

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

**COURSE TITLE:** Introduction to Human Relations

**CODE NO. :** HSC103  
**MODIFIED CODE:** HUM098

**SEMESTER:** Fall

**PROGRAM:** Early Childhood Education

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**DATE:** Sept. 2009    **PREVIOUS OUTLINE DATED:** Sept. 2008

**APPROVED:** "Angelique Lemay"

	<u>CHAIR, COMMUNITY SERVICES</u>	<u>DATE</u>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	3 hours	

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

## 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:

Upon successful completion of this course, the C.I.C.E student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. ***Compare and evaluate methods of effective and ineffective methods of interpersonal communication.***  
***(Reflection of CSAC. Vocational #6 and CSAC. Generic #1, GenED #5)***  
Potential Elements of the Performance:
  - Explain why it is useful to study interpersonal communication.
  - Describe the key components of the communication process.
  - Discuss three principles of interpersonal communication.
  - Describe three interpersonal communication myths.
  - Identify strategies that can improve your communication effectiveness
  
2. ***Describe the role of “self-concept” within Interpersonal Communication******(Reflection of CSAC. Vocational #6 and CSAC. Generic #1 and “GenEd #4)***  
Potential Elements of the Performance:
  - Define, and compare the meanings of “self-concept” and “self-esteem”.
  - Identify factors that shape the development of self-concept.
  - List and describe strategies for improving your self esteem.
  
3. ***Assess how perception and interpersonal perception influence attitudes and behavior******(Reflection of CSAC Generic #2 and #5)***  
Potential Elements of the Performance:
  - Define “perception” and “interpersonal perception”.
  - Identify and explain the three stages of interpersonal perception.
  - Describe the relationship between interpersonal perception and interpersonal communication.
  - Explain how we form impressions of others, describe others, and interpret others’ behaviour.
  - Identify five factors that distort the accuracy of interpersonal perceptions.

4. ***Distinguish common barriers to effective listening and identify strategies to improve listening and communication.*** (Reflection of CSAC Generic #6 #11 and CSAC Gen. Ed. #4)

Potential Elements of the Performance:

- List and describe three of the five elements of the listening process.
- Identify characteristics of four listening styles.
- Understand why we listen and list several important barriers to effective listening.
- Identify ways to improve your other-orientation and listening skills.
- Identify responding skills and understand strategies for improving them

5. ***Identify how verbal communication impact upon interpersonal communication.*** (Reflection of CSAC Vocational #4,#6Generic #1,#5)

Potential Elements of the Performance

- Describe the relationship between words and meaning.
- Understand how words influence us and our culture.
- Identify word barriers and know how to manage them.
- Discuss how the words we use affect our relationships with others.
- Understand supportive approaches to relating to others.

6. ***Describe functions and strategies of non verbal communication*** (Reflection of CSAC Vocational #4,#6Generic #1,#5)

Potential Elements of the Performance

- Explain why non-verbal communication is an important and challenging area of study.
- Describe the functions of non-verbal communication in interpersonal relationships.
- Summarize research findings that describe codes of non-verbal communication behaviour.
- Describe three bases for interpreting non-verbal behaviour.
- Formulate a strategy for improving ability to interpret non-verbal messages accurately

7. ***Evaluate relational dynamics and determine methods of decreasing interpersonal conflict.*** . (Reflection of CSAC Vocational # 4,#6, Generic #5 and General Ed. #4)

Potential Elements of the Performance

- Compare and contrast three types of interpersonal conflict.
- List and describe three stages of conflict.
- Describe three conflict management styles.
- Identify and describe three win-lose and three win-win negotiation strategies.
- Identify and use conflict management skills to help manage emotions, information, goals, and problems when attempting to resolve interpersonal differences.

