

## Sch Interdisciplinary Studies

### Human Relations

2019-2020 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

<b>Course Code:</b> GNED 1108	<b>Course Equiv. Code(s):</b> N/A
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Stephanie Ball	<b>Date:</b> August 2019

Prepared by		
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## Course Description:

Human Relations provides an introductory exploration of the dynamic ways in which people connect and interact with one another in both personal and professional environments. It offers occasions to consider why our beliefs, outlooks, values, and actions sometimes cause conflict in our personal lives and in work-related situations. Knowledge about interpersonal relations, behaviours, attitudes, and the self will therefore be applied to one-on-one and group-type situations with the recognition that the top five positive personality traits employers (across a broad range of industries) seek are: a positive attitude, communication skills, strong work ethic, customer service skills, and teamwork. Consequently, ample opportunities are provided to critically assess the ways in which people communicate with one another—that is, students will be invited to reflect upon the messages that people wish to convey and also how those messages may be interpreted or perceived by others. The ability to communicate well is key to personal and professional success and happiness. Finally, in a broader sense, Human Relations is about cultivating empowerment and self-management skills and traits to improve one's efficacy, development, and growth.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Case Studies.

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Explore theories about personalities, behavioural patterns, organizational culture, identity categories, diversity, the self, and human interactions to develop meaningful self-reflective practices.
- CLO2 Develop the traits of a competent interpersonal communicator -- including accurate, persuasive, and authentic verbal, non-verbal, and written communication -- to enhance academic, personal, and professional conversations, messages, and interactions.
- CLO3 Analyze interpersonal relationships, strengths, weaknesses, roles, conflicts, and contexts (individually and in group settings) to improve academic, personal, and professional success.
- CLO4 Assess the skills and abilities needed to successfully interact with peers, co-workers, family, and friends to raise self-efficacy and self-esteem in various contexts.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Active Participation and Engagement In-Class and Online (Weekly In-Process Appraisal)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES5, EES8, EES9, EES11	20
Self-Reflection Assignment	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES11	15
Case Studies	CLO3, CLO4	EES1, EES2, EES5, EES8	15
Group Presentation: Group Proposal (5%); Group Presentation (10%); Self-/Peer-Evaluation(s) (5%)	CLO2, CLO3, CLO4	EES1, EES2, EES5, EES8, EES9, EES11	20
Test #1	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES5	15
Test #2	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES5	15
<b>Total</b>			<b>100%</b>

### Notes:

1. In order to earn in-process marks, students must be present in class the day the activities take place and meet the submission deadline. Many of the activities require student-teacher and student-student interaction and the intended learning cannot take place if the student is absent from this process. All application marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class to enhance and reinforce learning. Given the nature of these activities, there are no make-ups or facility for submitting after the submission deadline. Application activities not completed within the established timelines and parameters will not be considered for grading purposes. Deviation from this policy will occur on a case-by-case basis, where warranted, at the full discretion of the professor. Documentation may be required.
2. All written work that is submitted for formal evaluation must be in full, grammatically correct sentences and paragraphs. Point-form written work will not be accepted and will be given a zero. Written work must be typed (that is, hand-written work will not be accepted).
3. Assessments and evaluations are to be submitted by the deadline given as a hard-copy or an e-copy submitted to the relevant online submission folder in DC Connect as per the particular assignment's instructions. The professor will specify the appropriate delivery method prior to collecting work. All late submissions will be assessed a penalty of 10% of the total possible grade for the assignment per 24 hours late up to 72 hours, after which the assignment will no longer be accepted. These requirements reflect the importance of deadlines in a workplace environment and the consequences of failing to meet such deadlines. Requirements must be observed carefully to avoid academic penalties. Missed assignments cannot be made up through any method. Students will NOT be allowed to complete "extra assignments" to "raise their mark" at the end of the term. Students must complete and hand in term work as it is assigned. Please keep in mind that, as in the workplace, failure to meet deadlines results in loss of credibility, advancement opportunities, and grades.
4. The two tests may include multiple-choice and true-false questions as well as short-answer or fill-in-the-blanks.

