

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF COMMUNITY REHABILITATION**

**HS1000 HUMAN RELATIONS: Self and Others**

**WINTER 2004 - January 6 - February 16, 2004**

**CLASS TIMES:**                   Section A3   Tuesday and Thursday   9:00 - 11:20  
                                          Section B3   Monday and Wednesday   9:00 - 11:20

**CLASS LOCATION:**           Section A3 – B303  
                                          Section BS – H135

**INSTRUCTOR:**                   Marsha C. Zalik

**OFFICE:**                           H230

**OFFICE HOURS:**               Wednesday: 3:00 – 4:30  
                                          Thursday: 1:300 – 4:00  
                                                                  or by appointment

**PHONE:**                           539-2894  
**E-MAIL**                           [mzalik@gprc.ab.ca](mailto:mzalik@gprc.ab.ca)           (office)  
                                          WebCT email

**PREREQUISITE(S):**           none

**COURSE DESCRIPTION:**

This course is designed to develop the student's awareness and skills in interpersonal communication. It emphasizes self understanding and awareness as a foundation from which to build effective interpersonal skills. This course requires that students commit themselves to self examination , are open to their own behavior and have an orientation towards personal growth and change.

**REQUIRED TEXT:**

Wood, J., Henry, A. (2002). **Everyday Encounters: An Introduction to Interpersonal Communication**, 2<sup>nd</sup> Canadian edition: Scarborough, Ontario: Nelson Thomson Learning.

Readings from other sources may be assigned during the course. If so, these readings will be placed on reserve on the library and posted on WebCT.

### **CLASS FORMAT:**

This is a web-enhanced course with extensive utilization of WebCT.

WebCT is a computer platform designed for the delivery of courses. A Web-enhanced course uses the web to supplement classroom instruction. You will need to use WebCT for

- Some of the assigned reading
- Assignment guidelines
- Handouts
- Lesson plans outlining what was covered in class so that learners who have had to be absent can find out what they missed.
- Lecture notes / PowerPoint presentations
- Exemplary assignments from previous years to be used as models.

WebCT will also provide a course email system. It is the most efficient way to contact me as I check course email at least once during the day and usually again in the evening.

Learning journal work will be posted on WebCT and, if the class wishes, I can chat rooms can be set up.

**Classes** will involve a variety of activities. There will be small group work, class discussions, mini-lectures, 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. According to Edgar Dale's (University of Texas) research, we tend to remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say and 90% of what we both say and do.

Strategies promoting active learning are, therefore, critical to this course. Learners must come to classes prepared, with assigned readings and exercises thoughtfully completed, in order to be able to fully participate and benefit from classroom learning activities.

## **COURSE OBJECTIVES:**

Upon completion of this course, students will

1. Define and discuss interpersonal communication and its components.
2. Discuss the characteristics and development of self-concept, demonstrate understanding of the impact of self-concept on communication and develop strategies for improving self-concept.
3. Demonstrate understanding of the role of perception in communication, the influences on perceptions and develop effective communication strategies to minimize misunderstandings.
4. Recognize and discuss the role and implication of culture and gender on communication.
5. Effectively use self-evaluation to strengthen interpersonal communication effectiveness.
6. Demonstrate understanding of the ambivalence of word and language usage and develop skills for overcoming troublesome language.
7. Demonstrate knowledge and application of types / characteristics of non-verbal communication and develop strategies for improving nonverbal communication.
8. Demonstrate knowledge and application of effective (and ineffective) listening skills.
9. Recognize defensive behaviors and gain an understanding of how they create blocks to communication.

## **STUDENT EVALUATION:**

### **1. Assignments 60%**

#### 1. Self-Concept: Poster Assignment (15%)

This assignment is compulsory.

Learners will develop a poster which depicts

- a. Their beliefs about themselves
  - i. The origin of those beliefs
- b. Beliefs about self targeted for change.
  - i. Strategies to be used to change those beliefs.

2. Communication Skill Assignments 45% (15% each)

Learners are required to complete three Communication Skill assignments. Detailed instructions for the completion of each assignment will be distributed as the relevant material is covered in class.

