

Human Relations SOCI 215 (online)

Textbook: Lamberton, Lowell H., and Leslie Lamberton. 2010. *Human Relations: Strategies for Success (5th edition)*. McGraw Hill ISBN 978-0-07-352468-9

Course Description: Human Relations instructs students on the relationship between self-esteem and human relations and consequently between human relations skills and career success. Emphasis is on strategies for personal and professional growth based on advancing skills in individual, group, and organizational contexts.

Student Learner Outcomes: Students will:

- understand major life changes and apply their understanding to an increased awareness of self and others
- understand workplace dynamics including the psychology and theories of motivation, leadership styles, and different types of communication
- understand factors related to individual success including the components of emotional intelligence and strategies for getting a job
- explore historical trends in human interactions
- develop human relations skills applicable to workplace and beyond; and
- appreciate the unique challenges of today's working world and see how they fit into a larger picture of human relations as a broad discipline

Grading Policy: All scores for assignments, posts, quizzes, and exams will be based out of a possible 1010 points. There are specific deadlines for each assignment, which there should be no submissions of late work or last minute work.

Based on a **1010** point scale; **155** optional points for extra credit assignments

A	=	90-100%	=	909-1010+ points
B	=	80-89%	=	808-908 points
C	=	70-79%	=	707-807 points
D	=	60-69%	=	606-706 points
F	=	below 60	=	less than 605 points

Academic Integrity: Cheating in all its forms, including plagiarism and cheating on visual work, is considered an academic matter to be controlled and acted upon by the instructor of this course. Students guilty of academic dishonesty on any graded assignments in this course will be penalized with a grade of F in the course. Such action shall be taken by the instructor, with written notification to the Division Dean at Blue Ridge CTC. Students involved in facilitating academic dishonesty among others, such as the unauthorized dissemination of examination materials, will be subject to disciplinary action as well.

Fair Use of Copyrighted Works: Please note that your instructor may use some works that are copyrighted by the publisher or original author. These works are provided to students under the Educational Fair Use Provision of Title 17 of the US Code and are not to be shared with individuals who are not enrolled in this course or used for purposes outside of the course.

Attendance Policy: Students are expected to log into Blackboard daily and to know and understand the specific policies established. The instructor will make reasonable accommodations for occasional, unavoidable circumstances based on highly legitimate grounds. The instructor will determine the most appropriate means of compensating for work unavoidably and legitimately missed in their classes. To be eligible for such substitute evaluation, students are responsible for discussing any absences with the instructors: such discussions must occur in advance of foreseeable absences and as soon as possible following unpredictable ones. Students are also expected to plan their class, work, and personal schedules to avoid potential conflicts. Legitimate reasons for missing assignments include documented and/or verifiable instances of the following:

1. death in the immediate family;
2. incapacitating illness or injury (not including any non-emergency doctors' appointments that could be scheduled at other times);
3. field trips required for other classes, intercollegiate competitions, or activities entailing official representation of Blue Ridge CTC;
4. Seriously hazardous, weather-induced driving conditions.

Please note the following designations for attendance, according to Blue Ridge CTC policy:

- IF – not present in class or not participating in an online class (medical excuse or waiver of attendance will not account for physical presence in the classroom or online participation)
- P—present in class or participation in an online class (this does not include simply logging into an online class; work must be participatory in nature).

Withdrawal from this course: The last day to withdraw from this course is **5/8/2015**.

Inclement Weather Policy: In the event of inclement weather or other emergency, the following procedures will apply: The President will consult with the Dean of Academic Instruction regarding the condition of campus streets and parking areas. If a situation alters the normal schedule, the President, Dean or designee will notify the Web designer concerning delay, cancellation or closing of colleges or offices. The Web designer will post the announcement on the Blue Ridge CTC website and telephone the media with the official College weather-related statement. The media list includes the following:

- NBC 25
- WUSQ-FM Q102.5
- WFQX-FM 99.3 the Fox
- MRNR-AM 740
- WFTX-AM Sports Talk 610
- WINC-FM 92.5
- WMRE-AM 1550
- WKSI-FM 98.3 KISS FM

Announcements of emergency plans will be communicated through the website and radio/TV stations of the region as early as possible (presumably 6:30 a.m.) when the emergency condition precedes the start of the work and/or instructional day. If a delay is necessary, classes will begin at 11:00 a.m. If the College is operating on an opening delay of 11:00 a.m. and the weather worsens, the decision to close will be posted/announced by 9:00 a.m. Announcements concerning evening classes will be communicated via website and area radio/TV by 4:30 p.m.