## Required Text(s) and Supplies:

## **Recommended Resources (purchase is optional):**

N/A

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology	+ attendance
+ Academic Policies	+ absence related to tests or assignment due dates
+ Academic Honesty	+ excused absences
+ Student Code of Conduct	+ writing tests and assignments
+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a>	+ classroom management can be found in the Program Guide (full time programs only) in MyCampus <a href="http://www.durhamcollege.ca/mycampus/">http://www.durhamcollege.ca/mycampus/</a>

## Course Specific Policies and Expectations:

In order to ensure a quality learning environment for all students, the following policies have been established for this course. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Academic Policies and Procedures.

**Participation and Assignment Completion:** Active participation is the best predictor of student success. Students are expected to actively participate in course activities and discussions and any tests or assignments. Unless you have made prior arrangements with your instructor, you are expected to complete all assignments and submit them, on time, according to your instructor's instructions. In situations where serious illness, emergencies or other circumstances prevent you from completing assessments, please get in touch with your instructor via DC Mail as soon as possible. You will be required to provide documents that verify your situation before accommodations can be made, and any arrangements to make up missed assignments will be at the sole discretion of the instructor.

**Grading and Feedback:** Students should consult their course outlines for a list of assessments and associated weighting. Faculty will return assessments to students within an appropriate time frame for the assessment type, typically three weeks at a maximum, with exceptions negotiated between the instructor and the class. Assessments may be returned via DC Connect or in class. It is the student's responsibility to review their graded assessments and any feedback that may have been provided to improve academic performance. Students may request an interview with the instructor, within 15 days of the returned assessment, to further clarify assessment results.

**Plagiarism and Academic Integrity:** Plagiarism is a serious breach of the College's Academic Integrity policy and will be enforced on any students involved in incidents of plagiarism, of any type. This could include any or all of the following: a mark of zero on an evaluation, a mark of zero in the course, non-admittance to a course or program, withdrawal from a course, or dismissal from the college. In all cases, a formal Academic Alert will be issued that will document the infraction that has taken place, notification will be given to the Dean/Associate Dean and a record will be placed in the student's file. Professors may request electronic files of written submissions. Plagiarism detection software may be used during the marking process. Any work that has been plagiarized will receive a mark of zero. If it is determined that a student has shared any work with or copied from another student, then ALL STUDENTS INVOLVED will receive a mark of zero for the entire assignment or test.

**DC Connect:** Students are expected to check DC Connect and their DC Mail daily for both college-wide and program specific information. Each Durham College student has a DC Mail email address which they should check daily. Communication between students and faculty via email is limited to the DC Connect system. Should a student have a login and/or performance issue with DC Connect, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333.

**Diversity:** Durham College classrooms -- whether physical or online in nature -- reflect the diverse nature of the workplace, and will often include students of different race, age, ethnicity, socio-economic status, nationality, belief, ability, gender identity, and sexual orientation. Students are expected to be considerate of their classmates, respect each other's differences and help to create a safe environment where everyone can focus on the work at hand. This course may include the use of readings, discussions, and case studies that enable students to adapt to differences with real empathy, recognize the legitimacy of those differences, and understand that there are many ways to make meaning in this world.

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	2	Delivery:	In Class	
01	<b>Course Learning Outcomes</b>				
	CLO1				
	<b>Essential Employability Skills</b>				
	<b>Taught:</b>		EES2, EES8	<b>Practiced:</b> EES2, EES8	
	<b>Intended Learning Objectives</b>				
	<p>Course introduction: review of the course outline, expectations, and due dates; review of the General Education mandate (please see: <a href="http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education">http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education</a>).</p> <p>Main topic: Human Relations and Yourself.</p> <p>Sub-topics: the nature and importance of Human Relations; how studying Human Relations can benefit you; the roles that people play in their lives.</p>				
	<b>Intended Learning Activities</b>				
<p>Icebreaker activity.</p> <p>Introductory lecture and media supplement.</p> <p>Bookend activity: student expectations of the course.</p> <p>Additional in-class activities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- think/pair/shares,</li> <li>- situational analyses,</li> <li>- role plays,</li> <li>- self-assessment activities,</li> <li>- brainstorming,</li> <li>- worksheets,</li> <li>- and one minute papers.</li> </ul>					
<b>Resources and References</b>					
<p>All relevant materials for the course -- official syllabus, evaluation criteria, professor information, student success tips, list of Durham College resources and supports, etc. -- will be available on DC Connect.</p>					
<b>Evaluation</b>			<b>Weighting</b>		
<p>Active Participation and Engagement In-Class and Online (Weekly In-Process Appraisal). **Note that this is continually assessed in subsequent weeks.**</p>			20%		



