

I. COURSE DESCRIPTION:

This course will introduce CICE students, with assistance from a learning specialist, to principles and practices of effective human relations. CICE students will have opportunities to integrate theory and skills development. Giving and taking feedback, assertiveness and problem resolution are among the special topics covered.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will demonstrate the basic ability to:

Explain the process of effective interpersonal communication.**Potential Elements of the Performance:**

- 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.

Identify factors that influence perception, as well as, explain the communicative influences that shape the self-concept.**Potential Elements of the Performance:**

- Discuss how the perception of self and others impacts the way we communicate.
- Explain the role of “identity” management within communication practices.

Recognize how language affects the way a message is understood.**Potential Elements of the Performance:**

- Discuss how the use of language rules affect communication.
- Identify how language shapes and reflects attitudes.
- Identify and suggest alternatives to language that is misleading.

Identify and explain effective and ineffective listening practices.**• Potential Elements of the Performance**

- List the five components of the listening process.
- Identify ineffective listening practices and the impact on communication.
- Describe the guidelines for informational listening.
- Discuss appropriate response styles in an empathetic listening context.

Discuss the characteristics and function of non-verbal communication**Potential Elements of the Performance:**

- Identify and describe the characteristics and function of non-verbal communication.
- Describe the difference between verbal and non-verbal communication.
- Identify and describe non-verbal behavior in various contexts.
- Recognize the emotional and relational dimensions of non-verbal behavior.

Explain the characteristics that distinguish interpersonal relationships from impersonal ones.

Potential Elements of the Performance:

- Identify the characteristics of interpersonal and impersonal communication.
- Explain the dimensions and influences of intimacy in relationships.
- Identify the stages of relationships and the dialectical tensions present in a relationship.
- Identify the degree of self-disclosure and its function within a relationship.

Recognize the role of communication climate in interpersonal relationships.**Potential Elements of the Performance:**

- Describe types of messages that contribute to confirming and disconfirming climates.
- Explain the characteristics of non-assertive, directly aggressive, passive-aggressive, indirect and assertive communications.
- Describe the differences between win-lose, lose-lose, compromising, and win-win approaches to conflict resolution.

State the characteristics of social media and how they impact interpersonal communication.**Potential Elements of the Performance**

- 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.

Discuss the nature of groups in relation to communication.**• Potential Elements of the Performance**

- 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.

Analyze approaches to solving problems within groups.**Potential Elements of the Performance**

- 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.

Apply effective communication and interpersonal skills in all forms throughout the course.(EES: Communication, Interpersonal Skills)**Potential Elements of the Performance**

- 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.

Apply critical thinking and problem solving skills and an ability to manage

information effectively throughout the course. *.(EES)*

Potential Elements of the Performance

- Apply a systematic approach to anticipate and solve problems.
- Analyze, evaluate, and apply relevant information from a variety of sources.
- Select and use appropriate tools and technology for a task or project.

III. TOPICS:

- **Examine the components of the communication process.**
- **Understanding the impact of communication on interpersonal relationships.**
- **Explore how groups communicate.**

IV REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbook required for this course:

Alder, R., Rodman, G., Sevigny, A (2015) *Understanding Human Communication*. Third Canadian Edition. Oxford University Press: Don Mills Ontario

Internet and computer access to the Learning Management System (LMS)

- Students are required to have access to the LMS site for ED141 Introduction to Human Relations in order to submit assignments, complete quizzes, review grades, send email, access class notes etc.
- Students must also ensure that the documents that they submit through the Assignment Dropbox on LMS are formatted to be opened by the instructor using Microsoft Office. Students need to ensure that they have access to the ability to format their documents to a "PDF" format for submission and evaluation.

V. EVALUATION PROCESS/GRADING SYSTEM:

Achievement of course learning outcomes will be achieved as follows

Chapter Content Quizzes

15%

- Weekly quizzes will be posted on LMS Quiz feature for students to complete. These quizzes will be scheduled outside of scheduled class time.

Assignments:

- **Communication Journal** **45%**
- **Self Assessment of Interpersonal Communication Skills** **5%**
- **"Pop Up" Group Presentations** **20%**
- **A Study of Social Media in my Life** **15%**

The following semester grades will be assigned to students in postsecondary 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%	3.00
C	60 - 69%	2.00
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Assignment submission format

All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.

All assignment submissions must be sent in **PDF** format. If the professor is unable to “open” or read the submission, the student will be notified by email and receive a mark of “0” for the assignment.

Submission due dates:

The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:

Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).

NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course.

Requests for Extensions:

Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension **requests made by email** to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.

NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.

Presentations

Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment.

Quizzes/ Tests

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor of their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

Learning Environment

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

1. Students are expected to conduct themselves within the class in a professional

and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.

2. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
3. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
4. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
5. Students are responsible for obtaining course material missed due to class absence.

COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of course outline.

Addendum:

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.

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. 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 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.

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 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

D. Evaluation:

Is reflective of modified learning outcomes.