

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Introduction to Human Relations

CODE NO. : HSC103
MODIFIED CODE: HUM098

SEMESTER: Fall

PROGRAM: Early Childhood Education

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DATE: Fall '05 **PREVIOUS OUTLINE DATED:** Fall '04

APPROVED:

	_____ DEAN	_____ DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	None	
HOURS/WEEK:	3	

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(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course will introduce students to principles and practices of effective human relations. Students will have opportunities to integrate theory and skill development as they begin to recognize the process of human interaction. Students will experience personal growth as well as social skill development. This course provides foundation skills for students preparing for further study of counseling skills, or further skill development in human or health sciences, teaching, and generally in social relationships.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. ***Compare and evaluate methods of effective and ineffective methods of interpersonal communication.***

(Reflection of CSAC. Vocational #6 and CSAC. Generic #1)

Potential Elements of the Performance:

- Evaluate the various elements of personal motivations
- Determine the factors contributing to communication competence
- Examine the role of self-concept in the communication process
- Distinguish personal ego busters and boosters
- Complete a self-concept inventory
- Establish goals for self-change
- Appraise identity management strategies
- Examine the influence of multiple identities on communication competence

2. ***Assess how perception and punctuation patterns influence attitudes and behavior*** *(Reflection of CSAC Generic #1 and #5)*

Potential Elements of the Performance:

- *Identify the constructs used to categorize people*
- *Determine the physiological, cultural, and social influences on perception*
- *Put perception-checking abilities into practice*
- *Examine the characteristics of emotions and “emotional intelligence”*
- Determine the factors influencing emotional expression
- Identify how to increase constructive feelings and decrease less productive ones

3. ***Distinguish common barriers to effective listening and communication. (Reflection of CSAC Generic #6 and CSAC Gen. Ed. #4)***

Potential Elements of the Performance:

- Determine common language barriers
- Examine gender and cultural variables affecting communication
- Differentiate between verbal and nonverbal forms of communicating
- Analyze the components and use of verbal and nonverbal messages
- Assess the complexity and power of nonverbal messages
- Examine types of effective and ineffective listening
- Put paraphrasing principles into practice

4. ***Evaluate relational dynamics and determine methods of decreasing interpersonal conflict. (Reflection of CSAC Generic #5 and General Ed. #4)***

Potential Elements of the Performance:

- Compare models of relational development and maintenance
- Interpret the factors which affect personal disclosure
- Evaluate the keys to improving communication climates
- Analyze defense mechanisms
- Interpret the variables in conflict styles and one's personal conflict rituals
- Determine when to utilize the clear message format
- Assess methods of conflict resolution

III. **TOPICS:**

1. Interpersonal Relationships
2. Communication and the Self
3. Perception: What You See is What You Get.
4. Emotions: Thinking, Feeling, Acting
5. Language: Barrier and Bridge
6. Nonverbal Communication: Messages without Words
7. Listening: More Than Meets the Ear
8. Intimacy and Distance in Relationships
9. Improving Communication Climates
10. Managing Interpersonal Conflict

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Adler R., Towne N. and Rolls J., Looking Out/Looking In, 1st Canadian edition; Harcourt/Brace, 2001; ISBN: **0-17-622532-3**

Suggested Resource

Adler R., Towne N. and Rolls J., Activities Manual/Study Guide to accompany Looking Out/Looking In, 1st Canadian edition; Harcourt/Brace, 2001; ISBN: **0-17-641628-5**

V. EVALUATION PROCESS/GRADING SYSTEM:**1. Tests: **45%****

Achievement of learning outcomes will be measured by mandatory testing as follows:

Test #1	10%
Test #2	15%
Test #3	10%
Quizzes (throughout the course)	10%

2. Assignments: **30%*****Journal* **20%****

Each student will submit a journal based on the criteria discussed in class.

The journal will be submitted to the professor at

- mid term 10%
- end of term 10%

Reflection Paper: Communication in Film 10%

Each student will submit a short essay based on the criteria discussed in class.

3. In-Class Exercises **25%*****In-Class Activities* **20%****

Students are expected to participate in various in-class activities throughout the course. The focus of the activities will be to provide students with opportunities to apply and develop their communication skills. These activities must be completed during class time, therefore students who are not present for these activities will not have an opportunity to make them up and will be given a "0" mark for the activity.

Quality of Participation **5%**

- The course depends upon students being punctual, present and involved. Students will be evaluated on the quality of their participation that has been consistent throughout the semester: The quality of your participation can only be evaluated when you are in attendance, therefore the evaluation will be based only on the days you are in attendance.

0 = Poor Participation: (usually inattentive or uninvolved, frequent off-task behaviours; negativity or lack of positive contributions.)

1 = Minimal Participation: (often inattentive or uninvolved; often off-task, minimal contributions to class)

2 = Fair Participation: (reasonably attentive and involved, reasonably on task demonstrated attempts to make class contributions)

3 = Moderate Participation: (good attention and involvement, usually on-task, good efforts to contribute.)

4 = Strong Participation (almost always attentive and involved, strong ability to stay on task, makes consistent positive contributions.)

5 = Excellent Participation (classroom leader, keeps self and others involved and on task, makes excellent contributions.)

PLEASE NOTE:

You must attend class in order to be evaluated on your participation. Therefore, your attendance record will be a factor that is calculated into the evaluation of your overall quality of participation. Students who find it difficult to attend classes are invited to discuss this with the professor. Such discussion does not change the requirements of this section.

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00

D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Important Notes to Students:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Sault College Handbook.

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. All assignments must be typed and stapled or they will be returned to the student un marked.
3. To protect students, assignments must be delivered by the student/author to the professor. Any assignments sent through WebCT must be forwarded in Microsoft Word format.
4. Late submissions ***will be deducted 5% per day.***
5. Assignments ***more than one week late will not be accepted.***
6. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
7. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
8. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is not given to the professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

Students are to keep private conversations and other distracting behaviour out of the classroom.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters

Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

Food and Drink

Students may eat and drink in class, however eating large “meals” during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

A. 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.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant 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.

C. 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 Integrative Educational Assistant 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

D. Evaluation:

Is reflective of modified learning outcomes.