<b>Wk.</b>	<b>Hours:</b> 1	<b>Delivery:</b> Online
01	<b>Course Learning Outcomes</b>	
	CLO1	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES2, EES8	<b>Practiced:</b> EES2, EES8
	<b>Intended Learning Objectives</b>	
	<p>Course introduction continued: student review of the course outline, expectations, and due dates.</p> <p>Overview of online expectations: tips and strategies to be successful with online learning; explanation of asynchronous learning.</p> <p>Getting to know one's way around DC Connect.</p>	
<b>Intended Learning Activities</b>		
<p>Student questions about the outline, expectations, and due dates may be posted to a generic discussion board on DC Connect.</p> <p>Online connection and/or summary activities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>		
<b>Resources and References</b>		
N/A		
<b>Evaluation</b>		

Wk.	Hours: 2	Delivery: In Class
02	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b> <b>Taught:</b> EES1, EES2, EES8, EES11 <b>Practiced:</b> EES1, EES2, EES8, EES11	
	<b>Intended Learning Objectives</b> Brief Q and A about the course outline, expectations and due dates (an opportunity to clarify anything about the course, delivery, etc.).  Main topic: Human Relations and Yourself (continued).  Sub-topics: how work and personal life influence each other; the importance of self-reflection and developing better self-understanding; your self-concept and the nature of self-confidence/self-esteem; identifying interpersonal competencies; how you recharge your batteries (extraversion versus introversion as personality types).	
	<b>Intended Learning Activities</b> Lecture and media supplement.  Seminar-style small-group and guided discussions.  Additional in-class activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- think/pair/shares,</li> <li>- situational analyses,</li> <li>- role-plays,</li> <li>- self-assessment activities,</li> <li>- brainstorming,</li> <li>- worksheets,</li> <li>- and one minute papers.</li> </ul>	
	<b>Resources and References</b> All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b> 1	<b>Delivery:</b> Online
02	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES8, EES9	<b>Practiced:</b> EES1, EES2, EES8, EES9
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b> N/A	
<b>Evaluation</b>		

Wk.	Hours: 2	Delivery: In Class
03	<b>Course Learning Outcomes</b> CLO1, CLO3, CLO4	
	<b>Essential Employability Skills</b> <b>Taught:</b> EES1, EES2, EES8, EES11 <b>Practiced:</b> EES1, EES2, EES8, EES11	
	<b>Intended Learning Objectives</b> Main topic: Human Relations and Yourself (continued).  Sub-topics: understanding and managing yourself; where to start when we are interested in behavioural change; personal values influence ethical choices; attitudes and their impact on your life and the lives of others; interpersonal perception.	
	<b>Intended Learning Activities</b> Lecture and media supplement.  Seminar-style small-group and guided discussions.  Additional in-class activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- think/pair/shares,</li> <li>- situational analyses,</li> <li>- role-plays,</li> <li>- self-assessment activities,</li> <li>- brainstorming,</li> <li>- worksheets,</li> <li>- and one minute papers.</li> </ul>	
	<b>Resources and References</b> All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.	
	<b>Evaluation</b>	

Wk.	Hours: 1	Delivery: Online
03	<b>Course Learning Outcomes</b> CLO1, CLO3, CLO4	
	<b>Essential Employability Skills</b> <b>Taught:</b> EES1, EES2, EES8, EES11 <b>Practiced:</b> EES1, EES2, EES8, EES11	
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b> N/A	
	<b>Evaluation</b>	

