



COURSE OUTLINE: ED0141 - INTRO TO HUMAN RELAT

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED0141: INTRODUCTION TO HUMAN RELATIONS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19F
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:	Social and Cultural Understanding Personal Understanding
Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	Looking Out, Looking In by Adler, Proctor II Publisher: Nelson Education Edition: 15 ISBN: 9781305855656



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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 outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Explain the process of effective interpersonal communication.	1.1 Define communication and list the types and function of communication. 1.2 Explain the transactional model of communication as it relates to personal experiences. 1.3 Describe the characteristics of a competent communicator
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Explain the communicative influences that shape the self-concept and identity.	2.1 Discuss how the perception of self and others impacts the way we communicate. 2.2 Explain the role of identity management within communication practices. 2.3 Compare and contrast the perceived self and the presenting self.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Explain the factors that shape perception as they relate to interpersonal communication.	3.1 Describe how perceptions are formed. 3.2 Analyze how common tendencies in perception can impact communication. 3.3 Discuss the process of perception checking as an effective communication tool.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Discuss how emotional expression impacts interpersonal communication.	4.1 Describe factors that influence emotions and the impact on emotional expression. 4.2 Discuss the guidelines for effectively communicating emotions. 4.3 Explain the factors that contribute to debilitating emotions and how rational thinking can lead to more constructive communication.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Recognize how language affects the way a message is understood	5.1 Discuss how the use of language rules affect communication. 5.2 Identify how language shapes and reflects attitudes. 5.3 Identify and suggest alternatives to language that are misleading
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Discuss the characteristics and function of non-verbal communication	6.1 Identify and describe the characteristics and function of non-verbal communication. 6.2 Describe the difference between verbal and non-verbal communication. 6.3 Identify and describe non-verbal behavior in various contexts. 6.4 Recognize the emotional and relational dimensions of non-verbal behavior
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Identify and explain effective and ineffective	7.1 List the components of the listening process. 7.2 Identify ineffective listening practices and the impact on



listening practices	communication. 7.3 Describe the guidelines for informational listening. 7.4 Discuss appropriate response styles in an empathetic listening context
Course Outcome 8	Learning Objectives for Course Outcome 8
8. Describe the nature of communication within an interpersonal relationship	8.1 Identify the stages of relationships and the dialectical tensions present in a relationship. 8.2 Identify the degrees of self-disclosure and its function within a relationship 8.3 Discuss the dimensions of communication and describe ways that communication can improve relationships.
Course Outcome 9	Learning Objectives for Course Outcome 9
9. Recognize the role of communication climates in developing interpersonal relationships and identify personal conflict styles and discuss how the win-win approach can be applied in a given conflict	9.1 Describe types of messages that contribute to confirming and disconfirming climates. 9.2 Explain how communication climates develop. 9.3 Describe how Gibb's categories and the assertive message format have a positive influence on communication climates. 9.4. Examine the types of conflict styles that exist in relationships and discuss effective approaches to resolving conflict. 9.5. Discuss relational conflict styles that define a given relationship. 9.6. Explain how the win-win approach can be applied as a conflict resolution strategy
Course Outcome 10	Learning Objectives for Course Outcome 10
10. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice and demonstrate critical thinking skills.	10.1 Communicate clearly, concisely and correctly in all written work that reflects a professional standard in vocabulary, grammar, spelling and format appropriate to the early learning sector. 10.2 Correctly cite the sources of information within written submissions following APA format. 10.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and contributions of others 10.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. 10.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions. 10.6. Analyze, evaluate, and apply relevant information from a variety of sources. 10.7. Manage the use of time and resources to complete projects in a timely manner.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
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 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 28, 2019

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

