Course Outline  
ELCC 313A:  

Winter 2017  
Interpersonal Relations II

Class Times:  
Tuesday 9:00 -11:50 AM

Room Number:  
1600

Instructor:  
Shauna Philip

Contact Information:  
Office # 2500D  
Phone: 403-342-3425  
FAX: 403-357-3618  
Email: shauna.philip@rdc.ab.ca or through Blackboard

Office Hours:  
Monday 11:00 - 12:30 pm, Tuesday 12:00 – 2:00 pm  
or by appointment.  
No office hours available during Reading Week.

The official way for the college and ELCC to contact students is through the RDC email account  
therefore, students must be aware of their responsibility of checking their email.

Course Description:

Developing skills that will help in relating to others more effectively: self-esteem, conflict resolution,  
assertiveness, support skills, team skills, etc. Strategies for applying these skills in working with  
children, families and colleagues.

Prerequisites & Credit Hours:  
ELCC certificate or by permission of the ELCC chair.  
Credit hours: 3

I. Learning Outcomes

In this course, you will have the opportunity to:

a. demonstrate personal development and interpersonal style in order to acquire  
knowledge and training for the development of additional relevant interpersonal  
skills.

b. identify the values and beliefs that govern a person’s interpersonal style and  
therefore influence both personal and professional goals.

c. develop interpersonal skills that will facilitate communicating with parents,  
   colleagues, children, and other people in one’s life.

d. demonstrate knowledge, skills, and attitudes that will lead to effective team  
development and maintenance.
II. **Course Topics**

a. Developing Independence: A Personal Perspective  
   i. Revisiting self-awareness and self-acceptance  
   ii. Exploring personal beliefs, values, and personal goals  
   iii. Developing increased pro-activity (personal responsibility)  
   iv. Managing time and stress more effectively  
   v. Dealing effectively with personal challenges  

b. Developing Interdependence: An Interpersonal Perspective  
   i. Understanding interpersonal relationships  
   ii. Creating supportive relationships  
   iii. Improving listening and assertiveness skills  
   iv. Managing and resolving conflict  
   v. Practicing creative problem solving  
   vi. Building and maintaining effective teams  
   vii. Mentoring and facilitation skills  

c. The Value of Ongoing Learning Experiences  
   i. Professional development planning  
   ii. Maintaining personal and interpersonal effectiveness  

III. **Learning Activities**

This course will be conducted in class through discussions, group work, and media. Some notes and additional information may be available on Blackboard through the RDC Loop.

IV. **Required Texts and Written Materials**


If you have an earlier edition of the Seven Habits text, this is also acceptable.

V. **Material and Special Fees**

There are no additional fees for this course.
VI. Assignments and Anticipated Timelines

<table>
<thead>
<tr>
<th>EVALUATION ACTIVITIES</th>
<th>DUE DATE</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Planning for Self-Change</td>
<td>Various Dates</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 2: Covey 7 Habits Project</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>First Submission</td>
<td>Feb, 28</td>
<td></td>
</tr>
<tr>
<td>Second Submission</td>
<td>March 21</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam Week</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

1. Planning for Self-Change  
Value: 30%

From personal reflection, you will come up with a self-change project, based on an area of personal growth/development. You will then complete a variety of tasks to outline your related research and implementation of a professional development plan. Specific criteria will be presented in the detailed assignment guidelines. The final task will provide you with the opportunity to share your project with others as well as reflect on your personal growth and process.

Part Two (Jan. 17), Part Three (Feb. 14), Part Four (need to sign up for date)

2. Covey 7 Habits Project  
Value: 40%

Twice during the term you will submit your 7 Habits workbook for a grade. With the submission of your workbook, you will also complete a personal analysis of how these habits can be implemented into your personal and professional lives. Details for the summary paper will be outlined in a separate document and expectations discussed with you in class.

All assignments must be completed in order to receive a passing grade in this course.

Final Exams:  
Value: 30%

The Red Deer College Final Examinations Policy will be followed. The final exam will cover all assigned handouts and textbook readings, audio/visual presentations, lecture material, and student information generated during regular classes. The final exam will cover all course material and will be held during exam week (the date, time and location will be posted later in the term).

The exams will be tests of key course information and its application to early learning and child care practice. Exams are difficult to reschedule, so it is important and required that you write the exams on the dates indicated. The purpose for these tests is twofold:

- They give you motivation to review the course materials and to organize them in ways that allow you to integrate them with prior learning.
• They allow the instructor to gauge your level of understanding of key course content.
• The Final Examinations Policy will be followed with respect to the final exam. Please review this document to ensure you understand the contents and implications of the policy.

Students are strongly encouraged to keep copies of all of their assignments until they are graded, and all of their graded assignments until course grades are finalized at the end of the term. Discrepancies in grades will only be considered if the student has the original graded copy of the assignment.

VII. Evaluation Guidelines

1. This course will be evaluated according to the College Grading System outlined in the RDC Calendar. The Red Deer College Final Examinations Policy will be followed.

2. Late Assignment Policy: Assignments are due at the beginning of class on the required date. If you are unable to hand your assignment in at that time, you must ask permission to hand it in late, preferably at least one day in advance. The instructor may decide not to allow a late submission. If permission is granted, an automatic deduction of one full grade or 10% will be made (i.e. from B down to C, from 78% down to 68%, from 16/20 to 14/20).