Students can voluntarily participate in E2Campus, an alert system that uses email and text messaging to notify participants of important information like school closings, delayed openings, and other emergency situations. Subscribe to the E2Campus service by visiting <http://www.blueridgectc.edu/about-blue-ridge/safety-security/>

Schedule of Course Outline and Assignments:

- Lesson 1: Introduction to Human Relations and Self (1/20-2/1)
- Lesson 2: Self-Awareness/Disclosure, Attitudes, and Motivation (2/2-2/15)
- Lesson 3: Communication and Teamwork (2/16-3/11)
- Lesson 4: Emotional Control and Individual/Organizational Change (3/12-3/29)
- Lesson 5: Creativity and Conflict Management (3/30-4/5)
- Lesson 6: Diversity and Ethics (4/13-4/26)
- Lesson 7: Intelligence (4/27-5/10)

SCHEDULE	LESSON	REQUIRED COURSE MATERIALS
1/20-2/1	Lesson 1: Introduction to Human Relations and Self	Lesson Plan 1; Lamberton and Minor text (p.4-21, 28-36); Lussier PDF (p.3-6); PowerPoint - Human

		Relations: A Background; PowerPoint – Self-Concept and Self-Esteem in Human Relations; Key Terms; Theory X and Y (PDF); YouTube: The Human Relations Movement: Definition and Significance to Organizational Behavior (4:34); YouTube: If Mirrors Could Speak- Self Image Film (10:17)
2/2-2/15	Lesson 2: Self-Awareness/Disclosure, Attitudes, and Motivation	Lesson Plan 2; Lambertson and Minor text (p.50-61, 74-91, 102-119); PowerPoint – Self-Awareness and Disclosure; PowerPoint – Attitudes and Values in Human Relations; Key Terms; Theories of Motivation (PDF); YouTube: Tony Robbins Motivational Techniques That Will Work for You – GDI Business Opportunity (6:52); YouTube: Breaking Down the Walls (5:15)
2/16-3/11	Lesson 3: Communication and Teamwork	Lesson Plan 3; Lambertson and Minor text (p.130-147, 156-173); Graham and Bonacum PDF (p.i85-i90); Burgoon , Berger, and Waldron PDF (p. 105-127); PowerPoint - Human Relations: A Background; PowerPoint – Communication and Human Relations ; Key Terms; YouTube: Self-Awareness 101 Episode 27: Improving Your Active Listening Skills (10:00); YouTube: Nonverbal Communication, Body Language Expert Jan Hargrave (9:34)
3/12-3/29	Lesson 4: Emotional Control and Individual/Organizational Change	Lesson Plan 4; Lambertson and Minor text (p.182-195, 208-222); PowerPoint - Human Relations: A Background; PowerPoint – Achieving Emotional Control; PowerPoint – Individual and Organizational Change; Key Terms, Eight Forms of Intelligence (PDF); YouTube: Self Discipline and Emotional Control - Tom Miller (6:03)
3/30-4/5 4/6-4/12 Spring Break	Lesson 5: Creativity and Conflict Management	Lesson Plan 5; Lambertson and Minor text (p.234-247, 262-275); PowerPoint - Creativity and Human Relations; PowerPoint – Conflict Management; Key Terms; YouTube: Managing Creativity in Small Words - EBS Innovation Management 2012 (7:35); YouTube: TED Conflict Negotiation (19:16)
4/13-4/26	Lesson 6: Diversity and Ethics	Lesson Plan 6; Lambertson and Minor text (p.288-303, 316-328); PowerPoint - Human Relations: A Background; PowerPoint - Human Relations in a World of Diversity; PowerPoint - Business Ethics and Social Responsibility; Key Terms; YouTube: Internal Customers: Your Most Important Cross-Functional Relationship (8:13)
4/27-5/10	Lesson 7: Intelligence	Lesson Plan 7; Lambertson and Minor text (p.344-366, 374-391); PowerPoint - Human Relations: A Background; PowerPoint - Self-Concept and Self-Esteem in Human Relations; YouTube: Good Communications, Human Relationships, Valuing Diversity (6:01); Recognizing Racial Stereotypes in the Workplace (7:18)