Wk.	Hours: 2	Delivery: In Class
04	<b>Course Learning Outcomes</b> CLO1, CLO2	
	<b>Essential Employability Skills</b> <b>Taught:</b> EES1, EES2, EES8, EES11 <b>Practiced:</b> EES1, EES2, EES8, EES11	
	<b>Intended Learning Objectives</b> Main topic: The Nature of Interpersonal Communication.  Sub-topics: understanding communication as a need; improving interpersonal communication and overcoming communication barriers; developing intercultural competence; changing gender dynamics; fostering understanding.	
	<b>Intended Learning Activities</b> Lecture and media supplement.  Seminar-style small-group and guided discussions.  Additional in-class activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- think/pair/shares,</li> <li>- situational analyses,</li> <li>- role-plays,</li> <li>- self-assessment activities,</li> <li>- brainstorming,</li> <li>- worksheets,</li> <li>- and one minute papers.</li> </ul>	
	<b>Resources and References</b> All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.	
	<b>Evaluation</b> Self-Reflection Assignment.	<b>Weighting</b> 15%

Wk.	Hours: 1	Delivery: Online
04	<b>Course Learning Outcomes</b> CLO1, CLO2	
	<b>Essential Employability Skills</b> <b>Taught:</b> EES1, EES2, EES8, EES11 <b>Practiced:</b> EES1, EES2, EES8, EES11	
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b> N/A	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b> 2	<b>Delivery:</b> In Class
05	<b>Course Learning Outcomes</b> CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2	<b>Practiced:</b> EES1, EES2
	<b>Intended Learning Objectives</b>	
	Main topic: The Nature of Interpersonal Communication (continued).  Sub-topics: on language; language and power; message meanings; how interpersonal communication relates to relationship building; on nonverbal communication; perceiving nonverbal communication.	
	<b>Intended Learning Activities</b>	
Lecture and media supplement.		
Seminar-style small-group and guided discussions.		
Review for Test #1 (either in-class, if time permits, or posted to DC Connect).		
Additional in-class activities may include, but are not limited to:		
- think/pair/shares,		
- situational analyses,		
- role-plays,		
- self-assessment activities,		
- brainstorming,		
- worksheets,		
- and one minute papers.		
<b>Resources and References</b>		
All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.		
<b>Evaluation</b>	Case Study #1.	<b>Weighting</b> 3.75%



<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
05	<b>Course Learning Outcomes</b> CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b>
	EES1, EES2	EES1, EES2
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: - video supplements, - participation in online discussion forums, - the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc., - the use of learning technologies and online platforms as well as interactive components, - application exercises, - self-reflective tasks, - and knowledge checks (via DC Connect or external sites).	
<b>Resources and References</b> N/A		
<b>Evaluation</b>		
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
06	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b>
		EES1, EES2, EES5
	<b>Intended Learning Objectives</b> Main task: Completion of Test #1.	
	<b>Intended Learning Activities</b> Test #1.	
<b>Resources and References</b> N/A.		
<b>Evaluation</b> Test #1.		<b>Weighting</b> 15%

<b>Wk.</b>	<b>Hours:</b> 1	<b>Delivery:</b> Online
06	<b>Course Learning Outcomes</b> CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2	<b>Practiced:</b> EES1, EES2
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously from previous week.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b> N/A	
<b>Evaluation</b>		

<b>Wk.</b>	<b>Hours:</b> 2	<b>Delivery:</b> In Class
07	<b>Course Learning Outcomes</b> CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES11	<b>Practiced:</b> EES1, EES11
	<b>Intended Learning Objectives</b>	
	Main topic: The Nature of Interpersonal Communication (continued).  Sub-topics: active listening; barriers to effective listening; managing emotions; emotional exchanges and successfully communicating emotions; the importance of emotional intelligence.	
	<b>Intended Learning Activities</b>	
Lecture and media supplement.  Additional in-class activities may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - and one minute papers.		
<b>Resources and References</b>		
All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.		
<b>Evaluation</b> Case Study #2.	<b>Weighting</b> 3.75%	

