

## Sch Interdisciplinary Studies

### Human Relations

2018-19 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 checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Stephanie Ball	<b>Date:</b> July 2018

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

## 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 in Class (Weekly In-Process Appraisal)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES5, EES8, EES9, EES11	15
Self-Reflection Assignment	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES11	20
Scenario Analyses (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.
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):

1. Joseph A. DeVito, Rena Shimoni, and Dawne Clark. "Messages: Building Interpersonal Communication Skills,"

Fifth Canadian Edition. Toronto: Pearson, 2016. ISBN: 978-0-13-308167-1.

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"><li>+ Acceptable Use of Information Technology</li><li>+ Academic Policies</li><li>+ Academic Honesty</li><li>+ Student Code of Conduct</li><li>+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a></li></ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"><li>+ attendance</li><li>+ absence related to tests or assignment due dates</li><li>+ excused absences</li><li>+ writing tests and assignments</li><li>+ 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></li></ul>
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## Course Specific Policies and Expectations:

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

1. Learning Expectations: Course concepts will be explained through the use of presentation materials and examples. This will be supplemented and supported by some or all of the following: in class exercises, homework readings, questions, tutorial exercises, self and collaborative study, and assignments to be completed during class and outside of class time.

2. DC Connect: Students are expected to check MyCampus/DC Connect daily for both college-wide and program specific information. Each Durham College student has a MyCampus/DC Connect e-mail address which they should check daily. Communication between students and faculty via e-mail is limited to the DC Connect system. Should a student have a login and/or performance issue with their MyCampus, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333 or visiting the Computer Commons, Room SW100.

3. Attendance: Attendance has been shown to be the best predictor of student success. Students are expected to attend classes and to complete tests and other forms of evaluation. It is also expected that students will actively participate in class activities and discussions. A student missing topics will be less able to complete subsequent assignments. Students are responsible for knowing all course requirements and instructions given in class. Handouts will not be available in subsequent classes. Students are encouraged to form support groups of three to four people for classes.

Students are responsible for any missed materials and instruction as a result of an absence from class. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made. It is the student's responsibility to arrive to class on time, review notes, readings, and other requirements in preparation for class.

4. Absence from Class: Students are required to submit the appropriate documents when serious illness or other occurrences interfere with the ability to complete the course requirements. If an emergency occurs, contact the professor by DC Mail or telephone as soon as possible, ideally prior to missing class or evaluation. As soon as you return to the college, make an appointment to see the professor. Any arrangements to make up missed assignments will be at the sole discretion of the course professor.

5. Arrival to Class: Faculty recognize that there are often legitimate reasons for late arrivals. If you arrive late for class, please enter the classroom as quietly as possible and/or wait until there is a formal break in the class to minimize disruption to students who arrived on time. If you disturb the class upon your arrival, you may be asked to leave the class. If you arrive late on a regular basis and disturb a class already in progress, the faculty has the right to prohibit entry to the classroom until a suitable break occurs.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the faculty in advance of the class for consideration.)

Students who arrive late on the day of a test will not be given any additional time to complete the test. No late arrivals will be permitted after the first 30 minutes of the test start time.

6. Plagiarism: Plagiarism is a serious breach of the College's Academic Integrity policy. That policy, defined in ACAD-101 and the accompanying procedure, defined in ACAD-101-1 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. This includes sending files to other students for review of concepts.

A first breach of academic integrity shall result in one or more of the following penalties, at the discretion of the appropriate dean or designate:

- A referral to Student Academic Learning Services (SALS) to complete the Academic Integrity modules;
- Repeat the original assessment or alternative assessment;
- A deduction of the assessment by a portion of the grade;
- A zero on the assessment;

- An academic performance contract;
- Removal from a course with a grade of "0" or F;
- Removal from a program.

A second breach of academic integrity shall be referred to the Associate Dean and will result in one or more of the following penalties:

- A zero on the assessment;
- An academic performance contract;
- Removal from a course with a grade of "0" or "F"
- Removal from a program.

A third breach of academic integrity shall be referred to the Vice-President Academic and may result in dismissal from the college for two academic years. If the student is dismissed from the college, the Office of the President will be notified.

7. Respect for the Learning Environment: At all times, students are expected to respect that other students have the right to a distraction-free learning environment. Any conduct as outlined, but not limited to the items, below will not be tolerated and could result in disciplinary action. It is expected that all members of the learning environment conduct themselves in a professional manner at all times.

- Habitual lateness for class. Arrive on time and be prepared for class.
- Cheating (or suspicion of).
- Laptops and other digital devices (tablets, smart phones, etc.) are to be used for educational purposes only during class time.
- Inappropriate behaviour will not be tolerated (swearing, vulgarity, and disrespect toward professor or students).