DUE	ASSIGNMENTS	POINTS
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DISCUSSION POSTS		
1/23	Lesson 1: Homework 1: Student introductions	20
2/1	Lesson 1: Homework 3: Video Assessment 1	40
2/8	Lesson 2: Homework 4: Video Assessment 2	40
ASSIGNMENTS		
1/25	Lesson 1: Homework 2: Chapter 1 and 2 Assessment	80
2/15	Lesson 2: Homework 5: Skill Building Exercise	80
2/22	Lesson 3: Homework 6: Article Summaries	80
3/22	Lesson 4: Homework 9: Critical Thinking	80
3/29	Lesson 4: Homework 11: Intelligence Essay	40
4/5	Lesson 5: Homework 12: Case Studies	100
4/26	Lesson 6: Homework 14: Critical Thinking	100
5/1	Lesson 7: Homework 15: Case Studies	100
5/10	Lesson 7: Homework 16: Final Vocabulary Exam	150
ASSESSMENTS		
3/11	Lesson 3: Homework 8: Exam 1: Chapters 1, 2, 3, 4, 6	100
EXTRA CREDIT		
3/1	Lesson 3: Homework 7: Critical Thinking/Video Assessment 3	40
3/29	Lesson 4: Homework 10: Video Assessment 4	40
4/5	Lesson 5: Homework 13: Critical Thinking/Video Assessment	60
5/10	Lesson 7: Homework 17: Course Reflection	15

Course Objectives: This course will:

- understand topics of self-esteem, attitudes, and values
- develop workplace skills such as communications, leadership, emotional control, creativity, conflict and stress management
- appreciate diversity and gain a knowledge of business ethics, while focusing on productivity

Areas of Blooms Taxonomy Covered:

Knowledge	Explain and describe the seven underlying themes of Human relations
Comprehension	Consider different topics of importance central to intergroup relations and have the opportunity to present their ideas and discuss them with classmates in an online classroom setting
Application	Engage in communication and life skills by the completion of projects identifying solutions to several scenarios.
Analysis	Demonstrate critical and analytical thinking by the completion of a project and answering various essay questions on examinations.
Synthesis	Design a comprehensive overview on an issue of human relations
Evaluation	Research findings will allow students to experience personal growth, increased self-awareness, and the development of human relations skills

	Location	Email
Tutoring <i>Free on-campus and online tutoring services</i>	HQ, Room 1400	awalsh@blueridgectc.edu
Library Services <i>Online resources and on-site services provided by Martinsburg-Berkeley County Public Library</i>	HQ, Room 2200	ellearn@blueridgectc.edu
IT Services <i>For assistance with e-mail, BRIDGE, pay-for-print, and campus computer lab equipment</i>	HQ, Room 1320 Tech Center, Room T31	support@blueridgectc.edu
Blackboard Student Help Desk <i>For general and technical assistance with Blackboard</i>	HQ, Room 2200	ellearn@blueridgectc.edu

Mission Statement: Blue Ridge Community and Technical College is dedicated to providing a diverse student population with collaborative programs and support services to improve the quality of life and promote economic development in its service area. The quality academic programs are learner centered and focused on career entry, university transfer, developmental education, and workforce development.

Program Assessment: The faculty members of Blue Ridge CTC are dedicated to assuring that each student meets the educational objectives of the program. The educational objectives have been developed and are planned to assure that the program is producing graduates who will be successful in obtaining and maintaining positions in the entry-level business field and who will be quality employees. To achieve this goal, the faculty is committed to a systematic and comprehensive process of assessment of student learning. As part of this program assessment, students will from

time to time asked to participate in non-graded assessment activities which may include, but are not be limited to, participation in role- playing simulations and completion of standardized written or practical examinations or pre and post graduation surveys.

Students with Disabilities: Students desiring or requiring accommodations to the standard course delivery and/or assessment policies must meet with the Student Development Coordinator, Main Campus, Office 1304 (304-260-4380, ext. 2117). It is the student's responsibility to obtain proper documentation of special learning needs. Those without documentation may meet with the Student Development Coordinator to determine whether or not to secure academic testing. If students do, in fact, have documented learning differences, the Student Development Coordinator will send to each student's instructor a letter outlining appropriate accommodations. Instructors and students may then discuss the specific accommodations suitable for each individual class. To ensure that accommodations are discussed, instructors may initiate the conversation with the student; however, to preserve confidentiality.

TITLE IX: Per the Blue Ridge CTC Title IX student policy, faculty are required to be "mandatory reporters" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform appropriate Blue Ridge CTC channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please visit the Title IX information website which includes a variety of services. Michelle Smith, Student Success Coordinator, who does not have a mandatory reporting requirement, is a confidential resource for students who have experienced sexual assault. The Title IX Coordinator for Blue Ridge CTC is Ann Paull; email at apaul@blueridgectc.edu; 304.260.4380 ext 2126; office is Suite 2300 on the Main Campus.

This syllabus may be altered at any time at the discretion of the instructor. This allows you flexibility in unforeseen circumstances.