



## **DEPARTMENT OF HUMAN SERVICES**

### **COURSE OUTLINE – Winter 2020**

**HS 1000 – B3: Interpersonal Communication – 2 (3-0-0) 30 Hours 10 Weeks**

**INSTRUCTOR:** Valerie Ostara

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#### **OFFICE**

**HOURS:** Tuesdays 10:00 – 12:00 or by appointment

**TIME:** Monday & Friday 10:00 – 11:20 (Jan 6 – March 19)

**LOCATION:** E305

**PREREQUISITE(S)/COREQUISITE:** none

#### **REQUIRED TEXT/RESOURCE MATERIALS:**

Adler, R.B., Proctor, R. A. & Proctor, R. F. (2015) LOOK: Looking Out Looking In. (3<sup>rd</sup> Canadian Ed.). Scarborough, Ontario: Nelson

**CALENDAR DESCRIPTION:** Students develop awareness of and skills for interpersonal communication. Self-understanding and growth is emphasized as a foundation upon which effective interpersonal communication skills are built.

**CREDIT/CONTACT HOURS:** 2 credit (30 hrs)

**DELIVERY MODE(S):** Classes will be delivered face to face with Moodle as a supplementary space. There will be lecture, small group work, class discussions, and a variety of other activities designed to promote active learning of the course content.

### **COURSE OBJECTIVES:**

This course will provide students with:

- Awareness of and skills in interpersonal communication
- Foundations for self-understanding and personal growth, as well as the understanding that these are the elements upon which interpersonal communication skills are built.

### **LEARNING OUTCOMES:**

Upon completion of this course learners will effectively:

1. Explain why human communication is important and describe the characteristics that define interpersonal communication.
2. Understand the principles that underlie interpersonal communication and identify the components of effective interpersonal communications.
3. Understand the development of self-concept and self-esteem and the role that they play in interpersonal communication.
4. Identify steps to improve self-concept.
5. Gain a clearer understanding of the relationship between perception and communication and develop skills to understand others more effectively
6. Understand characteristics of our spoken language and apply strategies that are designed to make verbal communication more effective.
7. Identify types of non-verbal communication and explaining how they affect our interpersonal relationships.
8. Understand the role our culture plays in the expression of emotions and how emotions impact interpersonal communication.
9. Identify barriers to effective listening and use the skills of active listening to promote interpersonal communications.

“Flight: Alberta’s Early Learning and Care Framework”, is a leading curriculum for the early learning and child care profession. Each course in GPRC’s Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework or the curriculum core concepts from the framework. The concepts will be covered in a variety of ways depending on the course and may include discussion, readings, and assignments.

## TRANSFERABILITY:

Early Learning and Child Care diploma graduates may be eligible for admission to a number of degree programs. Students interested in pursuing degree opportunities are advised to consult directly with the appropriate College or University as transfer agreements vary from one institution to another. Please refer to [www.gprc.ab.ca](http://www.gprc.ab.ca) Early Learning and Child Care or the GPRC calendar.

## GRADING CRITERIA:

Note: The passing grade for courses taken within the Human Services Department is C- (1.7).

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79				
B	3.0	73-76				
B-	2.7	70-72		F	0.0	00-59

Please refer to the Alberta Transfer guide for current transfer agreements:

[www.transferalberta.ca](http://www.transferalberta.ca)

**EVALUATIONS:** There will be two quizzes worth 30% of this course (15% each). Three assignments make up 60% of the course (20% each). You will receive a detailed list of assignments the second week of classes. Participation and in class tasks will make up the remaining 10%.

**LATE ASSIGNMENTS:** Late assignments will only be accepted if prior arrangements have been made with the instructor prior to the assignment due date.

**STUDENT RESPONSIBILITIES:** The College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the GPRC College calendar regarding rights and responsibilities.

## STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

## COURSE SCHEDULE/TENTATIVE TIMELINE:

DATE	TOPIC/CHAPTER	ASSIGNMENT/TEST
January 6	Course Outline Start Chapter One	
January 10	Chapter One – A look at Interpersonal Communication	
January 13	Chapter One – A look at Interpersonal Communication	
January 17	Chapter Two – Communication and Identity	
January 20	Chapter Two – Communication and Identity	
January 24	Chapter three - Perception	
January 27	Chapter three - Perception	
January 31	Chapter three - Perception	
February 3	Chapter four - Emotions	
February 7	Chapter four - Emotions	<b>Assignment #1 due</b>
February 10	Review for Quiz #1, Review Assignment #2	
February 14	<b>Quiz 1</b>	<b>Quiz 1</b>
February 17-21	<b>Winter Break</b>	
February 24	Chapter five - Language	
Feb. 28	Chapter five - Language	
March 2	Chapter six - Nonverbal Communication	<b>Assignment #2 due</b>
March 6	Chapter six - Nonverbal Communication	
March 9	Chapter seven- Listening	
March 13	Chapter seven- Listening	
March 16	Catch up / Review	<b>Assignment #3 due</b>
March 20	<b>Quiz 2</b>	<b>Quiz 2</b>

Although the instructor feels that all the material in the textbook is important and interesting, **limited class time prevents discussion of all the material covered in the text.** You are responsible for learning textbook material that is not discussed in class.