<b>Wk.</b>	<b>Hours:</b> 1	<b>Delivery:</b> Online
07	<b>Course Learning Outcomes</b> CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES11	<b>Practiced:</b> EES1, EES11
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b> N/A	
<b>Evaluation</b>		

<b>Wk.</b>	<b>Hours:</b> 2	<b>Delivery:</b> In Class
08	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES5, EES8, EES9, EES11	<b>Practiced:</b> EES1, EES2, EES5, EES8, EES9, EES11
	<b>Intended Learning Objectives</b>	
	Main topic: Human Relations in Context.  Sub-topics: why collaboration is important; advantages and disadvantages of teams and teamwork; team building strategies; conceptual conflict and critical discussion in team settings.	
	<b>Intended Learning Activities</b>	
Lecture and media supplement.  First in-class opportunity to work on the group presentations and complete the group proposal form (**note -- it is important to be in class to pick your groups for the presentations and to complete the proposal form that is due**).  Additional in-class activities may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - and one minute papers.		
<b>Resources and References</b>		
All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.		
<b>Evaluation</b>	Group Presentation Proposal Form.	<b>Weighting</b> 5%

<b>Wk.</b>	<b>Hours:</b> 1	<b>Delivery:</b> Online
08	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES5, EES8, EES9, EES11	<b>Practiced:</b> EES1, EES2, EES5, EES8, EES9, EES11
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b> N/A	
<b>Evaluation</b>		

Wk.	Hours: 2	Delivery: In Class
09	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>  <b>Taught:</b> EES1, EES5, EES8, EES9, EES11 <b>Practiced:</b> EES1, EES5, EES8, EES9, EES11	
	<b>Intended Learning Objectives</b>  Main topic: Human Relations in Context (continued).  Sub-topics: navigating interpersonal relationships in personal and professional settings; identifying, navigating, and managing conflict; resolving conflict and dealing with difficult people; understanding power dynamics.	
	<b>Intended Learning Activities</b>  Lecture and media supplement.  Seminar-style small-group and guided discussions.  Additional in-class activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- think/pair/shares,</li> <li>- situational analyses,</li> <li>- role-plays,</li> <li>- self-assessment activities,</li> <li>- brainstorming,</li> <li>- worksheets,</li> <li>- and one minute papers.</li> </ul>	
	<b>Resources and References</b>  All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.	
	<b>Evaluation</b> Case Study #3.	<b>Weighting</b> 3.75%

<b>Wk.</b>	<b>Hours:</b> 1	<b>Delivery:</b> Online
09	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES5, EES8, EES9, EES11	<b>Practiced:</b> EES1, EES8, EES9, EES11
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b> N/A	
<b>Evaluation</b>		



<b>Wk.</b>	<b>Hours:</b> 2	<b>Delivery:</b> In Class
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES5, EES8, EES9, EES11	<b>Practiced:</b> EES1, EES5, EES8, EES9, EES11
	<b>Intended Learning Objectives</b>	
	Main topic: Human Relations in Context (continued).	
	Sub-topics: responding to personal and work-related stress; identifying and navigating deceptive forms of communication; building stronger relationships with positivity.	
<b>Intended Learning Activities</b>		
Lecture and media supplement.		
Second and final in-class opportunity to work on the group presentations.		
Additional in-class activities may include, but are not limited to:		
<ul style="list-style-type: none"> <li>- think/pair/shares,</li> <li>- situational analyses,</li> <li>- role-plays,</li> <li>- self-assessment activities,</li> <li>- brainstorming,</li> <li>- worksheets,</li> <li>- and one minute papers.</li> </ul>		
<b>Resources and References</b>		
All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.		
<b>Evaluation</b>		

