Red Deer College Early Learning and Child Care

Course Outline  Spring 2017
ELCC 213 Z  Interpersonal Relations I

Online Sessions:  Asynchronous
Instructor:  Reanna Grandfield
Contact Information:  reanna.grandfield@rdc.ab.ca

Please use Blackboard course mail for messages related to this course.

The official way for the college and the ELCC Department to contact students is through the RDC email account. Students are responsible for checking their College email on a regular basis.

Classes:  This is an online course where students complete their learning at their own pace and submit tasks and assignments according to weekly due dates

Course Description:  Self-understanding and self-acceptance as the basis of a professional's ability to understand and value others. Gaining knowledge of self and communication theories and skills.

Credits:  3

I. Learning Outcomes

The student will have the opportunity to:

1. gain increased knowledge of self, communication and relationships.
2. develop a greater awareness and understanding of her/his self-concept, and communication and relationship behaviors.
3. develop behaviors that foster understanding and acceptance of their “being” and their “becoming”, and a repertoire of communication and relationship skills that serve to increase self-confidence and self-efficacy
II. Course Topics

By fostering a better understanding of self and of communication processes, the course aims to help students become more effective early childhood professionals.

a. Understanding myself as an individual
   i. Theories and aspects of self-concept
   ii. physical, emotional, intellectual, spiritual

b. Taking responsibility
   i. self-acceptance
   ii. ongoing personal development

c. Understanding how I communicate in relationships
   i. Understanding communication challenges
   ii. Communicating with others: sending clear messages, listening and responding

III. Learning Activities

Learning in this course is comprised of lectures, discussions, activity-based learning and assigned reading.

IV. Required Texts and Written Materials


*Online Materials:*
Videos, handbooks, and print resources from web sites are found on the ELCC 213C Blackboard web site.

V. Material and Special Fees

There are no special fees or materials for this course

VI. Assignments and Anticipated Timelines

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point</th>
<th>Due</th>
<th>Summary</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Package 1 Quiz</td>
<td>25</td>
<td>Following Module 3</td>
<td>Open book quiz</td>
<td>June 16/17</td>
</tr>
<tr>
<td>Topic</td>
<td>Marks</td>
<td>Following Module</td>
<td>Assessment Type</td>
<td>Date</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>Personality and Temperament</td>
<td>20</td>
<td>3</td>
<td>Activity and written summary</td>
<td>June 16/17</td>
</tr>
<tr>
<td>Package 2 Quiz</td>
<td>20</td>
<td>6</td>
<td>Open book quiz</td>
<td>June 16/17</td>
</tr>
<tr>
<td>Dehabilitative Emotions</td>
<td>25</td>
<td>6</td>
<td>Written self-reflection</td>
<td>June 16/17</td>
</tr>
<tr>
<td>Who Am I As a Communicator?</td>
<td>25</td>
<td>10</td>
<td>Application of course concepts</td>
<td>June 16/17</td>
</tr>
<tr>
<td>Package 3 Quiz</td>
<td>20</td>
<td>10</td>
<td>Open book quiz</td>
<td>June 16/17</td>
</tr>
</tbody>
</table>

Quizzes are open book and you may enter the quiz an unlimited number of times.

**All work must be submitted on or before the last day of the course, which is June 16, 2017.**

**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. **The Appeals: Formal Policy, Appeals: Information Resolution Policy and Student Misconduct: Academic and Non-Academic Policy (Plagiarism) are in effect.**

   **NOTE:** Plagiarized work may result in the assignment of an F for the assignment or in the course and could also result in expulsion from the course. 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.
3. **Instructor Commitment**: Students can expect feedback from assignments within 10 days of their submission.

4. Individual instructors determine how grades will be assigned to each assignment or test in a course and will communicate this information to the 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, which would then be converted to a number for calculation of a final 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.
- Students may receive a number of points for the assignment.
- Several small assignments or tests may be "clumped" and a single number or letter grade then assigned.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</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>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
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<td>-------</td>
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</tbody>
</table>
| 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 (not always transferable) | 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.
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 by class consensus. These changes are then subject to review by the Associate Dean for completeness and consistency with all college policies.

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

All RDC students can access the following free support services. Services for students with disabilities (students are responsible for registering for these services early in the term). Classroom learning resources may be available to student in alternative formats.

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 403-342-3264)  
- Writing Skills Centre  
- 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, Withdraw Dates  
The last day to register or drop/add is May 5, 2017.  
Last day to withdraw and receive a WD is June 16, 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: [Signature]  
Date: April 25, 2017