

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

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

II. Upon successful completion of this course, the CICE student, along with the assistance of an Integrative Educational Assistant, will demonstrate the basic ability to:

1. *Compare and evaluate methods of effective and ineffective methods of interpersonal communication.*

Potential Elements of the Performance:

- Evaluate the various elements of personal motivations
- Determine the factors contributing to communication competence
- Examine the role of self-concept in the communication process
- Distinguish personal ego busters and boosters
- Complete a self-concept inventory
- Establish goals for self-change
- Appraise identity management strategies
- Examine the influence of multiple identities on communication competence

2. *Assess how perception and punctuation patterns influence attitudes and behavior*

Potential Elements of the Performance:

- Identify the constructs used to categorize people
- Determine the physiological, cultural, and social influences on perception
- Put perception-checking abilities into practice
- Examine the characteristics of emotions and “emotional intelligence”
- Determine the factors influencing emotional expression
- Identify how to increase constructive feelings and decrease less productive ones

3. ***Distinguish common barriers to effective listening and communication.***

Potential Elements of the Performance:

- Determine common language barriers
- Examine gender and cultural variables affecting communication
- Differentiate between verbal and nonverbal forms of communicating
- Analyze the components and use of verbal and nonverbal messages
- Assess the complexity and power of nonverbal messages
- Examine types of effective and ineffective listening
- Put paraphrasing principles into practice

4. ***Evaluate relational dynamics and determine methods of decreasing interpersonal conflict.***

Potential Elements of the Performance:

- Compare models of relational development and maintenance
- Interpret the factors which affect personal disclosure
- Evaluate the keys to improving communication climates
- Analyze defense mechanisms
- Interpret the variables in conflict styles and one's personal conflict rituals
- Determine when to utilize the clear message format
- Assess methods of conflict resolution

III. TOPICS:

1. Interpersonal Relationships
2. Interpersonal Relationships
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 RESOURCES/TEXTS/MATERIALS:

1. Adler R., Towne N. and Rolls J. , Looking Out/Looking In, 2nd Canadian edition; Harcourt/Brace, 2001; ISBN: **0-15-506436-3**
2. Adler R., Towne N. and Rolls J., Activities Manual/Study Guide to accompany Looking Out/Looking In, 2nd Canadian edition; Harcourt/Brace, 2001; ISBN: **0-15-506449-5**

V. EVALUATION PROCESS/GRADING SYSTEM:**1. Tests:**

Achievement of learning outcomes will be measured by mandatory testing as follows:

Test #1 (10%)

Test #2 (15%)

Test #3 (15%)

2. **Completion and submission** of exercises from the “Activities manual/Study Guide” as assigned. Students will complete as many examples as necessary from each assigned activity in order to fully understand the concepts involved.
3. **Completion and submission** of a weekly “Personal Reflections” journal with concluding discussion. This will be described more fully in class. In brief, it involves a reflection on the personal impact of each chapter of the text. It is written upon the student's completion of each chapter. It is to be submitted to the professor upon request, twice during the semester. This assignment is designed to help the student to “track” their learning progress. At the end of the semester, the entire journal is submitted, together with a concluding discussion, focusing on the following points:
 - the personal impact of the course overall,
 - a description of the growth which occurred personally over the course of the semester,
 - the Human Relations skills learned and how they are being used; and
 - the relevance of this journal assignment.

Class Involvement: This course depends upon students being punctual, present and involved. Learning for everyone is enhanced when the students contribute, question, challenge, share, risk and support. At the end of the term each student will be asked to comment on the quality of their involvement, including but not limited to: attendance, punctuality, constructive contribution, demonstration of respect, demonstration of skills learned, preparedness for class.

People who are present in class can only make contributions. Therefore, the grading for this section will be scaled to the attendance statistic for each student. If the overall attendance falls below 60% of the class time, the grade for this section will be "0". Students who find it difficult to attend classes are invited to discuss this with the professor. Such discussion does not change the requirements of this section.

GRADING SUMMARY:

Tests:

3 tests, one @ 10% and 2x15%; total worth 40%

Assignments:

Essay: Communication in film 20%

Personal Reflection Journal (mid- 5%; end- 10%) 15%

Involvement (Attendance- 15%, Participation-10%) 25%
100%

The following semester grades will be assigned to students in post-secondary courses:

<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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.