

	<p>School of Arts & Science PSYCHOLOGY DEPARTMENT</p> <p>PSYC 154-01 Interpersonal Relations Fall 07</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
 It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Anneke van Alderwegen		
(b)	Office Hours:	As posted		
(c)	Location:	Fisher 352		
(d)	Phone:	370-3220	Alternative Phone:	889-5344
(e)	Email:	vanalderwegen@camosun.bc.ca		
(f)	Website:	n/a		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

Personal Skills

1. Recognize and discuss own thoughts, feelings, actions and perceptions.
2. Develop self-concept in relation to others.
3. Recognize strengths and weaknesses in communication.

Interpersonal Skills

1. Recognize and apply guidelines for appropriate use of communication skills.
2. Attend to others verbally and non-verbally.
3. Give and receive feedback effectively.
4. Demonstrate effective listening skills at a beginner level.
5. Practice effective conflict resolution.
6. Establish and maintain confirming communication climates.

Cognitive Skills

1. Identify key concepts describing interpersonal communication.
2. Describe basic principles and theories of communication.
3. Analyze personal life events using course vocabulary, concepts and theory.

3. Required Materials

(a) Texts Adler, R.B., Towne, N., and Rolls, Judith, H. (2004) Looking Out/ Looking In 3rd Canadian Edition, Toronto: Nelson Thompson

4. Course Content and Schedule

ASSIGNMENT DETAIL

1. GROUP PRESENTATION

In teams of three or four students you are to prepare a role-play of a situation illustrating an aspect of interpersonal communication in a setting depicting daily life. A narrator should introduce the role-play and keep the audience informed as necessary, as to what concept or principle is being illustrated, etc. You may elect a short drama, game etc, to illustrate your topic. Your role-play should be exactly 10 minutes in length, not longer or shorter.

Excellent role-plays provide visual (possibly audio) support, are rehearsed, may include minor props and **repeat important concepts** to ensure learning.

Use titles to introduce your topic. Attend to pace, keep it lively and engaging. Repeat 3 times, in 3 different ways what the essential elements of your topic are to ensure audience understanding. (For example, describe the concept, show it graphically in a poster or flash card, demonstrate it in a role play then summarize it.). The 10 min. presentation must include all members of your group in some visible form. **No more than one minute** of other prepared or commercial video or audio material can be used (i.e. T.V. clips etc.)

Upon completion of your presentation, your group will be responsible for dividing your marks to adequately represent the effort, commitment, reliability, creativity and attitude of each member. To minimize conflict in a group, each member must be equally responsible for the task (product) as well as the comfort of each member (process).

GROUP PRESENTATION TOPICS

Group #	Chapter	Pres. Date	Group #	Chapter	Pres. Date
# 3	3	Oct 4 th	# 7	7	Nov 8 th
# 4	4	Oct 11 th	# 8	8	Nov 15 th
# 5	5	Oct 25 th	# 9	9	Nov 22 nd
# 6	6	Nov 1 st	#10	10	Nov 29 th

GROUP MEMBERS AND PHONE NUMBERS:

2. KEY CONCEPTS QUIZZES

There will be a short quiz at the beginning of each of the ten chapters to test for reading and understanding of the key terms and concepts of the chapters. Check the schedule for dates. These quizzes are worth two marks each. I will take your best 5 quizzes for a total of 10 marks. ***There are no make-up quizzes available.***

3. TESTS

There will be two tests, worth 10 and 20 marks respectively. These tests will include multiple choice and short answer questions that require you to demonstrate your cognitive understanding of concepts as well as your ability to apply these concepts to various life situations. Test #1 will test for concepts from chapters 1 – 6 plus an analysis of your experience with anger in your family and adult life. Test #2 will test for concepts from chapters 7 – 10 and will include an analysis of a personal conflict that involves you that demonstrates your understanding of your own behaviour, the nature of conflict and what you have learned from it.

4. LISTENING TAPE AND TRANSCRIPT

INSTRUCTIONS:

You must prepare an audio tape of an interaction that demonstrates your best listening skills. Then, make a word for word transcript of a section of your tape with five (5) consecutive (one after the other) responses and analyse your responses.

