

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRO TO HUMAN RELATIONS

CODE NO.: HSC103 SEMESTER: ONE

PROGRAM: EARLY CHILDHOOD EDUCATION

INSTRUCTOR: KAREN CAMERON DELUCO

DATE: SEPT.96 PREVIOUS OUTLINE DATED: SEPT.95

APPROVED:

K. Delosario
Dean, Human Sciences and
Teacher Education

Date July '96

TOTAL CREDITS: 3

LENGTH OF COURSE: 17 WKS

PREREQUISITE: NONE

TOTAL CREDIT HOURS: 48 HRS

NOTE: Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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 skills development. This course provides foundation skills for students preparing for further study of counselling skills, or further skill development in human or health sciences, teaching, and in everyday social relationships.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE**A. Learning Outcomes:**

1. Develop and maintain relationships which promote growth and development.
2. Develop and maintain social relationships which respect cultural contexts.
3. Identify and promote personal growth as an element in human relations work.

B. Learning outcomes with elements of performance

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

1. Develop and maintain relationships which promote growth and development.

Elements of Performance

On written tests and assignments, in class demonstrations and in discussions:

- * demonstrate familiarity with a model of communication
- * explain and demonstrate effective and ineffective communication both verbal and non-verbal
- * explain and overcome common barriers to effective listening and communication

- * demonstrate and discuss specific interpersonal skills such as but not limited to: giving and taking feedback; active listening; asking effective questions; communicating empathy; communicating respect; recognizing and defusing conflict; recognizing, labelling and responding effectively to common defence mechanisms

2. Develop and maintain social relationships which respect cultural contexts.

Elements of Performance

On written tests and assignments, in class demonstrations and in discussions:

- * express understanding of the importance of cultural/historical/environmental/religious/gender - based contexts
- * recognize common cultural dimensions in communication
- * demonstrate an understanding of internal and external factors affecting communication
- * express the distinctions and linkages between the "four parts of self" i.e. emotional, physical, cognitive, spiritual

3. Identify and promote personal growth as an element in human relations work.

Elements of Performance

On written tests and assignments, in class demonstrations and in discussions:

- * Demonstrate a commitment to personal wellness
- * Identify various elements of personal motivation
- * Identify various elements of social interaction including style and behaviour
- * Identify the factors which affect personal disclosure
- * Celebrate the differences between people
- * Discuss the origins and effects of stress including the effect of stress on interpersonal relationships and demonstrate common stress management strategies

III. TOPICS TO BE COVERED

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in order below.

1. A first look at 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 STUDENT RESOURCES

1. Adler, R. and Towne, N. (1996) Looking Out/Looking In (8th ed.) Toronto: Harcourt/Brace
2. Adler, R. and Towne, N. (1996) Activities Manual/Study Guide to accompany Looking Out/Looking In. Toronto: Harcourt/Brace

V. METHODS OF EVALUATION

The final grade will be derived from a combination of announced tests, assignments and attendance/participation.

Announced Tests	5 x 10%	40%
Assignments / Exercises	10 x 4%	50%
Attendance/Participation		10%
		<u>100%</u>
Total		

Evaluation For Human Relations

Student's Name _____

TESTS	5 tests x 10 marks = 50	/50
ASSIGNMENTS/ EXERCISES	10 x 4 = 40	/40
TOTAL		

TESTS:

Test 1	(chapter 1 & 2).....	/10
Test 2	(chapter 3 & 4).....	/10
Test 3	(chapter 5 & 6).....	/10
Test 4	(chapter 7 & 8).....	/10
Test 5	(chapter 9 & 10).....	/10
TOTAL		/50
ATTENDANCE/PARTICIPATION		/10
FINAL GRADE		/100

* COURSE GRADING SCHEME

A+	90% - 100%	Outstanding Achievement
A	80% - 89%	Above Average Achievement
B	70% - 79%	Average Achievement
C	60% - 69%	Satisfactory Achievement
U		Unsatisfactory given at midterm only
S		Satisfactory given at midterm only
R		Repeat
X		A temporary grade that is limited to instances where special circumstances have prevented the student from completing objectives by the end of the semester. An "X" grade must have the Dean's approval and has a maximum time limit of 120 days.

* ADDITIONAL NOTES

If a student misses any test, the student **must** make arrangements with the instructor to rewrite **within 7 days** of the original test after first producing **written documentation** of a valid reason for the absence.

When an assignment is due on a certain date, the official hand-in time **shall** be at the **commencement of class** on that date. Any assignment turned in later **will be docked 10%** for each day that it is late. Any assignment turned in **more than 3 days late** will be given a **0%** grade. Note: If an assignment is turned in after commencement of class, for example at the end of class, it will be **deemed to be 1 day late!**

For purposes of this course, attendance will be monitored. (After all it is difficult to interact within the human relations context if one is not present) The **maximum mark** for attendance is **10%**. The student **will be docked 1%** for each class the student misses. However, consideration will be given for situations which arise which may affect attendance such as but not limited to illness, a death in the family etc. as long as the student notifies the instructor prior to class. The student will be allowed a **max. of 2 excused absences** in these situations.

VI. SPECIAL NOTES

1. All students should be aware of the Special Needs office in the college. If you have any special need such as a visual impairment, a hearing disability, a physical disability, a learning disability, you are encouraged to discuss required accommodations confidentially with the professor and/or personnel in the Special Needs Office. The Special Needs Office is located in Room E1204 and the phone number is: (705)759-2554 Ext.493.
2. Your professor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.
3. It is the responsibility of the student to retain the course outline for possible future use in gaining advanced standing at other post-secondary institutions.
4. **Plagiarism:** Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities". Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such penalty, up to and including expulsion from the course, as may be decided by the professor.
5. Office K2020, 759-2554, ext 545

VII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult with the Co-ordinator of the Early Childhood Education Program.