Wk.	Hours: 1	Delivery: Online
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>  <b>Taught:</b> EES1, EES5, EES8, EES9, EES11 <b>Practiced:</b> EES1, EES5, EES8, EES9, EES11	
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b>  Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b>  N/A	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b> 2	<b>Delivery:</b> In Class
11	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES5, EES11	<b>Practiced:</b> EES1, EES2, EES5, EES11
	<b>Intended Learning Objectives</b>	
	Main topic: Taking Stock of Human Relations.  Sub-topics: valuing workforce diversity and inclusion; becoming an effective leader; cultivating trust; Human Relations in perspective.	
	<b>Intended Learning Activities</b>	
Lecture and media supplement.  Seminar-style small-group and guided discussions.  Bookend activity revisit: student expectations of the course from Week 01.  Additional in-class activities may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - and one minute papers.		
<b>Resources and References</b>		
All resource materials (which may include but are not limited to short readings, visual supplements, case studies, and open source material) that are pertinent to this week's lesson will be made available to the student. The one hour of asynchronous learning each week will often be used to present resource materials that students will then be invited to work through.		
<b>Evaluation</b> Case Study #4.	<b>Weighting</b> 3.75%	

<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
11	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	EES1, EES2, EES5, EES11
	<b>Practiced:</b>	EES1, EES2, EES5, EES11
	<b>Intended Learning Objectives</b> Topic(s), theme(s), and issue(s) continued online and asynchronously.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
<b>Resources and References</b> N/A		
<b>Evaluation</b>		
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
12	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	
	<b>Practiced:</b>	EES1, EES2, EES5, EES8, EES9, EES11
	<b>Intended Learning Objectives</b> Main task: Student Group Presentations.	
	<b>Intended Learning Activities</b> Student group presentations.	
<b>Resources and References</b> N/A.		
<b>Evaluation</b> Group Presentations (incl. Peer Evaluation Form).		<b>Weighting</b> 15%

<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
12	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	EES5, EES8, EES11
	<b>Practiced:</b>	EES5, EES8, EES11
	<b>Intended Learning Objectives</b> Main topic: Refining One's Human Relations Related Skills.	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
<b>Resources and References</b> N/A		
<b>Evaluation</b>		
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
13	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	
	<b>Practiced:</b>	EES1, EES2, EES5, EES8, EES9, EES11
	<b>Intended Learning Objectives</b> Main task: Student Group Presentations (continued).	
	<b>Intended Learning Activities</b> Student group presentations. Review for Test #2 (either in-class if time permits or posted to DC Connect).	
<b>Resources and References</b> N/A.		
<b>Evaluation</b> Group Presentations (incl. Peer Evaluation Form) (continued).		

<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	1	Online
13	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	EES5, EES8, EES11
	<b>Practiced:</b>	EES5, EES8, EES11
	<b>Intended Learning Objectives</b> Main topic: Refining One's Human Relations Related Skills (continued).	
	<b>Intended Learning Activities</b> Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
<b>Resources and References</b> N/A		
<b>Evaluation</b>		
<b>Wk.</b>	<b>Hours:</b>	<b>Delivery:</b>
	2	In Class
14	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	
	<b>Practiced:</b>	EES1, EES2, EES5
	<b>Intended Learning Objectives</b> Main task: Completion of Test #2.	
	<b>Intended Learning Activities</b> Test #2.	
<b>Resources and References</b> N/A.		
<b>Evaluation</b> Test #2.		<b>Weighting</b> 15%

Wk.	Hours: 1	Delivery: Online
14	<b>Course Learning Outcomes</b> CLO2, CLO4	
	<b>Essential Employability Skills</b>  <b>Taught:</b> <span style="float: right;"><b>Practiced:</b> EES11</span>	
	<b>Intended Learning Objectives</b> Main topic: Refining One's Human Relations Related Skills (continued).	
	<b>Intended Learning Activities</b>  Online connection and/or summary activities may include, but are not limited to: <ul style="list-style-type: none"> <li>- video supplements,</li> <li>- participation in online discussion forums,</li> <li>- the use (and analysis) of web-based resources, e.g. blogs, news supplements, case scenarios, etc.,</li> <li>- the use of learning technologies and online platforms as well as interactive components,</li> <li>- application exercises,</li> <li>- self-reflective tasks,</li> <li>- and knowledge checks (via DC Connect or external sites).</li> </ul>	
	<b>Resources and References</b>  N/A	
	<b>Evaluation</b>	