

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 CICE student, along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Discuss the process of effective interpersonal communication.

Potential Elements of the Performance:

 - Define communication and identify various types of communication.
 - Identify strategies that can improve communication effectiveness

2. Identify factors that influence perception and the communicative influences that shape the self-concept.

Potential Elements of the Performance:

 - Discuss how perceptions of self and others develop.
 - Recognize how perception checking and empathy improve perception of other's behavior.
 - Identify the ways you influence the self-concept of others and how others influence your self-concept.
 - Discuss how you manage your identity.

3. Recognize how language affects the way a message is understood.

Potential Elements of the Performance:

 - Discuss how the use of language rules affect communication.
 - Identify how language shapes and reflects attitudes.
 - Identify and suggest alternatives to language that is misleading.

4. Identify and discuss effective and ineffective listening practices.

Potential Elements of the Performance

 - Recognize the five components of the listening process.
 - Identify ineffective listening practices and the impact on communication.
 - Discuss the guidelines for informational listening.
 - Discuss appropriate response styles in an empathetic listening context.

5. Discuss non-verbal communication

Potential Elements of the Performance:

 - Identify the characteristics and function of non-verbal communication.
 - Recognize the difference between verbal and non-verbal communication.
 - Identify and discuss non-verbal behavior in various contexts.
 - Recognize the emotional and relational dimensions of non-verbal behavior.

6. Identify the characteristics that distinguish interpersonal relationships from impersonal ones.

Potential Elements of the Performance:

- Identify the characteristics of interpersonal and impersonal communication.
- Explore the dimensions and influences of intimacy in relationships.
- Identify the stages of relationships and the dialectical tensions present in a relationship.
- Identify the degree of self-disclosure and its function within a relationship.

7. Recognize the role of communication climate in interpersonal relationships.

Potential Elements of the Performance:

- Note the types of messages that contribute to confirming and disconfirming climates.
- Outline non-assertive, directly aggressive, passive-aggressive, indirect and assertive communications.
- Outline the differences between win-lose, lose-lose, compromising, and win-win approaches to conflict resolution.

8. Explore social media and how it impacts interpersonal communication.

Potential Elements of the Performance

- Identify the features of various types of social media.
- Identify the characteristics of social media.
- Discuss the effects of social media on our sense of self and our relationships.
- Identify the benefits and dangers of social media.

9. Discuss the nature of groups in relation to communication.

Potential Elements of the Performance

- Note the characteristics and types of groups in society.
- Identify the types of goals that operate in groups.
- Identify the advantages and disadvantages of decision-making methods within groups.
- Notice cultural influences that shape communication in groups.

10. Explore the nature of group problem solving

Potential Elements of the Performance

- Discuss group problem solving formats
- Identify the approaches and steps to effective group problem solving

III. TOPICS:

1. Elements of Communication
2. Interpersonal Communication
3. Communication in Groups

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbook required for this course:

- Alder, R., Rodman, G., Sevigny, A (2011) ***Understanding Human Communication***. Second Canadian Edition. Oxford University Press: Don Mills Ontario.

Online resources:

- Access to Desire2Learn (D2L): ED141/ED0141 for notes, articles, calendar, email.

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

15%

After each chapter, a short quiz will be administered outside of scheduled class time. The format for each quiz will be the same: some true and false statements, multiple choice questions, fill in the blank statements, and matching. The Learning Specialist will provide a time for each CICE student to write and it is up to the student to ensure that they complete the quiz as required.

- *Students must notify the Instructor and Learning Specialist prior to the scheduled date/time if they are unable to complete the quiz as scheduled. Failure to notify the instructor prior to the scheduled date will result in a mark of "0" for the incomplete quiz.*

Active participation during in-class exercises

10%

As part of the learning process, students will engage in several types of in class exercises that will connect course theory to personal understanding. The types of exercises students can expect to participate in may include: small and large group discussions, role play scenarios, reflections and other participatory activities. Students will complete self-evaluation reflections on the quality and quantity of their participation in these activities throughout the semester. Details of this assessment will be posted on D2L and discussed in class.

NOTE: These activities must be completed during the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a "0" for the identified activity. These activities will not be rescheduled for students

Assignments

75%

An outline of each assignment will be attached to the course syllabus and distributed to students in the first class. The assignment outlines will be posted on Desire2Learn (D2L)

Assignments will range from reflecting on textbook chapter content, media review report, in class presentations etc. Details of each assignment will be reviewed in class and posted on D2L.

- *All assignments are to be edited, typed, and stapled together with the name of the assignment and the student's name on the front page.*
- *When assignments are required to be submitted electronically through ED134 D2L course site (only), students are expected to submit the document in PDF, doc. Or docx. format. If the instructor is unable to open or read the submission a mark of "0" will be given for the assignment.*
- *Late submissions are accepted 5 days past the scheduled due date but will incur a 5% per day deduction to the overall mark given to the assignment. Assignments will not be accepted past the 5 day late submission period. The instructor will consider a request for extensions but only when the request is made prior to the scheduled due date / time.*

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.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.

In the interest of providing an optimal learning environment, students are to follow these expectations;

1. 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. 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.
2. Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
3. 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.
4. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
5. Students are responsible for obtaining course material missed due to class absence

VII. COURSE OUTLINE ADDENDUM:

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

The instructor reserves the right to modify this course outline as needed to meet the needs of the learner.

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.