- The tape and transcript comprise 30 marks out of 100.
- Tape must be labeled and advanced to the beginning of the 5 response segments to be marked.
- Wrap the tape with the transcript, secure with an elastic band and label with name, section number and instructor name on the outside.
- If you use other than a standard cassette tape, you must supply a tape recorder with instructions me.
- Leave enough space for comments please.
- Use the format page provided at the end of this outline, photocopy as many as you need or make an exact computer duplicate (i.e. in landscape mode)
- Use the “Checklist for Making Tapes” provided in class before turning in this assignment.

GUIDELINES FOR MAKING THE TAPE

- Do not tape someone surreptitiously. They must be willing to take part.
- All tapes are confidential and only heard by your instructor or my trained marker.
- Take a run at the conversation (20 min. or so) and then choose the section with your best responses. Start with the speaker's statement followed by your #1 listening response. Include **all** of what is said by both speaker and listener. Analysis must be complete and specific (check sample). Alternate responses **must** be different from one another.
- Be as natural as you can. Do not script the conversation before hand or rehearse. Do not stop or edit the tape.
- Your best listening should primarily be paraphrases with some questions, summaries and minimal encouragers added in.
- Only one listener per tape.
- Choose a topic that lends itself to reflective listening as opposed to argument, chitchat or conversation.
- Leave time to accommodate technical and other glitches

EVALUATION OF THE TAPE AND TRANSCRIPT

Your grade will be comprised of:

- | | | |
|----|---|-----------------|
| a) | Your listening responses | 30% |
| | <ul style="list-style-type: none">• accuracy in keeping with the flow of feeling and thoughts• empathy• appropriateness• range of responses and skills | |
| b) | Your ability to label and analyse effectiveness of listening responses in the transcript and provide two (2) improved alternatives that differ | 70% |
| | TOTAL | 30 marks |

SCHEDULE OF ACTIVITIES:

<u>WEEK</u>	<u>READINGS</u>	<u>IN-CLASS TOPIC</u>	<u>ASSIGNMENT</u>
Sept 6		Introduction to Course and each other. Chapter one	Group Assignments
Sept 13	Chapter 1	Interpersonal Relationships	Key Concept Quiz Ch. 1
Sept 20	Chapter 2	Communication and the Self	K. C.. Quiz Ch. 2
Sept 27	Chapter 3	Perception	K.C. Quiz Ch. 3
Oct 4	Chapter 4	Emotions	K.C. Quiz Ch. 4 Group #3 Presentation
Oct 11	Chapter 5 & 6	Language & Non-Verbal Communication	K.C. Quiz Ch. 5 & 6 Group #4 Presentation
Oct 18		Test #1 Chs. 1 – 6	Test #1
Oct 25	Chapter 7	Listening	K.C. Quiz Ch. 7 Groups #5 Presentation
Nov 1	Chapter 7	Listening (making listening tapes)	K.C. Quiz Ch. 8 Group #6 Presentation
Nov 8	Chapter 8	Intimate Relationships	K.C. Quiz Ch. 9 Groups #7 Presentation
Nov 15	Chapter 9	Improving Climate	K.C. Quiz Ch. 10 Listening Tape Due Group #8 Pres.
Nov 22	Chapter 10	Assertiveness/Conflict	Group #9 Pres
Nov 29	Chapter 10	Assertiveness/Conflict	Group #10 Pres <i>Pers onal Integ ratio n due</i>
Dec 6		Test #2 Chs. 7-10	Test #2

LISTENING TAPE TRANSCRIPT

Word for Word Transcript	Skill Identification and Judgment of Effectiveness	Two Alternative Res

5. Basis of Student Assessment (Weighting)**EVALUATION SUMMARY:**

1.	Group Presentation	20 marks
2.	Key Concept Quizzes on chapters 1-10. Two marks each. Best of 5	10 marks
3.	Tests:	
	Test #1 (Ch. 1-6)	15 marks
	Test #2 (Ch. 7-10)	25 marks
4.	Listening Tape and Transcript	30 marks
* 5.	Bonus marks	6 marks
		<u>106 marks</u>

6. Grading System

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Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 ^d course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**.
It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED