

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Introduction to Human Relations

CODE NO. : ED141 *Program Embedded General Education)* **SEMESTER:** 1

PROGRAM: Early Childhood Education

AUTHOR: Colleen Brady

DATE: September 2012 **PREVIOUS OUTLINE DATED:**

APPROVED: "Angelique Lemay" Aug. 12

DEAN **DATE**

TOTAL CREDITS: 3 credits

PREREQUISITE(S): None

HOURS/WEEK: 3 hours / week

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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 effective interpersonal communication.

Potential Elements of the Performance:

- Define communication and give specific examples of various types of communication.
- Identify strategies that can improve communication effectiveness

2. Identify factors that influence perception, as well as, explain the communicative influences that shape the self-concept.

Potential Elements of the Performance:

- Describe how perceptions of self and others develop.
- Explain 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.
- Describe 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 explain effective and ineffective listening practices.

Potential Elements of the Performance

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

5. Discuss the characteristics and function of non-verbal communication

Potential Elements of the Performance:

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

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

Potential Elements of the Performance:

- Identify the characteristics of interpersonal and impersonal communication.
- Explain 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:

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

8. State the characteristics of social media and how they impact interpersonal communication.

Potential Elements of the Performance

- Describe the features of various types of social media.
- List the characteristics of social media.
- Explain 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

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

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 LMS: ED141 for notes, articles, calendar, email.

V. EVALUATION PROCESS/GRADING SYSTEM:

Chapter Quizzes

20%

- **Students will complete a short quiz for each chapter. Dates for each quiz will be discussed in class and posted on LMS.** *NOTE: 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. 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.*

Contribution to class discussion/activities 20%

- **Students will be evaluated on the quality and quantity of their participation during in class activities. Details will be discussed and posted on LMS>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 60%

Details of the assignments will be discussed in class and posted on LMS.

NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 5% per day which commences at the end of the class in which the assignment was due, Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

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.