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Approved: Greg Mapp, Chair, Aviation Technology - Flight

Course Code: Title	ED0141: INTRODUCTION TO HUMAN RELATIONS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	18F
Course Description:	This course will introduce students to principles and practices of effective interpersonal communication.Students will explore the theories and concepts related to interpersonal communication such as listening, verbal/non verbal messages, and conflict resolution. Learning opportunities throughout the course will emphasize how these concepts relate to everyday interactions.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.
General Education Themes:	Personal Understanding
Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	Understanding Human Communication by Adler, Rodman, Sevigny Publisher: Oxford Publishing Edition: 3 ISBN: 9780199004195
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning

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outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
Explain the process of effective interpersonal communication.	• Define communication and list the types and function of communication. • Explain the transactional model of communication as it relates to personal experiences. • Describe the characteristics of a competent communicator

Course Outcome 2	Learning Objectives for Course Outcome 2
State the characteristics of social media and how they impact interpersonal communication	• List the characteristics of social media. • Explain the effects of social media on our sense of self and our relationships. • Identify the benefits and dangers of social media.

Course Outcome 3	Learning Objectives for Course Outcome 3
Discuss the nature of groups in relation to communication	• Describe the characteristics and types of groups in society. • Identify the types of goals that operate in groups. • Describe the advantages and disadvantages of decision-making methods within groups. • Explain the cultural influences that shape communication in groups

Course Outcome 4	Learning Objectives for Course Outcome 4
Analyze approaches to solving problems within groups.	• Explain group problem solving formats • Describe problem solving steps outlines to help complete a group task. • Identify the obstacles to effective functioning of a specific group and suggest more effective ways of communicating.

Course Outcome 5	Learning Objectives for Course Outcome 5
Apply effective communication and interpersonal skills in all forms throughout the course	• Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective communication. • Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others. • Contribute to the effective working relationships to achieve goals

Course Outcome 6	Learning Objectives for Course Outcome 6
Identify factors that influence perception, as well as, explain the communicative influences that shape the self-concept.	• Discuss how the perception of self and others impacts the way we communicate. • Explain the role of "identity" management within communication practices.

Course Outcome 7	Learning Objectives for Course Outcome 7
Recognize how language affects the way a message is understood	• Discuss how the use of language rules affect communication. • Identify how language shapes and reflects attitudes.

		Ã¢â`¬Â¢ Identify and suggest alternatives to language that is misleading
	Course Outcome 8	**Learning Objectives for Course Outcome 8**
	?Identify and explain effective and ineffective listening practices	Ã¢â`¬Â¢ List the five components of the listening process. Ã¢â`¬Â¢ Identify ineffective listening practices and the impact on communication. Ã¢â`¬Â¢ Describe the guidelines for informational listening. Ã¢â`¬Â¢ Discuss appropriate response styles in an empathetic listening context
	Course Outcome 9	**Learning Objectives for Course Outcome 9**
	Discuss the characteristics and function of non-verbal communication	Ã¢â`¬Â¢ Identify and describe the characteristics and function of non-verbal communication. Ã¢â`¬Â¢ Describe the difference between verbal and non-verbal communication. Ã¢â`¬Â¢ Identify and describe non-verbal behavior in various contexts. Ã¢â`¬Â¢ Recognize the emotional and relational dimensions of non-verbal behavior
	Course Outcome 10	**Learning Objectives for Course Outcome 10**
	?Explain the characteristics that distinguish interpersonal relationships from impersonal ones	Ã¢â`¬Â¢ Identify the characteristics of interpersonal and impersonal communication. Ã¢â`¬Â¢ Explain the dimensions and influences of intimacy in relationships. Ã¢â`¬Â¢ Identify the stages of relationships and the dialectical tensions present in a relationship. Ã¢â`¬Â¢ Identify the degree of self-disclosure and its function within a relationship
	Course Outcome 11	**Learning Objectives for Course Outcome 11**
	Recognize the role of communication climate in interpersonal relationships	Ã¢â`¬Â¢ Describe types of messages that contribute to confirming and disconfirming climates. Ã¢â`¬Â¢Explain the characteristics of non-assertive, directly aggressive, passive-aggressive, indirect and assertive communications. Ã¢â`¬Â¢Describe the differences between win-lose, lose-lose, compromising, and win-win approaches to conflict resolution.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Projects	70%	
Quizzes	30%	

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will

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always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:	August 27, 2018

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Please refer to the course outline addendum on the Learning Management System for further information.