Communication Skill assignments must be typed, **double spaced**, and well formatted. (Process recording section may be handwritten.) Marks will be awarded for appearance, organization, and proper language usage.

Guidelines are attached for the 3 assignments.

- a. Perception checking
- b. I – Language and Emotionality
- c. Defensive and Supportive Language

One resubmission opportunity will be permitted per learner over the course of the semester. The maximum grade on resubmitted assignments is 75%.

2. **Learning Journals** 20%

Learning journal exercises are designed to provide learners with structure for thinking about and applying concepts covered in class and in readings. Some of these exercises will form the basis of in-class activities.

Learning journal exercises will be assigned throughout the course. Some will be based on exercises in the textbook. Others will be handed out in the class before they are due.

Learning journal work will be posted in the DISCUSSION area of the WebCT course web site.

In addition to posting their own work, learners are required to respond to 2 of their classmates posts for each journal exercise. (Half of the participation grades will be based on responses to classmates.) Responses should be reflective and meaningful.

Learning journal marks will be based on both completion and quality of the exercises. Quality is defined as obvious attempts to complete the exercise to the best of the learner's ability. Learners should not be afraid to try exercises for fear of making mistakes. Errors will not be penalized. Only sloppy work and evidence of minimal effort will cost learners' marks.

### 3. Participation 20%

10% of this grade will be based on WebCT discussion participation.

The remaining 10% 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.).

Punctuality means not only arriving on time, but ensuring that you do not disrupt the class if and when you must be late. Save your questions about what you missed until after class. Your classmates need to get on with the lesson as planned.

Helping each other learn is another important part of participation. Anything you do that contributes to a positive climate in the classroom will earn you participation grades.

Self-evaluation and instructor observations will both be considered in determining participation grades. To provide the necessary documentation, the instructor will take attendance and learners will complete a weekly self-evaluation of their participatory behaviours.

#### **GRADING POLICY:**

Grande Prairie Regional College uses the ALPHA grading system as described below.

<b>Alpha Grade</b>	<b>4-point Equivalence</b>	<b>Descriptor</b>
A+	4.0	Excellent
A	4.0	Excellent
A-	3.7	First class standing
B+	3.3	First class standing
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory
D+	1.3	Poor
D	1.0	Minimal pass
D-	0.0	Fail

#### **Student Support**

The Writing Centre is available to help you improve the quality of your written assignments. Please use it. You will find it makes a difference to your marks.

**N.Q.A.** coupons will be distributed early in the semester. These coupons may be used for extensions on assignments. **NO OTHER EXTENSIONS WILL BE CONSIDERED.** Late submissions without N.Q.A. coupons will not be accepted.

Lesson outlines and PowerPoint lecture slides will be posted on WebCT.

Exemplary assignments completed in past years will be posted on WebCT for learners to use as models for their own work.

### **PROFESSIONAL BEHAVIOUR**

Students are advised to familiarize themselves with their rights and responsibilities as outlined on pages 36 and 37 of the college calendar.

1. Assignments must be submitted by 4:00 p.m. on or before the date they are due. Late assignments will be penalized 5% per day. (Weekends and holidays included.)
2. Assignments must be **typed, double spaced**, and have at least **one inch margins**. They must be printed on only one side of the page. These requirements afford the instructor space to provide learners with meaningful feedback
3. **N.Q.A. Coupons.** Each student will be provided with a "No Questions Asked" coupon worth four days of extensions on assignments. Students are advised to use these coupons wisely. **Other requests for extensions will NOT be considered.**
4. Professional Behaviour includes teamwork. Our class is a team (albeit, a large one). You are expected to contribute to the functioning of this team so as to help "get the job done". The 'job' in this case, is for each and every one of us to maximize our learning. While the instructor sets the agenda and facilitates the classes, learners are also responsible for contributing to the growth and development of themselves and of other class members.
5. Department policy prohibits the use of cell phones during classes. Please ensure that phones are turned off before class begins. Exceptions can be made with the permission of the instructor.

### **NOTES:**