

**GRANDE PRAIRIE REGIONAL COLLEGE  
HUMAN SERVICES DEPARTMENT  
EARLY CHILDHOOD DEVELOPMENT PROGRAM**

**COURSE SYLLABUS  
CD2080 PERSONAL DEVELOPMENT II**

**DATES:** Winter, 2004 January 5, 2004 to February 26, 2004

**HOURS:** 30

**CREDITS:** 2

**LOCATION:** H135

**CLASS TIMES:** Mondays and Thursdays 10:30 to 12:20

**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; course shrink pack; 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 alpha grade 4 point is used to determine the final course grade:

A+	4.0	90 – 100%	C+	2.3	67 – 69%
A	4.0	85 – 89%	C	2.0	64 – 66%
A-	3.7	80 – 84%	C-	1.7	60 – 63%
B+	3.3	76 – 79%	D+	1.3	55 – 59%
B	3.0	73 – 75%	D	1.0	50 – 54%
B-	2.7	70 – 72%	F	0.0	0 – 49%

1. Assignments are worth 90% of the student’s total grade as follows:

Assignment I	Assigned Textbook Activities	10%
Assignment II	Stress Management Strategies	25%
Assignment III	Professional Portfolio	30%
Assignment IV	Conflict Essay	25%

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

## 2. 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 14<sup>th</sup> day after the due date.

## 3. Assignment Standards:

The student is required to be familiar with and actively apply the guidelines for assignments as outlined in the ECD Program 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:

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENT</b>
January 5	Introduction		
January 8	Review of Interpersonal Skills and Perception	Messages: Chapters One, Two and Three	Vocabulary Quizzes pp. 36, 64 and 86
January 12	Theories of Stress	Well Beings pp. 721-761	
January 15	Understanding and Identifying Stress		
January 19	Coping with Stress		
January 22	Coping with Stress	Messages: Chapters Chapters 11 and 12	
January 26	Understanding Conflict		Skill Building Exercises 11.2 p.300; 12.2 p. 332; 12.3 p. 339 Assignment Two Part A Due
January 29	Conflict Management		Assignment One Due
February 2	Self-esteem and Self-concept		
February 5	Self-Disclosure Johari Window		Assignment Two Part B Due
February 9	Group Dynamics Theory		
February 12	Working in Groups		Assignment Three Due
February 23	Working in Groups		
February 26	Open		Unit Four Due on March 10