

**COURSE NAME:** HUM100 Interpersonal Relations

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Credit Value: 3  
Total Course Hours: 42  
Prerequisite Course(s): None  
Corequisite Course(s): None

## COURSE DESCRIPTION

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This course provides students with opportunities to deepen their awareness and understanding of the critical factors involved in interpersonal relationships. Students will aim to increase their communication skills and enhance their understanding of various behaviours in interpersonal situations.

## PLAR INFORMATION

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This course is not eligible for Prior Learning Assessment and Recognition.

## COURSE LEARNING OUTCOMES

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Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Explain why we engage in interpersonal communication.</p> <ul style="list-style-type: none"><li>1.1 Describe how communication meets our basic needs.</li><li>1.2 Define communication.</li><li>1.3 Define the components of communication models.</li><li>1.4 Identify and explain the dynamic components of communication.</li><li>1.5 Identify and differentiate the principles of communication.</li><li>1.6 Recognize and describe the elements of appropriate and effective communication.</li></ul> <p>2.0 Analyze the role of the self in interpersonal communication.</p> <ul style="list-style-type: none"><li>2.1 Define the self and self-concept and self-esteem.</li><li>2.2 Explain how the self arises in our communication with others.</li><li>2.3 Explain how society as a whole influences how we see ourselves and our behaviour.</li><li>2.4 Discuss how the self is a multidimensional, constructed, dynamic process, of self-internalized social perspectives.</li></ul> <p>3.0 Explain the importance of perception in interpersonal communication.</p> <ul style="list-style-type: none"><li>3.1 Define human perception.</li><li>3.2 Recognize and differentiate selection,</li></ul> | <ul style="list-style-type: none"><li>organization, interpretation, and negotiation.</li><li>3.3 Identify and give examples of the factors that affect our perception process.</li><li>3.4 Explain the guidelines for improving perception and communication.</li></ul> <p>4.0 Identify the role of emotions in interpersonal communication.</p> <ul style="list-style-type: none"><li>4.1 Explain the concept of emotional intelligence and its significance to effective and appropriate communication.</li><li>4.2 Explain how our perspective on emotions affects our experience as well as our feeling of control of those emotions.</li><li>4.3 Discuss the obstacles to effective communication of emotions.</li><li>4.4 Identify the principles for communicating emotions effectively.</li></ul> <p>5.0 Describe the components of effective verbal communication.</p> <ul style="list-style-type: none"><li>5.1 Explain what is meant by the symbolic nature of language.</li><li>5.2 Identify and differentiate the principles of verbal communication.</li><li>5.3 Differentiate and explain the function of symbols.</li><li>5.4 Identify the guidelines for improving verbal communication.</li></ul> <p>6.0 Describe the components of effective</p> |
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### nonverbal communication.

- 6.1 Define nonverbal communication.
- 6.2 Identify the similarities between verbal and nonverbal communication.
- 6.3 Identify the differences between verbal and nonverbal communication.
- 6.4 Identify and differentiate the principles of nonverbal communication.
- 6.5 Discuss guidelines for improving nonverbal communication.
- 7.0 Recognize and engage in effective listening.
  - 7.1 Describe the critical aspects of the listening process.
  - 7.2 Differentiate between the internal and external obstacles to effective listening.
  - 7.3 Identify forms of nonlistening.
  - 7.4 Apply different skills to adapt listening to communication goals.
  - 7.5 Identify guidelines for effective listening.
- 8.0 Describe the components of a healthy communication climate.
  - 8.1 Identify and define the features that characterize satisfying relationships.
  - 8.2 Differentiate between confirming and

disconfirming communication climates.

- 8.3 Recognize and differentiate between types of communication that generate defensive versus supportive, healthy communication climates.
- 8.4 Describe guidelines for creating and sustaining healthy climates.
- 9.0 Understand conflict as both natural and inevitable, and able to be constructively managed.
  - 9.1 Define conflict.
  - 9.2 Identify and discuss elements of conflict.
  - 9.3 Identify and discuss basic principles of conflict.
  - 9.4 Contrast different basic approaches to conflict.
  - 9.5 Describe basic responses to conflict.
  - 9.6 Discuss social influences on conflict.
  - 9.7 Recognize the effect on our relationships of the effective and ineffective communication patterns we choose in response to conflict.
  - 9.8 Discuss guidelines for effective communication during conflict.

## GENERAL EDUCATION

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In some programs of study this course meets the General Education requirement under the Personal Understanding theme.

## PROGRAM VOCATIONAL OUTCOMES

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This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

### Early Childhood Education

- 2. establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families.
- 4. establish and maintain responsive relationships with individual children, groups of children and families.
- 6. prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners.
- 9. advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings.

### General Arts And Science - One-year

- 1. develop, through general knowledge gained in a wide range of subjects, insight into both self and society.
- 3. understand and utilize critical thinking processes and problem solving techniques.
- 4. examine and evaluate various aspects of our changing society to assist in developing a sense of personal and social responsibility as a citizen in society.

## ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

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This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

## EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

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### COURSE EVALUATION

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Tests: 50%

Assignments: 50%

### PROGRAM SPECIFIC GRADING

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Per College Grading System.

### GRADING SYSTEM

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|     |         |     |        |     |        |    |        |                   |
|-----|---------|-----|--------|-----|--------|----|--------|-------------------|
| A+: | 90-100% | B+: | 77-79% | C+: | 65-69% | D: | 50-54% | S - Satisfactory  |
| A:  | 85-89%  | B:  | 73-76% | C:  | 60-64% | F: | 0-49%  | I - Incomplete    |
| A-: | 80-84%  | B-: | 70-72% | D+: | 55-59% |    |        | F - Repeat course |

\*For a complete detailed description please refer to the College website.

### LEARNING RESOURCES

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Required: Adler, R., Rolfs, J., & Proctor II, R. (2018). Look: Looking out, looking in (3rd Canadian ed.). Toronto, ON: Nelson Education Ltd.

Resources listed on the course outline support the achievement of learning outcomes, and may be

used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

## LEARNING ACTIVITIES

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Lectures, class discussions, group work, assignments, quizzes, tests.

## DELIVERY MODE

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3 hours per week (42 hours per semester)

## ACADEMIC POLICIES

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- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

## COLLEGE POLICIES

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- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

## STUDENT SUCCESS SERVICES

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### YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

## FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

## WAIVER OF RESPONSIBILITY

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Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

## HISTORICAL COURSE OUTLINES

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Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.