



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE**

**HS 1000: Interpersonal Communication in the Workplace**

**Winter 2013**

**INSTRUCTOR:** Cheryl Brown      **PHONE:** 780-882-6223  
**OFFICE:** H129 until March      **E-MAIL:** cbrown@gprc.ab.ca  
1 then E401

**OFFICE**                      Thursday 5-6 pm  
**HOURS:**                      or by appointment

**PREREQUISITE(S)/COREQUISITE:** none

**REQUIRED TEXT/RESOURCE MATERIALS:** Ronald B. Adler, Judith A. Rolls, and Russell F. Proctor (2012) LOOK, Canadian Edition. Looking Out Looking In. (3rd Canadian ed.). Scarborough, On: Nelson Education Ltd.

**CALENDAR DESCRIPTION:** This course will develop an awareness of and skills for interpersonal communication. Self-understanding and growth is emphasized as a foundation upon which effective interpersonal communication skills are built.

**CREDIT/CONTACT HOURS:** 2 credit (30 hrs)

**DELIVERY MODE(S):** Classes will involve a variety of activities. There will be lecture, small group work, class discussions, mini-lectures, self study and a variety of other activities designed to promote active learning of the course content.

Student participation in learning activities is vital to this course.

**OBJECTIVES:**

Upon completion of this course, the student will:

1. Explain why human communication is important and describe the characteristics that define interpersonal communication.
2. Understand the principles that underlie interpersonal communication and identify the components of effective interpersonal communications.
3. Understand the development of self-concept and self-esteem and the role that they play in interpersonal communication.
4. Identify steps to improve self-concept.
5. Gain a clearer understanding of the relationship between perception and communication and develop skills to understand others more effectively
6. Understand characteristics of our spoken language and apply strategies that are designed to make verbal communication more effective.
7. Identify types of non-verbal communication and explaining how they affect our interpersonal relationships.
8. Understand the role our culture plays in the expression of emotions and how emotions impact interpersonal communication.
9. Identify barriers to effective listening and use the skills of active listening to promote interpersonal communications.

**TRANSFERABILITY:**

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

Early Learning and Child Care diploma graduates may be eligible for admission to a number of degree programs. Students interested in pursuing degree opportunities are advised to consult directly with the appropriate College or University as transfer agreements vary from one institution to another. Please refer to [www.gprc.ab.ca](http://www.gprc.ab.ca) Early Learning and Child Care or the GPRC 2012-13 Calendar.

## **GRADING CRITERIA:**

### **Assignments and course evaluation**

Specific instructions and requirements for the following assignments will be handed out in class.

<b>In class presentation</b>	<b>25%</b>	<b>Sign Up Due: January 30th, 2012</b>
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Present a scenario to the class that demonstrates one of the topics covered in a chapter (this can be role play, media or discussion). Following the presentation lead a discussion regarding the key elements and what could have been done more effectively and why. Presentations can be done alone or in groups up to 3 people.

<b>Assignment #1 and #2</b>	<b>20% each totaling 40% in all</b>
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<b>Due: Assignment #1 due February 15 and #2 March 15, 2013</b>
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Each assignment is worth 20% of your course grade. The purpose of this assignment is to allow you to work in teams to experience the theory about which you will be exposed to in class. The most important aspect of the assignment is to experience the process of team development and to practice your roles as an effective team member. Knowing and applying the theory of the evolution of groups should help the cohesion and effectiveness of your team.

<b>Quiz</b>	<b>25%</b>	<b>Date: March 25, 2013</b>
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An exam covering all course content will be given on the last day of class.

<b>Participation</b>	<b>10%</b>
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Participation will be based on attendance, punctuality, participation in group and class activities, participation in class discussions, and even interaction during lectures (e.g. asking clarifying questions, offering illustrative examples, etc.).

Assignments and final grades will be based on the following 4-point grading system: A letter grade of “C” is required to pass this course.

Last date to withdraw is in the calendar Feb 13, 2013.

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>90 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 89</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>77 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 76</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>FAIL</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

**EXAMINATIONS:** There will be one in class exam.

**STUDENT RESPONSIBILITIES:**

The following responsibilities are highlighted as they apply directly to classroom climate.

**It is your responsibility to arrive on time.** Late arrivals are disruptive to classes. If you do arrive late, minimize your disruption of the class by sitting in the first available seat next to the door, taking out your materials quietly and getting to work. Do not disrupt the class by making your way to your usual seat or by asking classmates what you have missed. It disrupts the class's learning as attention is shifted from class content to addressing your needs. Questions asked of the instructor that would have been unnecessary had you arrived on time will not be answered during classes. Learners will be responsible for using course materials to find the information they need. Course materials will be available on Moodle after each class.

**It is your responsibility to attend all classes.** The importance of **ATTENDANCE** cannot be overemphasized. Learners cannot benefit from active learning strategies if they are not present and the class is denied the participation and input of one of their valued peers. If you must be absent from a class, it is your responsibility to obtain missed material from classmates. If you need further explanation after having reviewed this material, the instructor will be available to you.

**It is your responsibility to participate and request clarification.** Active participation will facilitate student learning. Student responsibility for requesting clarification reflects the instructor's recognition that students are responsible for their own learning. Only you know when you need help.

**Cell Phones:** Cell phones are disruptive and should only be used in emergency situations. Put them on Vibrate!!!! **Texting is NOT allowed during class.**

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

DATE	TOPIC	READING	ASSIGNMENT/TEST
January 11	Review course outline and assignments <b>Looking In</b> text book Chapter One – A look at Interpersonal Communication	Pg. 2-23	
January 14, 18	Chapter Two – Communication and Identity: Creating and Presenting the Self.	Pg. 28-53	
January 21, 25	Chapter three- Perception: What you see is what you get	Pg. 58-82	
January 28 February 1	Chapter four- Emotions: Feeling, Thinking and Communicating	Pages 86-108	Class presentation sign ups complete
February 4, 8	Chapter five- Language: Barrier and Bridge	Pages 114-139	
February 11, 15	Chapter six – Nonverbal Communication: Messages beyond words	Pages 144- 170	<b>February 15 Assignment #1 due</b>
February 19-22	Reading Week		
February 25 March 1	Chapter seven- Listening: More than meets the ear	Pages 176-200	
March 4, 8	Chapter eight – Communication and Relationship Dynamics	Pages 204-235	
March 11,15	Chapter nine – Improving communication climates	Pages 244-265	<b>March 15 Assignment #2 due</b>
March 18	Chapter ten – Managing interpersonal conflicts	Pages 270-288	
<b>March 22</b>	<b>Final exam</b>		

Although the instructor feels that all the material in the textbook is important and interesting, **limited class time prevents discussion of all the material covered in the text.** You are responsible for learning textbook material that is not discussed in class.