**SNE-340**  **NON VERBAL PEDAGOGY**

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| Program | **BS Honors in Special needs Education** |
| Credit Hours | **3+0** |
| Duration | One Semester  |
| Prerequisites | **SNE- 340: Non Verbal Pedagogy** |
| Resource Person |  |
| Counseling Timing(Room# Dean Office/ 4l-08) |  |
| Contact |  |

**Resource Person’s Signature …………………….**

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Learning Objective:**

The student will be able to:

* Acquire knowledge about communication.
* Acquire knowledge about communication process.
* Acquire knowledge about communication models.
* Acquire knowledge about nonverbal communication its importance, functions.
* Acquire knowledge about which types of nonverbal communication will be help to teach students with hearing impairment for a teacher with hearing impaired.

**Objectives:**

**T**his course is designed especially for the students with hearing impairment instead of Teaching of Speech and Auditory skills because they cannot speak and hear. But it does not mean that they never teach others. The main purpose of designing this course is to introduce all the sources of nonverbal communication which is the 70 percent part of any effective communication. So that they will be able to teach the children with hearing impairment more effectively. It is designed to provide the student with an introduction and ways of nonverbal communication. It focuses on all the ways of nonverbal communication, its models, cues, symbols and all meanings conveyed by them.

**Syllabus:**

Communication, Process of Communication, Types of Communication, Functional Importance of communication Models of Communication, Theories, Nonverbal Communication, its Importance, Dales Cone of Experience, Use of dales cone of Experience for better learning, Universal Design of learning

**Learning Methodology:**

* Lectures as provided in the Weekly Semester Activities
* Assignments related to the studied topics
* Case Studies inside and outside Pakistan
* Presentation on allocated topics
* Discussion with experts

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 10%

Attendance & Class Participation 10%

Assignments 10%

Mid Term 20%

Presentations 10%

Final exam 40%

Total 100%

**Recommended Text Books:**

Humes, L. E. & Ben, H. F. (1995). Audiology: The fundamentals (2nd ed.). Williams & Wilkins: London

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|  **Week** |  **Course Contents**  | **Reference Chapter(s)** |
|  1 | Definition of Communication, Definition of nonverbal Communication, The Significance of nonverbal communication, The Functional Importance of Nonverbal Communication. | **Introduction** |
|   2 |  Verbal Communication, Oral (Spoken), Formal/ Informal, Face to face, on the Phone, Written, Nonverbal, Communication, Technology based communication | **COMMUNICATION AND FORMS** |
|  3 | Interpretation of Non-Verbal Communications, Different Considerations of Human Communication, Body movement, Personal space, Physical Characteristics. | **NON-VERBAL COMMUNICATION** |
|  4 | Functions of nonverbal communication, Importance of nonverbal communication, Types of nonverbal communication, Body Gestures ***Assignment # 1(according to studied Topics)*** | **Functions and Importance of Nonverbal Communication** |
|  5 | Facial Expressions, Touch, Sound, Space | **Functions and Importance of Nonverbal Communication** |
|  6 | Sender , Encode, Message, Receiver, Decode , Feedback***Assignment # 2*** ***Quiz #1*** | **Elements of Communication Process** |
|   7 | Principles of Communication , Transactional, Complex, Unavoidable, Continuous, Learned***Progress on the Term Paper*** | **Elements of Communication Process** |
|  8 | Mid Term Examination | Class Notes |
|  9 | Levels of Communication, Intrapersonal Communication, Interpersonal, Small Group, One-to-group, Mass Communication***Assignment#2*** | **Elements of Communication Process** |

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|  10 | Linear Communication Model, Laswell’s Model, Aristotle’s Model, Berlo’s SMCR Model | **Models of Communication** |
|  11 | Transactional Model, Barlund’s Model, Shannon & Weaver Model, Interactive Model, Schramm,s Model , White’s Model | **Models of Communication** |
|  12 | Definition of dale’s cone of Experience, Importance, How Teacher can use and utilize it in teaching | **THE CONE OF EXPERIENCE Edgar Dale (1946)** |
|  13 | Definition of UDL, Importance of UDL, Inspiration of UDL, Principles of UDL, UDL and Technology, Impact of UDL on Students Learning | **Universal Design for Learning** |
|  14 | ***Final Submission of the Term Project******Assignment #3*** | Class Notes |
|  15 | All submissions finalized and review of the course taught and consideration of meeting the learning objectives | Class Notes |