

**GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT DEPARTMENT**

**COURSE SYLLABUS
CD2080 PERSONAL DEVELOPMENT II**

DATES: Winter, 2003 January 7, 2002 to February 20, 2002

HOURS: 30

CREDITS: 2

LOCATION: H135

CLASS TIMES: Tuesdays 10:00 to noon and Thursdays 1:00 to 3:00

INSTRUCTOR: Jane Friesen, ECE Diploma; BA; MDE

OFFICE: H210

OFFICE HOURS: TBA

PHONE/E-MAIL: 539-2041 (office)/JFriesen@gprc.ab.ca

COURSE DESCRIPTION: This course explores the interrelationship between self concept, self awareness and their relationship to effective communication. Concepts involved in group dynamics will be explored and skills in working with groups will be developed. Strategies for recognizing and dealing with stress and conflict will be examined.

PREREQUISITES: Successful completion of Year One of Early Childhood Development or permission of the Department

REQUIRED TEXTS: Messages (Canadian ed.) by DeVito, Shimoni, and Clark; Well Beings (2nd ed.) by Canadian Paediatric Society; a good quality (preferably Canadian) dictionary

CLASS FORMAT: Classes will be comprised of lecture, independent and small group tasks and class discussions. Field trips and professional development activities may also be included.

ATTENDANCE REQUIREMENTS: Attendance in this course is important as a significant amount of the course content is covered through in-class tasks and discussions. Students will be docked 1/2 of a percentage for each hour of class missed up to a maximum of 10%.

COURSE OBJECTIVES:

1. The learner will gain increasing insight into the relationship of self-awareness and communicative processes.
2. The learner will demonstrate an understanding of the importance of self-concept and interpersonal relationships.
3. The learner will explore the relationship of appropriate self-disclosure to effective relationships and examine appropriate situations in which to self-disclose.
4. The learner will demonstrate an understanding of stress and its positive and negative influences on job performance and the personal well-being.
5. The learner will become acquainted with strategies to manage stress.
6. The learner will become acquainted with and implement strategies for identifying and resolving conflict in the workplace.
7. The learner will understand various group process theories.
8. The learner will become knowledgeable about, and practice skills in, being effective in working with groups.

CLASS CONDUCT:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and of the instructor to engage in appropriate adult behaviour that positively supports learning. This includes, but is not limited to, treating others with dignity and being punctual.

GRADING POLICIES:

1. The following stanine system is used to determine the final course grade:

9	90% to 100%	4	50% to 56%
8	80% to 89%	3	45% to 49%
7	72% to 79%	2	26% to 44%
6	65% to 71%	1	0% to 25%
5	57% to 64%		

2. Assignments are worth 90% of the student's total grade as follows:

Assignment I	Assigned Textbook Activities	15%
Assignment II	Conflict Resolution Techniques	25%
Assignment III	Developing Group Skills	25%
Assignment IV	Strategies for Dealing with Stress	25%

Specific grading criteria for each assignment is supplied in the Course Assignments Package.

3. Due Dates:

Due dates are specified in the course schedule. All assignments must be submitted no later than 4:30 p.m. on the assigned due date. Assignments will be docked 1% for each day they are late. Penalties include weekends and holidays. Assignments will receive a grade of 0% if not received by 4:30 p.m on the 14th day after the due date.

4. Assignment Standards:

The student is required to be familiar with and actively apply the guidelines for assignments as outlined in the ECD Department student manual. The instructor has the right to require typewritten submissions completed on a word processor equipped with a spell check. Good drafts of assignments received at least 3 days prior to the due date (excluding weekends) will be reviewed for recommendations to enhance the grade.

These submission must be clearly marked “DRAFT” otherwise they will be considered as the formal submission for the assignment. The instructor will not accept responsible for any errors missed in reviews of draft assignments.

COURSE SCHEDULE:

The following course schedule is tentative and subject to revision:

DATE	TOPIC	READING(S)	ASSIGNMENT
January 7	Introduction		
January 9	Review of Interpersonal Skills and Perception	Messages: Chapters One, Two and Three	Vocabulary Quizzes pp. 36, 64 and 86
January 14	Understanding Conflict	Chapters 11 and 12	Skill Building Exercises 11.2 p.300; 12.2 p. 332; 12.3 p. 339 Assignment One Due
January 16	Conflict Management		
January 21	Self-esteem and Self-concept		
January 23	Self-Disclosure		Assignment Two

	Johari Window		Due
January 28	Group Dynamics Theory	Well Beings pp. 721-761	
January 30	Working in Groups		
February 4	Working in Groups		
February 6	Theories of Stress		
February 1	Understanding and Identifying Stress		
February 13	Coping with Stress		
February 18	Coping with Stress		
February 20	Open		Assignment Three Due Unit Four Due on March 14