

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.

(Reflecting ECE Program Standard VLO#6, Employability Skills #1)

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. *(Reflecting ECE Program Standard VLO#6, Employability Skills #1#2,#5,#8,#9)*

Potential Elements of the Performance:

- Describe how the concept of self develops and how "identity is managed.
- Explain how perception checking and empathy improve perception of other's behavior.

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

(Reflecting ECE Program Standard VLO#6, Employability Skills #1#2,#5,#8,#9)

Potential Elements of the Performance:

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

4. Identify and explain effective and ineffective listening practices. *(Reflecting ECE Program Standard VLO#6, Employability Skills #1#2,#5,#8,#9)*

Potential Elements of the Performance

- Explain the listening process and identify ineffective listening practices.
- Describe the guidelines for informational listening and appropriate response styles in an empathetic listening context.

5. Discuss the characteristics and function of non-verbal communication *(Reflecting ECE Program Standard VLO#6, Employability Skills #1#2,#5,#8,#9)*

Potential Elements of the Performance:

- Identify and describe the characteristics and function of non-verbal communication.
- Recognize the emotional and relational dimensions of non-verbal behavior.

6. Explain the characteristics of interpersonal relationships and the influence of communication climates. (Reflecting ECE Program Standard VLO#6, Employability Skills #1#2,#5,#8,#9)

Potential Elements of the Performance:

- 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.
- Describe types of messages that contribute to confirming and disconfirming climates.
- Explain the characteristics of non-assertive and assertive communications.
- Describe the differences between approaches to conflict resolution.

7. State the characteristics of social media and how they impact interpersonal communication. (Reflecting ECE Program Standard VLO#6, Employability Skills #1#2,#5,#8,#9)

Potential Elements of the Performance

- Explain the effects of social media on our sense of self and our relationships.
- Identify the benefits and dangers of social media.

8. Discuss the nature of groups in relation to communication. (Reflecting ECE Program Standard VLO#6, Employability Skills #1#2,#5,#8,#9)

Potential Elements of the Performance

- Describe the characteristics and types of groups in society.
- Describe the advantages and disadvantages of decision-making methods within groups.

9. Analyze approaches to solving problems within groups. (Reflecting ECE Program Standard VLO#6, Employability Skills #1#2,#5,#8,#9)

Potential Elements of the Performance

- Explain group problem solving formats
- Describe problem solving steps outlines to help complete a group task.
- Identify the obstacles to effective functioning of a specific group and suggest more effective ways of communicating.

10. Demonstrate effective interpersonal and communication practices that reflect professional standards

(Reflecting ECE Vocational Outcomes #6 and Essential Skills #1,2,8,9,10,11)

Potential Elements of the Performance

- show respect for the diverse opinions, values, belief systems, and contributions of others.
- interact with others in groups or teams in ways that contribute to effective working relationships
- and the achievement of goal
- communicate professionally in written work including vocabulary, grammar, spelling and format
- manage the use of time and other resources to complete projects.

III. TOPICS:

- **Module 1: Elements of Communication**
- **Module 2: Interpersonal Communication**
- **Module 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 Learning Management System (LMS) for ED141 Introduction to Human Relations. Course notes, assignments, calendar features and email will be used throughout the semester.

V. EVALUATION PROCESS/GRADING SYSTEM:

Achievement of course learning outcomes will be achieved as follows

Chapter Content Quizzes**15%**

Weekly quizzes will be posted on LMS Quiz feature for students to complete. These quizzes will be scheduled outside of scheduled class time.

An assigned date will be stated and the students will be required to complete the quiz (usually 15 minutes) at any time during the scheduled date. *Details will be posted on LMS and discussed in class.*

Communication Journal**30%**

Students will be asked to reflect on and respond to questions related to content covered in the course as it relates to their own life experience. The submissions will be made through the LMS Drop Box feature on the assigned dates. Further details about this assignment will be reviewed with the student and posted on LMS under the Content "Assignments" tab. *Please read about assignment submission formats under Special Notes.*

Interpersonal communication in the media presentation**15%**

Students will work as a group to review a film of their choice that represents certain concepts from the course. Each member of the group will be responsible for completing an analysis on one particular type of interpersonal communication concept found in the film. The group will present their analysis together at the end of the semester. Further details about the assignment will be reviewed with the students and posted on LMS under the Content "Assignments" tab. *Please read about assignment submission formats under Special Notes.*

Group Relations Portfolio**40%**

Students will be working in groups during scheduled class time as part of the in class activities when covering chapter content. Each group will have a folder that will contain the responses from each group member based on the group activities for that week. Students must be in attendance and participate in the activities assigned for the group portfolio in order to receive marks for this assignment.

The following semester grades will be assigned to students in postsecondary 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.	

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 submission format

All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.

All assignment submissions must be sent in **PDF** format. If the professor is unable to “open” or read the submission, the student will be notified by email and receive a mark of “0” for the assignment.

Submission due dates:

The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:

Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).

NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course.

Requests for Extensions:

Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.

NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.

Presentations

Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment.

Quizzes/ Tests

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor of their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

Learning Environment

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.
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.

VI. COURSE OUTLINE ADDENDUM:

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