It is expected that all members of the class, including the faculty, will treat one another with courtesy and respect. If individual behaviours interfere with the rights of others to teach or to learn, then the faculty member has the right to ask the disruptive student(s) to leave the class and apply the necessary consequences in accordance with Durham College's Academic Policies and Procedures.

Students are expected to read the college's Student Rights & Responsibilities policy to ensure they understand the guiding principles of expected student behaviour while a student at Durham College.

8. Student Success: It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course. The faculty cannot provide support and assistance if s/he is not aware that a problem exists. Students can leave messages on the faculty's voice mail or e-mail to make arrangements for the faculty and the student to meet and work together to resolve any issues or challenges. If a student has a concern about an individual course, then the first line of solution should be a discussion with their faculty. If the issue cannot be solved through collaboration, then the student is advised to make an appointment with the Student Advisor in the School of Interdisciplinary Studies.

9. Returning Assessments: Faculty shall return assessments to students within an appropriate timeframe for the assessment type, typically three weeks at a maximum with exceptions negotiated between the faculty and the class. Students shall consult their course outlines for specific information on evaluation protocols. It is a student's responsibility to obtain returned assessments if absent from class.

Evaluations shall be assigned a grade, and where appropriate, faculty may provide feedback to assist students in improving academic performance. Students may request an interview with a faculty member for further clarification of evaluation results.

Marked tests and assignments will be kept for 20 working days after the student's grades are made available at the end of the semester. If they are not retrieved in that time, they will be discarded.

10. Diversity: This course acknowledges pluralism and that through distinctions in race, ethnicity, place of origin, creed, ability, gender identity and/or sexual orientation, there are many ways of making meaning in this world. This course specifically endorses, where possible, 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 develop acceptance for new concepts of compatibility.

## 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:	3	Delivery:	In Class
01	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	EES2, EES8			
	<b>Intended Learning Objectives</b>			
	<p>Review of 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(s): Review of the course outline, expectations, and due dates.</p>			
<b>Intended Learning Activities</b>				
Icebreaker activity				
Introductory lecture and media supplement				
Bookend activity: student expectations of the course				
<p>Additional in-class activities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- think/pair/share</li> <li>- situational analyses</li> <li>- role play</li> <li>- self-assessment activities</li> <li>- brainstorming</li> <li>- worksheets</li> <li>- one minute papers</li> </ul>				
<b>Resources and References</b>				
Course outline and handouts posted to DC Connect including the rubrics and instructions for all assignments.				
<b>Evaluation</b>		<b>Weighting</b>		
Active participation in class (in-process appraisal - continually assessed in subsequent weeks)		15%		

Wk.	Hours: 3	Delivery: In Class
02	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES11	
	<b>Intended Learning Objectives</b> Main topic(s): Human Relations and you - interpersonal communication; interpersonal competencies - Are you an extrovert or an introvert? Brief Q and A about the course outline, expectations and due dates (an opportunity to clarify anything about the course, delivery, etc.) Discussion about the Self-Reflection Assignment	
	<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: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - and one minute papers.	
	<b>Resources and References</b> Recommended (but not required) reading: "Chapter 1, Introducing Interpersonal Communication"	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
03	<b>Course Learning Outcomes</b> CLO1, CLO3, CLO4	
	<b>Essential Employability Skills</b> EES1, EES2, EES8	
	<b>Intended Learning Objectives</b> Main topic(s): Communication, culture, cultural diversity and perception and gender dynamics - More on interpersonal communication competencies	
	<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: - think/pair/share - situational analyses - role play - self-assessment activities - brainstorming - worksheets - one minute papers	
	<b>Resources and References</b> Recommended (but not required) reading: "Chapter 2, Culture and Interpersonal Communication"	
	<b>Evaluation</b> Scenario Analysis #1	<b>Weighting</b> 3.75%

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
04	<b>Course Learning Outcomes</b> CLO1, CLO2			
	<b>Essential Employability Skills</b> EES1, EES2, EES8, EES11			
	<b>Intended Learning Objectives</b> Main topic(s): Communication and the self, 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: - think/pair/share - situational analyses - role play - self-assessment activities - brainstorming - worksheets - one minute papers			
	<b>Resources and References</b> Recommended (but not required) reading: "Chapter 3, Perception of Self and Others"			
	<b>Evaluation</b>	Self-Reflection Assignment		<b>Weighting</b>