8. **Examine how cultural differences affect interpersonal relationships.**  
(Reflection of CSAC Vocational#4,#9 GenEd #3,#5)  
Potential Elements of the Performance
  - Define “culture”.
  - Identify four values that differentiate culture.
  - Discuss barriers that inhibit effective intercultural communication.
  - Identify strategies to improve intercultural competence
  
9. **Analyze the nature of interpersonal relationships and the principles of how relationships work**(Reflection of CSAC Generic ##1,#5,#11 GenEd#5)  
Potential Elements of the Performance
  - Explain how relationships are systems and processes.
  - Describe three dimensions of interpersonal relationships.
  - Describe the types of power and how to negotiate power in a relationship.
  - Describe two theories that explain how relationships develop
  
10. **Outline how interpersonal relationships progress** (Reflection of CSAC Vocational#4,#9 GenEd #3,#5)  
Potential Elements of the Performance
  - Explain the model of the stages of relational development.
  - Identify and describe effective interpersonal communication skills and strategies for escalating and maintaining relationships.
  - Identify some of the causes for relational de-escalation and termination.
  - Describe a model of how relationships end.

### III. 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

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

- Beebe, Steven A, Beebe, Susan J, Redmond, Mark V, Geernick, Terri M. (2007) **Interpersonal Communication: Relating to Others** 4<sup>th</sup> Canadian Edition Toronto: Pearson Education Canada
- **Access to LMS Course Content**

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

**In-Class assignments / activities 30%**

Some of the activity types include group discussions, role play scenarios, and problem solving activities, as well as written and verbal responses to text information, team work, meetings, and other group activities as assigned. Details of the various in class activities will be discussed in class.

**Criteria for participating during scheduled in or out of class activities.**

- These activities must be completed during the scheduled time, therefore students who choose not participate, arrive late or leave early, or are absent for the entire class and consequently miss these in-class components will be given a “0” for the identified activity. These activities will not be rescheduled for students.
- Students are expected to be prepared each day with all assigned work due completed in order to participate in scheduled activities.
- Students are expected to consistently make productive contributions to all class activities.
- Students are expected to respond to others in an appropriate manner maintaining a sense of professionalism using effective communication skills.
- Students are expected to avoid in-appropriate or disruptive “off-task” behaviours

**Assignments 30%**

- **Interpersonal Communication Journal**

Details of the assignment and due date will be given to students in class and posted on LMS

**Tests 40%**

- Test 1 10%
- Test 2 10%
- Test 3 10%
- Chapter Quizzes 10%

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.

## VI. SPECIAL NOTES:

### 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.

### 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.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

## Instructor's Notes

### Classroom Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. 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.  
<http://www.saultcollege.ca/Services/StudentServices/default.asp>
3. 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.
4. Students are expected to be prepared each day with all assigned work due completed.
5. Students are reminded to turn their phone off or silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behavior, or any other behavior deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. 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.
9. Students are responsible for putting their own items in the "garbage" / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

### Assignment Responsibilities

1. All assignments must be submitted on the assigned **due date at the beginning of the class** period unless otherwise specified by the professor. Assignments submitted after the professor has collected the assignments on the due date at the beginning of the scheduled class time will **incur an automatic 5% deduction** from the final assignment mark.
2. Assignments marks will incur a 5% deduction for each "school" day past the scheduled due date.. **Assignments will not be accepted by the Professor after 7 (school) days from the scheduled due date.** Consequently, the student will receive an automatic "0" for the assignments.
3. If extenuating circumstances exist that prevent the student from submitting their assignment on the scheduled date, students are encouraged to communicate with their Professor the nature of the extenuating circumstances and request an extension.. Granting extensions is up to the discretion of the instructor.
4. Students must **adhere to dates set for oral presentations** unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment
5. All assignments **must be typed and stapled** or they will be returned to the student un marked.
6. To protect students, assignments must be delivered by the student/author to the professor.
7. Students have the responsibility to be **aware of assignment due dates**. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
8. Students are responsible for **retaining a file of all drafts and returned assignments**. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded

Tests/Quizzes Responsibilities.

1. Students are expected to come to the test prepared with all of the instruments needed to complete the test. (pencil, student number)
2. 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.
3. 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.

Your instructor reserves the right to modify the course,  
as he/she deems necessary to meet the needs of students.

**Dates for projects or tests may be revised depending upon course content/flow**

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**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 CICE office with assistance from a Learning Specialist.**

***The Learning Specialist 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 Learning Specialist 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.