



## COURSE OUTLINE: ED 141 - INTRO TO HUMAN RELAT

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

<b>Course Code: Title</b>	ED 141: INTRODUCTION TO HUMAN RELATIONS
<b>Program Number: Name</b>	1030: EARLY CHILDHOOD ED
<b>Department:</b>	EARLY CHILDHOOD EDUCATION
<b>Semesters/Terms:</b>	20F
<b>Course Description:</b>	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.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	CYC100, CYW105, HSC103, OEL1055
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1030 - EARLY CHILDHOOD ED</b> VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector.
<small>Please refer to program web page for a complete listing of program outcomes where applicable.</small>	
<b>Essential Employability Skills (EES) addressed in this course:</b>	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 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 7 Analyze, evaluate, and apply relevant information from a variety of sources. 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.

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<b>General Education Themes:</b>	Social and Cultural Understanding Personal Understanding
<b>Course Evaluation:</b>	Passing Grade: 50%, D  A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
<b>Books and Required Resources:</b>	Looking Out, Looking In by Adler, Proctor II Publisher: Nelson Education Edition: 3rd ISBN: 9780176700126

<b>Course Outcomes and Learning Objectives:</b>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
	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
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	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.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	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.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>	
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.	
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>	
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	

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<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
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 Identify and describe non-verbal behavior in various contexts. 6.3 Recognize the emotional and relational dimensions of non-verbal behavior
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Identify and explain effective and ineffective listening practices	7.1 List the components of the listening process. 7.2 Identify ineffective listening practices and the impact on communication. 7.3 Discuss appropriate response styles in an empathetic listening context
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
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 ways that communication can improve relationships.
<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>
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 Describe how Gibb's categories and the assertive message format have a positive influence on communication climates. 9.3. Examine the types of conflict styles that exist in relationships and discuss effective approaches to resolving conflict. 9.4. Explain how the win-win approach can be applied as a conflict resolution strategy
<b>Course Outcome 10</b>	<b>Learning Objectives for Course Outcome 10</b>
10. Discuss types of conflict styles and how to apply the win-win approach to conflict resolution.	10.1. Discuss responses to guided reading questions: 10.2 Examine the types of conflict styles that exist in relationships and discuss effective approaches to resolving conflict. 10.3. Explain how the win-win approach can be applied as a conflict resolution strategy
<b>Course Outcome 11</b>	<b>Learning Objectives for Course Outcome 11</b>
11. Communicate professionally in all written work and verbal interactions with others and engage in reflective practice and demonstrate critical thinking skills.	11.1 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. 11.2 Correctly cite the sources of information within written submissions following APA format. 11.3 Be respectful, positive and open in all communication recognizing ones own personal bias and demonstrate respect for the diverse opinions, values, belief systems and

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contributions of others  
11.4 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.  
11.5. Research, select and integrate information from various sources to develop a meaningful and relevant response to assigned questions.  
11.6. Analyze, evaluate, and apply relevant information from a variety of sources.  
11.7. Manage the use of time and resources to complete projects in a timely manner.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignments	60%
Learning Activities	15%
Quizzes	25%

**Date:**

June 15, 2020

**Addendum:**

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

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