3. Attendance Policy: Attendance and participation is expected and valued. Failure to attend classes regularly may result in the reduction of your final mark, including the possibility of failure.

4. Instructor Commitment: Students can expect feedback from assignments within two weeks of their submission.

5. The Student Misconduct: Academic and Non-Academic Policy is in effect. Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else.

The complete policies are available on the RDC policies web site: Appeals Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy.

NOTE: Plagiarized work may result in the assignment of an F and could also result in expulsion from the course.
### A - EXCELLENT

**outstanding performance**

with strong evidence of:
- a comprehensive grasp of the subject matter
- a good capacity for original, creative, and/or logical thinking
- an excellent ability to organize and to synthesize ideas and to express these in a coherent and concise manner

### B - GOOD

**above average performance**

with evidence of:
- a substantial knowledge of the subject matter
- a good understanding of and familiarity with the relevant concepts and techniques
- some capacity for original, creative and/or logical thinking
- an above average ability to organize and to synthesize ideas and to express these in a coherent and concise manner

### C - SATISFACTORY

**average performance**

with evidence of:
- an acceptable basic grasp of the subject matter
- adequate understanding of and familiarity with the relevant concepts, and techniques
- many small flaws and/or a major error/omission in the assignment

### D - RDC PASS ONLY

**unacceptable performance with some redeeming value**

an unacceptable standard with evidence of any of the following:
- little familiarity with the subject
- analytical skills inadequately developed
- little understanding of the concepts and techniques involved
- little competence in basic skills

### F - FAIL

- inadequate performance in most respects

+, - will be used to indicate standings within categories.

**NOTE:** A grade of “A” will generally be the top grade in a course, with “A+” being reserved for recognition of exceptional achievement. An “A+” grade will only be given at the end of the term to students with outstanding levels of achievement. No “A+” grades will be given for assignments, quizzes, and tests during the term.

Individual instructors determine how grades will be assigned to each assignment or test in a course and will communicate this information to students.
Following are examples of how this may be done:

- A letter grade may be assigned holistically with written comments to support the evaluative decision.
- Students may receive a number of points for the assignment, which then would be converted to a letter grade.
- Grids identifying a percentage grade and/or grade range for each letter grade increment may be developed for a particular assignment and/or test.
- Points or percentages of several small assignments or tests may be "clumped" and letter grades then assigned.

**Final grades** will be given as a letter as per the College policy. The ELCC Department uses the following conversion:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 93</td>
</tr>
<tr>
<td>A-</td>
<td>≥ 88</td>
</tr>
<tr>
<td>B+</td>
<td>≥ 83</td>
</tr>
<tr>
<td>B</td>
<td>≥ 78</td>
</tr>
<tr>
<td>B-</td>
<td>≥ 73</td>
</tr>
<tr>
<td>C+</td>
<td>≥ 68</td>
</tr>
<tr>
<td>C</td>
<td>≥ 63</td>
</tr>
<tr>
<td>C-</td>
<td>≥ 58</td>
</tr>
<tr>
<td>D+</td>
<td>≥ 53</td>
</tr>
<tr>
<td>D</td>
<td>≥ 50</td>
</tr>
<tr>
<td>F</td>
<td>≤ 49</td>
</tr>
</tbody>
</table>

**VIII. Changes to the Course Outline**

It is the student’s responsibility to be familiar with the information contained in the course outlines and to clarify any areas of concern with the instructor.

Changes to the Course Outline may be made after the first class. This must be done during a regular class, by class consensus, with all the students who are in attendance on that day. These changes are then subject to review by the Associate Dean or designate for completeness and consistency with all college policies and school standards.

Students should refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should they have questions or concerns about the Course Outline that cannot be resolved with the Instructor.

Students should retain course outlines for each of the classes they have completed, as these may be required when transferring to a different program or continuing their education.

**IX. Support Services**

Classroom Learning Resources may be available to students in alternative formats. Students should be aware that Personal Counseling, Career, Learning and Disability Services are provided by RDC. Inquire about locations at Information Desk. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider and to register for services early in the term. All RDC students can access the following free support services:
Academic Resources on Campus
Visit the Student Life tab or the Learning Supports tab on the Loop at www.rdc.ab.ca for information on the following services.

Learning Support Services (Library Information Common)
- Writing Skills Centre (403-342-3264)
- Math Skills Centre
- Learning Strategies (note-taking, studying and exam-writing strategies learn_help@rdc.ab.ca)
- Peer Tutoring (one-on-one tutoring by students) http://rdc.libguides.com/peertutors
- Computer Basics
- Peer-Assisted Study Sessions (PASS) (student-led study groups)
- Prescreening and referral for learning disabilities

Disability Resources (Library Information Common; 403-357-3629)
- Coordination of services (tutoring, alternate format text, note-taking etc.)
- Academic accommodations, including exam accommodations
- Accessibility issues
- Funding information and referral

Counselling and Career Centre (Room 1402; 403-343-4064)
- Personal counselling
- Career counselling
- Employment and Career Services (resumes, job postings, etc.)

X. Add/Drop, Withdrawal
The last day to drop/add is January 11, 2017. The last day to withdraw without academic penalty is April 11, 2017.

XI. Prior Learning Assessment
This course may be eligible for Prior Learning Assessment. Students should refer to the RDC College Calendar for a list of excluded courses.

Associate Dean: _______________ Date: December 23, 2016