

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTRODUCTION TO HUMAN RELATIONS

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Course No.: ED 156

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Program: TEACHER ASSISTANT

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Semester: TWO

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Date: JANUARY 1991

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Author: ELIZABETH NIXON

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Date: JANUARY 1991 Previous date: FEBRUARY 1990

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APPROVED:

K. DeRosario  
K. DeRosario, Dean  
School of Human Sciences  
and Teacher Education

DATE:

Dec 21/90



Introduction to Human Relations (ED 156)  
Instructor: E. Nixon

### COURSE DESCRIPTION

This course will examine the internal, mostly cognitive activities that shapes our communication, the verbal and non-verbal elements of the communication process, and the dynamics of relational communication students will have the opportunity to explore both intrapersonal and interpersonal relationships. This course will enable teacher assistant students to develop improved interpersonal relationships in their own lives and to assist the teacher to maximize situations in the classroom which foster both positive learning and positive self-esteem building for each child.

### STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. explore internal factors that affect their interpersonal relationships with others.
2. explore external factors that affect their interpersonal relationships with others
3. explore relationships as part of their interpersonal communications with others.

### TOPICS TO BE COVERED

1. Elements and process of interpersonal communications
2. Self-concept
3. Perception
4. Emotions
5. The art of listening and hearing
6. Distance and intimacy
7. Communication climates
8. Interpersonal conflict

### LEARNING ACTIVITIES

#### **LEARNING ACTIVITIES**

#### **REQUIRED RESOURCES**

- 1.0 **Elements and Process of Interpersonal Communications**  
Upon successful completion of this unit, the student will be able to:
- 1.1 describe the type of needs that communications can satisfy
  - 1.2 describe the elements and characteristics of three communication models
  - 1.3 differentiate between interpersonal and impersonal communications.
  - 1.4 discuss the principles and misconceptions of communications.

Textbook  
pages 1-34



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- 1.5 list and discuss the content and relational dimensions of communications.
- 1.6 define the term "metacommunication" and give examples
- 1.7 outline the characteristics of effective communicators in relation to themselves.
- 1.8 complete self-inventories that identify their communication skill level and personal relational messages sent to others.

**2.0 Self-Concept**

Textbook  
pages 37-71

- Upon successful completion of this unit, the student will be able to:
- 2.1 define the term "self-concept".
  - 2.2 explain how the self-concept develops in human beings.
  - 2.3 explain the characteristics of self-concept
  - 2.4 define the term "self-fulfilling prophecy".
  - 2.5 outline and discuss the requirements to change the self-concept.
  - 2.6 complete self-inventories that identify their self-concept, their perceived self, their desired self, their presenting self, how others affect their self-concept and identify their own imposed and other imposed self-fulfilling prophecies.

**3.0 Perception**

Textbook  
pages 75-112

- Upon successful completion of this unit, the student will be able to:
- 3.1 define and explain the perception process
  - 3.2 identify and discuss the variables that influence the perception process.
  - 3.3 discuss the factors that affect perceptual accuracy/inaccuracy
  - 3.4 discuss the use of empathy versus sympathy
  - 3.5 complete self-inventories that identify their own perceptual errors, cultural, subcultural, sex and occupational factors that affect their perception and describe personal perception checking behaviours used



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**4.0 Emotions**

Upon successful completion of this unit,  
the student will be able to:

Textbook  
pages 117-148

- 4.1 describe the components of emotion
- 4.2 provide reasons why emotions are not expressed
- 4.3 describe the characteristics of debilitating and facilitative emotions
- 4.4. outline the relationship between activating events, thoughts and emotion
- 4.5 list and discuss the emotional fallacies
- 4.6 outline the steps in the rational-emotive approach
- 4.7 outline the guidelines for expressing emotions
- 4.8 complete self-inventories that identify components of emotional events in their lives, increase their ability to express emotions and minimize their debilitating emotional states

**5.0 The Art of Listening and Hearing**

Upon successful completion of this unit,  
the student will be able to:

Textbook  
pages 250-276

- 5.1 outline and discuss the types of nonlistening
- 5.2 discuss the reasons for nonlistening
- 5.3 outline and discuss the characteristics of informal listening
- 5.4 outline and discuss the pros/cons of listening
- 5.5 complete self-inventories that identify personal ineffective and effective listening behaviour, practice paraphrasing, content, feeling and meaning messages

**6.0 Distance and Intimacy**

Upon successful completion of this unit,  
the student will be able to:

Textbook  
pages 281-313

- 6.1 describe the Altman-Taylor model of social penetration
- 6.2 outline the variables affecting interpersonal attraction
- 6.3 outline the stages of interpersonal relations
- 6.4 define the term "self-disclosure"
- 6.5 outline and discuss the levels of self-disclosure



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- 6.6 outline and discuss the guidelines for self-disclosure
- 6.7 discuss the alternatives to self-disclosure
- 6.8 complete self-inventories that identify their personal types of self-disclosure used, identify stages in their personal relationships and complete a diary of personal self-disclosures

**7.0 Communication Climates**

Upon successful completion of this unit, the student will be able to:

Textbook  
pages 317-350

- 7.1 outline and discuss how positive and negative communication climates are created
- 7.2 outline the relationship between self-concept as a defense reaction to communications
- 7.3 outline and discuss defense mechanisms
- 7.4 describe the Gibb's defense and supportive behaviours that minimize responses to messages
- 7.5 complete self-inventories that identify their personal defense arousing and defense reducing behaviours and conduct a communication climate interview

**8.0 Interpersonal Climate**

Upon successful completion of this unit, the student will be able to:

Textbook  
pages 355-392

- 8.1 describe the processes to resolve interpersonal conflict
- 8.2 describe the five personal styles of conflict
- 8.3 describe the characteristics of conflict resolution
- 8.4 complete self-inventories that identify their own personal conflict styles, personal assertive statements, and apply one type of conflict resolution to a personal conflict

**LEARNING RESOURCES**

Provided by the college:

The Learning Resource Centre has an array of books and journals covering this topic. Films may be screened in class (if appropriate time allows).



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Provided by the student:

**Text:** Looking Out/Looking In: Interpersonal Communications. Adler, Ronald B., Towne, Neil, 6th Edition. Holt, Rinehart and Winston, Toronto, 1981.

**METHODOLOGY**

Classes will be conducted in a variety of ways with student participation an integral part of the learning process. Classes will consist of lectures, discussions, structured activities, and small group work.

**COURSE REQUIREMENTS**

All assignments must be turned in on time. Emergencies or serious illness are considered the only valid excuse for late assignments.

1. There will be two (2) tests on the material from the text, class lecture and discussion, and in-class audiovisual sources. The mid-term will be worth 20% of the total grade and the final will be worth 25%. Date of tests: T.B.A.
2. Two major written assignments will be required. One, a self assessment inventory will be worth 20% of the total grade, while the other, a book report will be worth 15%. Appropriate materials, together with instructions, will be provided by the instructor. Due dates: T.B.A.
3. Also required will be a workbook of short written exercises that will accompany the material in the text. The workbook will be evaluated near the completion of the course and will be worth 15% of the total grade.

**METHOD OF EVALUATION**

Mid-term test	20%
Final test	25%
Self assessment inventory	20%
Book report	15%
Attendance, participation and workbook	20%
Total	<u>100%</u>

**COLLEGE GRADING POLICY**

90 - 100% = A+  
80 - 89% = A  
70 - 79% = B  
60 - 69% = C  
Below 60% = R (Repeat course)