

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Introduction to Human Relations

CODE NO. : HSC103 *(Program Embedded General Education)* **SEMESTER:** 1

PROGRAM: Early Childhood Education

AUTHOR: Colleen Brady

DATE: Sept 2011 **PREVIOUS OUTLINE DATED:**

APPROVED: "Angelique Lemay" July 2011

CHAIR **DATE**

TOTAL CREDITS: 3 credits

PREREQUISITE(S): None

HOURS/WEEK: 3 hours / week

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For additional information, please contact Angelique Lemay, Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

V. COURSE DESCRIPTION:

This course will introduce students to principles and practices of effective interpersonal communication and relating to others. Students will explore the theories of function and best practices related to the process of human interaction. Content of this course will support the student's understanding of themselves and their relationships.

VI. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Explain the process of communication. as well as, describe the significance of effective interpersonal communication as it relates to the development of "self-concept" and interpersonal perception skills

Potential Elements of the Performance:

- Describe the key components of the communication process. .
- Identify strategies that can improve communication effectiveness
- Distinguish between the meanings of "self-concept" and "self-esteem".
- Identify factors that shape the development of self-concept
- Describe the relationship between interpersonal perception and interpersonal communication

2. Identify and demonstrate basic strategies for the following skills: listening and responding, verbal communication, non-verbal communication and conflict management skills

Potential Elements of the Performance

- Understand why listening is important and list barriers to effective listening.
- Identify responding skills and understand strategies for improving them
- Discuss how verbal communication impacts interpersonal relationships.
- Describe the functions of non-verbal communication in interpersonal relationships
- Identify conflict management skills applied to effectively resolve interpersonal differences

3. Discuss relational dynamics and methods of decreasing interpersonal conflict.

Potential Elements of the Performance

- Describe three types of interpersonal conflict.
- List and explain five stages of conflict.
- Describe five conflict management styles.
- Identify six win-lose and six win-win negotiation strategies.

4. Discover how social relationships are maintained with respect to cultural contexts.

Potential Elements of the Performance

- Discuss barriers that inhibit effective intercultural communication.
- Identify strategies to improve intercultural competence
- Describe the dimensions of relationships in terms of a system and process.
- Identify and describe effective interpersonal communication skills and strategies for escalating and maintaining relationships
- Identify practical strategies for maintaining open communication with co-workers

VII. TOPICS:

1. Introduction to Interpersonal Communication
2. Interpersonal Communication and the Self
3. Perception
4. Listening and Responding
5. Verbal Communication Skills
6. Non Verbal Communication Skills
7. Conflict Management Skills
8. Cultural Diversity
9. Understanding Interpersonal Relationships
10. Developing, Maintaining, Ending Interpersonal Relationships

VIII. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Beebe, Steven A, Beebe, Susan J, Redmond, Mark V, Geernick, Terri M. (2007) Interpersonal Communication: Relating to Others 6th Canadian Edition Toronto: Pearson Education Canada
- Access to LMS Course Content

IX. EVALUATION PROCESS/GRADING SYSTEM:

Chapter Quizzes	20%
<ul style="list-style-type: none"> • Students will complete a short quiz for each chapter. Dates for each quiz will be discussed in class and posted on LMS. <i>NOTE: 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. Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test.</i> 	
Communication Journal	40%
<ul style="list-style-type: none"> • Students will complete a communication journal based on questions / activities found in their text. A list of the specific journal entries will be distributed to the student and posted on LMS along with an evaluation rubric. <i>NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 5% per day which commences at the end of the class in which the assignment was due, Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.</i> 	
Group Presentation: Chapter Content	30%
<ul style="list-style-type: none"> • Students will work in small groups to research and present to the class communication concepts. A full description of expectations / format / guidelines and evaluation will be distributed in class and posted on LMS. <i>NOTE: Students who do not present on their presentation date will forfeit the mark for that assignment, Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.</i> 	
Contribution to class discussion/activities	10%
<ul style="list-style-type: none"> • Students will be evaluated on the quality and quantity of their participation during inclass activities. Details will be discussed and posted on LMS><i>NOTE: These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students</i> 	

The following semester grades will be assigned to students:

<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%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.

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. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within the classroom discussion.

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.

VII. COURSE OUTLINE ADDENDUM:

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