

# PS360-15 Nonverbal Behaviour

**21/22**

**Department**

Psychology

**Level**

Undergraduate Level 3

**Module leader**

Sotaro Kita

**Credit value**

15

**Module duration**

12 weeks

**Assessment**

33% coursework, 67% exam

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

The focus of this course is on gestures that spontaneously accompany speech

[Module web page](#)

### Module aims

The course will cover a wide range of theoretical issues. Thus, students will be expected to read extensively in a wide range of disciplines, including developmental psychology, cognitive psychology, psycholinguistics, primatology, neuroscience and anthropology. The course will cover the following general theoretical questions.

The first question is how inter- and intra-personal factors shape gestural behaviours. The interplay between the two types of factors explains, for example, the puzzle of why people produce gestures in situations where the addressee cannot see the gestures (e.g., in telephone conversation). The second question is what aspects of gestures are universal and culture specific. The third question is how gestures emerge in the course of development. The fourth question is how gestures of humans and non-human primates differ from each other. The fifth question is how the brain processes gesture and speech. The sixth question is how gestures are used adaptively in populations that cannot readily use speech to communicate.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

1. Introduction to gesture
2. Self-oriented (cognitive) functions of gestures
3. Communicative functions of gestures
4. Gesture and culture
5. Development of gesture in children I
6. Development of gesture in children II
7. Gesturing by non-human primates
8. Brain and gesture
9. Gestural communication without speech (e.g., a deaf child in a hearing family)
10. Gesture in developmental disorder of communication (e.g., autism)

## Learning outcomes

By the end of the module, students should be able to:

- concisely describe empirical facts regarding gestural communication, and critically evaluate how these facts contribute to theories
- flexibly apply theories to new empirical results
- discuss how gestural communication differ (or is similar) between adults and children, between humans and non-human primates, and among various disorder groups, in terms of empirical facts and theories,
- conduct basic observational studies on gestural communication and effectively report the results

## Indicative reading list

McNeill, D. (1992). Hand and mind. Chicago: University of Chicago Press.

Knapp, M. L. & Hall, J. A. (2002). Nonverbal communication in human interaction (5th Ed.). Wadsworth.

[View reading list on Talis Aspire](#)

## Subject specific skills

analyse, present, and evaluate data and evaluate research findings

critically evaluate the relationship between empirical facts regarding gestural communication and relevant theories

conduct basic observational studies and effectively report results

## Transferable skills

effective communication skills to develop a cogent argument supported by relevant evidence and

being sensitive to the needs and expectations of an audience;  
computer literacy  
critically evaluating primary and secondary sources  
recognition of what is required for effective teamwork  
effective personal planning skills

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## Study

### Study time

Type	Required
Lectures	14 sessions of 1 hour (9%)
Seminars	12 sessions of 1 hour (8%)
Practical classes	6 sessions of 1 hour (4%)
Private study	118 hours (79%)
Total	150 hours

### Private study description

118 hours guided student study

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

### Assessment group D2

	Weighting	Study time
Practical Report 1	11%	
practical reports on observation of gestures. For these reports, video clips to be analysed will be provided, and students will work in a group of three or four, and each report is submitted as a group.		
Practical Report 2	11%	
practical reports on observation of gestures. For these reports, video clips to be analysed will be		

## Weighting

## Study time

provided, and students will work in a group of three or four, and each report is submitted as a group.

Practical Report 3 11%

practical reports on observation of gestures. For these reports, video clips to be analysed will be provided, and students will work in a group of three or four, and each report is submitted as a group.

Online Examination 67%

- Online examination: No Answerbook required

## Feedback on assessment

Academic guidance form for assessed work; exam results online.

[Past exam papers for PS360](#)

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## Availability

### Courses

This module is Optional for:

- Year 3 of UPSA-C800 Undergraduate Psychology
- Year 4 of UPSA-C801 Undergraduate Psychology (with Intercalated year)
- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies
- Year 4 of UPSA-C806 Undergraduate Psychology with Education Studies (with Intercalated Year)

This module is Core option list B for:

- Year 3 of UPSA-C802 Undergraduate Psychology with Linguistics

This module is Option list A for:

- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies

This module is Option list B for:

- Year 3 of UPHA-VL78 BA in Philosophy with Psychology
- Year 4 of UPHA-VL79 BA in Philosophy with Psychology (with Intercalated year)
- Year 1 of TPSS-C8P9 Postgraduate Taught Psychological Research

This module is Option list C for:

- Year 3 of UPSA-C802 Undergraduate Psychology with Linguistics