches as well as stress on the words that carry information in the presentation? • Did the student stress content and function words correctly? 					

<p>6. FLUENCY-</p> <ul style="list-style-type: none"> • Was the student fairly fluent during the performance? • In other words, did the student stumble and stutter as if to be trying to find the right words to say or did it seem that the student had practiced the presentation several times before? • Was the student comfortable explaining the material? 					
<p>7. ENERGY- Did the S. show energy in his/her performance & project his/her voice?</p>					
<p>8. PREPARED- Was the S. prepared to present the material to the class with a summary of the reading selection(s), prop materials, and an application activity?</p>					