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
05	<b>Course Learning Outcomes</b> CLO2, CLO4			
	<b>Essential Employability Skills</b> EES1, EES2			
	<b>Intended Learning Objectives</b> Main topic(s): Verbal and non-verbal communication			
	<b>Intended Learning Activities</b> Lecture and media supplement  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/share - situational analyses - role play - self-assessment activities - brainstorming - worksheets - one minute papers			
	<b>Resources and References</b> Recommended (but not required) readings: "Chapter 5, Verbal Messages"; "Chapter 6, Non-Verbal Messages"			
	<b>Evaluation</b> Scenario Analysis #2		<b>Weighting</b> 3.75%	
	<b>Wk.</b> <b>Hours:</b> <b>3</b> <b>Delivery:</b> <b>In Class</b>			
06	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4			
	<b>Essential Employability Skills</b> EES1, EES2, EES5			
	<b>Intended Learning Objectives</b> Main topic(s): Overview of the upcoming group presentations, requirements, etc.; completion of Test #1 in class			
	<b>Intended Learning Activities</b> Test #1			
	<b>Resources and References</b> N/A			
	<b>Evaluation</b> Test #1		<b>Weighting</b> 15%	

Wk.	Hours: 3	Delivery: In Class
07	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b> EES1, EES5, EES9, EES11	
	<b>Intended Learning Objectives</b> Main topic(s): Developing successful co-worker relations	
	<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: <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> Recommended (but not required) reading: "Chapter 11, Interpersonal Communication and the Workplace"	
	<b>Evaluation</b> Group Presentation Proposal Form completed in class and due at the end of class as a hard copy	<b>Weighting</b> 5%

Wk.	Hours: 3	Delivery: In Class
08	<b>Course Learning Outcomes</b> CLO2, CLO4	
	<b>Essential Employability Skills</b> EES1, EES11	
	<b>Intended Learning Objectives</b> Main topic(s): Active listening and emotional awareness; cultivating emotional intelligence competencies	
	<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/share</li> <li>- situational analyses</li> <li>- role play</li> <li>- self-assessment activities</li> <li>- brainstorming</li> <li>- worksheets</li> <li>- one minute papers</li> </ul>	
	<b>Resources and References</b> Recommended (but not required) readings: "Chapter 4, Listening in Interpersonal Communication"; "Chapter 7, Emotional Messages."	
	<b>Evaluation</b> Scenario Analysis #3	<b>Weighting</b> 3.75%

Wk.	Hours: 3	Delivery: In Class
09	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b> EES1, EES5, EES9, EES11	
	<b>Intended Learning Objectives</b> Main topic(s): Group cohesion; conceptual conflict and critical discussion in groups - Group presentation overview -- the professor's expectations	
	<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: - think/pair/share - situational analyse - role play - self-assessment activities - brainstorming - worksheets - one minute papers	
	<b>Resources and References</b> Recommended (but not required) reading: "Chapter 10, Interpersonal Communication and Conflict"	
	<b>Evaluation</b>	

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b> EES1, EES5, EES8, EES9, EES11	
	<b>Intended Learning Objectives</b> Main topic(s): Interpersonal communication and relationships; interpersonal conflict and power	
	<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: - think/pair/share - situational analyses - role play - self-assessment activities - brainstorming - worksheets - one minute papers	
	<b>Resources and References</b>  Recommended (but not required) readings: "Chapter 10, Interpersonal Communication and Conflict" (cont'd); "Chapter 9, Interpersonal Relationships"	
	<b>Evaluation</b> Scenario Analysis #4	<b>Weighting</b> 3.75%

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
11	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4			
	<b>Essential Employability Skills</b> EES1, EES2, EES5, EES11			
	<b>Intended Learning Objectives</b> Main topic(s): Successful work habits and leadership in the workplace; taking stock of Human Relations and the S.T.A.R. approach to job interviews			
	<b>Intended Learning Activities</b> Lecture and media supplement  Bookend activity revisit: student expectations of the course from week 1  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> N/A			
	<b>Evaluation</b>			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
12	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4			
	<b>Essential Employability Skills</b> EES1, EES2, EES5, EES8, EES9, EES11			
	<b>Intended Learning Objectives</b> Main topic(s): Student group presentations			
	<b>Intended Learning Activities</b> Student group presentations			
	<b>Resources and References</b> N/A			
	<b>Evaluation</b>			
				<b>Weighting</b>
Group presentations (10%); Self- and Peer-Evaluations (5%). (Continued into Week 13)				15%

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
13	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4			
	<b>Essential Employability Skills</b> EES1, EES2, EES5, EES8, EES9, EES11			
	<b>Intended Learning Objectives</b> Main topic(s): Student group presentations			
	<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>			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
14	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4			
	<b>Essential Employability Skills</b> EES1, EES2, EES5			
	<b>Intended Learning Objectives</b> Main topic(s): Completion of Test #2 in class			
	<b>Intended Learning Activities</b> Test #2			
	<b>Resources and References</b> N/A			
	<b>Evaluation</b> Test #2			<b>Weighting</b> 15%