

“The greatest problem of communication is the illusion that it has been accomplished.”

George Bernard Shaw

**GRANDE PRAIRIE REGIONAL COLLEGE
HUMAN SERVICES DEPARTMENT**

HS 1000: Interpersonal Communications

Winter 2010 – B3 January 6 to February 24, 2010
Credits: 2 (30 hours)
Class Times: Mondays 12:30 to 2:20 pm; Wednesdays 1:00 to 2:50 pm
Location: B302
Instructor: Dolly McArthur, M.Ed.
Instructor’s Office: H210
Office Hours: Tuesdays & Thursdays 10:00 – 12:00 or by appointment.
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COURSE DESCRIPTION

Students develop an awareness of, and skills for, interpersonal communication. An understanding of the concepts and principles of interpersonal communication serve as a basis for developing more effective communication skills.

REQUIRED TEXT

Adler, R.B., Proctor, R.F., Towne, N., and Rolls, J. A. (2008) Looking Out Looking In. (3rd Canadian ed.). Scarborough, On: Nelson Thomson Learning.

CLASS FORMAT

Classes will involve a variety of activities. There will be small group work, class discussions, mini-lectures, and a variety of other activities designed to promote active learning of the course content.

Student participation in learning activities is vital to this course. According to Edgar Dales's (University of Texas) research, we tend to **remember** 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say and **90% of what we both say and do.**

COURSE OBJECTIVES:

Upon completion of this course, the student will:

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 explain 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 effective interpersonal communications.

ASSIGNMENTS AND COURSE EVALUATION

Specific instructions and requirements for the following assignments will be handed out in class.

Perception Checking	15%	Due: February 3, 2010
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This assignment is designed to provide students with an opportunity to apply a perception check in order to clarify meaning of a situation in an interpersonal relationship.

In this assignment, you will be reporting on two situations in which you used perception checking to clarify another adult's behaviours or words.

Responsible Language	15%	Due: February 17, 2010
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This assignment consists of two parts. Part A includes rewriting the evaluative you-language statements using descriptive I-language. Part B is designed to give students the opportunity to practice taking responsibility for their thoughts and feelings by using I-language.

Listening Assignment	15%	Due: February 24, 2010
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This assignment requires the use of Moodle and consists of two parts. Part A consists of listening to an interaction between Emily and her grandmother, and identifying specific listening strategies employed by Emily's grandmother. Part B consists of listening to several voice clips, identifying the verbal and non-verbal content of each message and formulating a response that that uses the effective learning strategies you have learning in unit five.

Exams	20%	Date: February 1, 2010
	30%	Date: February 24, 2010

All exams will cover the material and information from text readings, handouts, assigned articles, instructional content, classroom discussion, as well as information gained through participation in class activities. Exam two will be comprehensive. Exams may include multiple choice, matching, true/false, short answer and essay questions.

Participation	5%
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Participation will be based on attendance, punctuality, taking an active part in group/class activities and discussions.

GRADING POLICIES

Final grades will be assigned using a **LETTER GRADING** system with a **FOUR-POINT SCALE** of numerical equivalents for calculating grade point averages.

Descriptor	Letter Grade	Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F	0.0

STUDENT SUPPORT

The Learning Center is available to assist students with written assignments. The center is located in room F215 and the contact number is 539-2957. If you have difficulty understanding a particular concept or have any other concerns regarding the course, please do not hesitate to discuss this as soon as possible with the instructor.

MOODLE

Moodle is a Learning Management System that will be used to improve communication with, and between students. I will post course resources such as the course outline, notes, handouts, activities etc. Moodle is a password-protected environment that you can access 24/7 from any computer as long as you have internet access. Ensure you bring moodle notes and readings to class.

RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with their rights and responsibilities as outlined in the College calendar. Please refer to the College policy on Plagiarism and Cheating (pages 48 and 51).

Cell phones and other electronic devices

Please turn off all cell phones, blackberries and PDA's prior to the start of class. Cell phones and other electronics are not to be brought into exams. **Texting is NOT allowed during class.**

Attendance

Studies have found a correlation between attendance and final grades. Students will be responsible for content covered, assigned readings, and for any announcements that are made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed. For optimal learning and readiness for class participation, students should read the assigned chapter and articles before coming to class on the dates indicated on the class schedule.

Late Arrival

Late arrivals are disruptive to the class. If you must arrive late, take the first seat available closest to the door. Get information about material missed from your classmates after class.

Exams

Exams are expected to be written on the scheduled day. If you are unable to write an exam on the scheduled day, you must notify the instructor **before** the exam or a grade of 0 may be assigned for the missed exam.

Assignment Requirements

1. Due dates are specified in the course schedule. All assignments must be submitted no later than 4:30 p.m. **ON** or **BEFORE** the day which they are due. **Late** assignments will be **penalized** at the rate of **5% per week**. That is, if an assignment receives a grade of 80% and is within/or one week late, the grade recorded will be 75%; Assignments more than two weeks late will not be accepted for grading.

2. Unless stated otherwise, assignments must be typed, double-spaced and have at least one inch margins on sides, top and bottom to permit instructor comments. They must be printed on only one side of the page and include a cover page. Computers are available in the library, and the computer labs. See <http://gprc.ab.ca/department/cts/labs.html> for more information.

You are advised to keep either a hard copy or an electronic copy of everything you submit. It is also recommended that you back up your electronic copies as you are working on assignments.

Learning Environment

The classroom learning environment is created by a joint effort between students and the instructor. If we work together, we can make classes more enjoyable and productive. Therefore please:

- Stay on topic.
- Avoid personal and private conversations.
- Ask for clarification whenever you need it.
- Participate in small group and large group class discussions and ensure others get equal opportunity to participate as well.
- Come prepared for class. Having your readings completed and assignments done on time will help with the understanding of topics discussed and assist you in knowing what questions to ask and/or prepare you to participate in class discussions.

2010 CLASS SCHEDULE

Note: This schedule is tentative and subject to change.

Date	Topic	Reading	Test/Assignment
W Jan. 6	Introductions, review course outline, student/instructor expectations, Unit One - Interpersonal Communication		
M Jan. 11	Unit One – Interpersonal Communication	Ch. 1 Pg. 4 –46	
W Jan. 13 & M Jan. 18	Unit two – Self Concept and Self Esteem	Ch. 2 Pg. 50 - 78 skim pg. 79 - 96	

Date	Topic	Reading	Test/Assignment
W Jan. 20, M Jan 25 & W Jan. 27	Unit 3 – Perception and Communications	Ch. 3 Pg. 100 - 128 Pg. 128 -146 Serving Self Bias & Fundamental Attribution Error	W Jan. 20, M Jan. 25 & W Jan. 27
M Feb. 1	Exam 1		Exam 1
W Feb. 3 & M Feb. 8 W Feb. 10	Unit 4 – The Roles of Emotions and Listening in Interpersonal Communication Unit 5 - Verbal and Non-Verbal of Communication	Ch. 4 Skim pg. 150 – 154 Pg. 164 - 187 Ch. 5 Skim 1 st . Part of Ch. 5 Pg. 209 – 225 Pg. 226 – 240	<u>Feb. 3</u> Perception Checking Assignment
M Feb. 15	Family Day – No Class		
W Feb. 17 & M Feb. 22	Unit 5 – Continued	Ch. 6 Pg. 248 – 260 Pg. 268 - 298 Disputing Irrational Thinking	<u>Feb.17</u> Responsible Language Assignment <u>Feb.24</u> Listening Assignment
W Feb. 24	Exam 2		Exam 2

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.