



**I. 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.

**II. 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:**

- Identify strategies that can improve communication effectiveness using the key components of the communication process.
- Distinguish between the meanings of "self-concept" and "self-esteem".
- Identify factors that shape the development of self-concept
- Relate 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**

- Explain the importance of listening and list barriers to effective listening.
- Identify responding skills and utilize strategies for improving them
- Discuss how verbal communication impacts interpersonal relationships.
- Adopt effective 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.
- Match most effective conflict management style most appropriate to the situation.
- 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 building and maintaining relationships
- Identify practical strategies for maintaining open communication with co-workers

**III. TOPICS:**

Introduction to Interpersonal Communication  
 Interpersonal Communication and the Self  
 Perception  
 Cultural Diversity  
 Listening and Responding  
 Verbal Communication Skills  
 Non Verbal Communication Skills  
 Conflict Management Skills  
 Understanding Interpersonal Relationships  
 Developing, Maintaining, Ending Interpersonal Relationships

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- Beebe, Steven A, Beebe, Susan J, Redmond, Mark V, Geernick, Terri M. (2014) Interpersonal Communication: Relating to Others 7th Canadian Edition Toronto: Pearson Education Canada
- Access to LMS Course Content

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Tests (2 X 20% each)	40%
Assignments	50%
In class Activities	10%

See Professor's Addendum distributed in class for specifics.

**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%	
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 Submissions: All assignments must be typed and submitted as instructed by the due date. Any late assignments will be deducted 1% per calendar day late and will only be accepted for grading up to a maximum of 5 calendar days late. Handwritten assignments will not be graded.

## VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.