



COURSE OUTLINE

ELCC 125

INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS

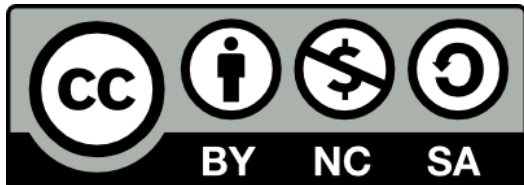
45 HOURS
3 CREDITS

PREPARED BY: Brooke Alsbury, Instructor DATE: March 16, 2015

APPROVED BY: ANDREW RICHARDSON, Dean DATE:

APPROVED BY ACADEMIC COUNCIL: May 25, 2015

RENEWED BY ACADEMIC COUNCIL:



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INTERPERSONAL RELATIONSHIPS AND COMMUNICATION SKILLS

INSTRUCTOR: Brooke Alsbury **OFFICE HOURS:** Mondays 10-12
OFFICE LOCATION: C2106 **CLASSROOM:** C1511/Zoom and Moodle
E-MAIL: balsbury@yukoncollege.yk.ca **DAY:** Tuesdays
TELEPHONE: (867) 456-6989 **DATES:** Jan 7 - April 12, 2018

COURSE DESCRIPTION

Through the use of self-reflection, theory, and experience, this course will help students develop effective communication skills for use in interpersonal relationships and team environments. The focus of skill development is for application to workplace environments, particularly in the North. Attention is given to the many influences and factors affecting interpersonal interactions and to the skills required to contribute to effective team processes.

PREREQUISITES

None. It is recommended that students have completed Grade 12, with English 12.

EQUIVALENCY OR TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecl> for information about transferability of Early Learning and Child Care courses.

LEARNING OUTCOMES

Upon successful completion of the course, the student will

- Describe and critically analyze the components of effective interpersonal communication skills (PO 7)
- Demonstrate self-analysis and reflection to examine personal communication

styles and the attitudes, beliefs, and values that underlie them (PO 7)

- Perform interpersonal communication skills to establish and enhance personal work-based relationships characterized by open and honest communication and effective conflict resolution in diverse environments (PO 7)
- Apply effective communication skills appropriate to purpose, audience and situation demonstrating an understanding of the differences in context of northern environments and First Nations cultures (PO 7)

COURSE FORMAT

This 45-hour course will be delivered in the classroom and/or blended delivery. Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

Students will be asked to participate in team and group situations. The instructor will serve as a resource to the teams, offering feedback on effectiveness and assisting with group process.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning-by-doing and on personal reflection on individual experiences.

As stated in Yukon College's Academic Regulations: "Students in all program areas are expected to attend classes and will be informed of any specific attendance requirements for their course by their instructors at the beginning of the term." It is the responsibility students to collect information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behaviour is expected. If students expect to miss a class, students will communicate with their instructor ahead of time.

Note: If a student is absent from more than 10% of the course, the instructor may designate make-up assignment(s), which would be designed to demonstrate the student's understanding of content missed. This opportunity is at the discretion of the instructor and, if undertaken, will be accompanied by an assignment contract.

Assignments

Each assignment is designed to help students synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

ALL assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

EVALUATION

Assignment Number	Topic	Grade
Assignment #1	Communication Reflections Log	30%
Assignment # 2	Engagement and Demonstration of Communication Skills	15%
Assignment # 3	Video Recording and Written Plan Speaking and Listening	30%
Assignment # 4	Group Video Project	25%
Total		100%

REQUIRED TEXTBOOKS AND MATERIALS

Adler, R.B, Rosenfeld, L.B, Proctor, R.F. & Winder, C. (2012). *Interplay: The process of interpersonal communication* (4th ed.). New York, NK: Oxford University Press.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First

Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukoncollege.yk.ca.

TOPIC OUTLINE

Module	TOPIC	READINGS
1 Jan 7	Introduction to Interpersonal Communication	
2 Jan 14	Interpersonal Process	Chapter 1
3 Jan 21	Communication and Self	Chapter 2
4 Jan 28	Perception	Chapter 3
5 Feb 4	Emotions	Chapter 4
6 Feb 11	Language	Chapter 6
7 Feb 18	Non Verbal Communication	Chapter 7
8 Feb 25	Listening Theory and Practice Part 1	Chapter 5
9 Mar 3	Listening Theory and Practice Part 2	Chapter 5
10 Mar 10	Communication Climates	Chapter 9
11 Mar 24	Managing Conflicts Team Exercises	Chapter 10
12 Mar 31	Managing Conflicts Team Exercises	Chapter 10
13 Apr 7	Work, Group and Team Communication Group Video Presentations	Chapter 12
14 Apr 14	Putting it all Together	