CED 555 Human Relations Skills
Fall II (October 26, 2015 – December 18, 2015); Online

Instructor: Allison K. Arnekrans, Ph.D., NCC, LPC
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Expectations for the Instructor: I will ensure communication flows efficiently during this course by a.) checking my email daily, b.) responding to class-related questions within 24 hours, and c.) providing feedback on completed assignments within one week’s time.

Expectations for the Student: The instructor of this course will communicate with students through the CMU-issued email only, as well as through Blackboard announcements, chat sessions, and discussion board posts. Students are encouraged to check their email and to review the course Blackboard site on a daily basis. Because this course is accelerated and compressed into eight weeks, students are expected to spend 10-15 hours per week on the course content and tasks. Be mindful of set deadlines and ask questions when necessary. You must be self-motivated and self-disciplined to keep yourself on schedule with readings, activities, and assignments, etc.

Course Description: An introduction to skills utilized in developing helping relationships, emphasizing the person-to-person, day-to-day relationships. The class will be conducted through cognitive and experiential approaches.

Rationale for Course Level: This course builds upon prior course work in counseling and human relations skills. The amount and complexity of work required makes this course appropriate for graduate and advanced undergraduate students.

Prerequisites: Senior standing or graduate status.

Structure of the Course: This course is taught in an online format using Blackboard (Bb). Blackboard is web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a course shell, is automatically created for every CMU course. The CED 555 course shell will be available to you one week in advance prior to the courses start date. To access Blackboard, open a web browser and enter http://blackboard.cmich.edu/webapps/login/. After the site loads, enter your Global ID and password in the respective spaces provided. Click the “login” button to enter Blackboard and then the link to the appropriate course to enter the course’s secured Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662. Self-guided student tutorial resources are also available under “Tools” in the CED 555 Blackboard course shell.
**Course Objectives/Competencies:** Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as teachers whose practice is:

*C— Concept and knowledge driven:* A professional educational practice that is concept- and knowledge-driven has, as its foundation, content knowledge.

*LEA—LEArnercentered:* A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

*R— Reflective:* A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

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

1. Relate an empirical understanding of at least one component of the relationship-building process. (**C, LEA, R**)
2. Identify multicultural variances and appropriate verbal and nonverbal communication of various groups. (**C, LEA, R**)
3. Recognize human relations as a combination of interdisciplinary skills important to all interpersonal interactions. (**C, LEA, R**)
4. Identify ways in which people tend to establish effective and ineffective ways of relating. (**C, LEA**)
5. Explain how diversity influences communication and the relationship-building process. (**C, LEA, R**)
6. Recognize the importance and evidence of mastery of the verbal and nonverbal components of relationship-building. (**C, LEA**)
7. Formulate interventions for functional patterns of relating behavior that motivates individuals to be productive in various settings. (**C, LEA, R**)
8. Describe the influence of “psychological types” as a component in human relating. (**C, LEA**)
9. Recognize human relations as a combination of interdisciplinary skills important to all interpersonal interactions. (**C, LEA, R**)
10. Exhibit mastery of basic counseling and communication skills in the practice of human relationships. (**R**)
11. Explain the role of leadership, management, and the worker in facilitating professionalism in the practice of human relationships. (**C, LEA**)

**Required Texts:**


**Special Requirements of the Course:** Active participation by the student is an extremely important component in the exploration, discussion, and dialogue on human relation skills. Therefore, class participation and preparation are essential.
Methods of Instruction: This course is taught through a mix of discussion, short quizzes, lecture, written assignments, real-time chat, and other assigned tasks. All materials are available in the Blackboard course shell in advance, so that you may work ahead - which I would highly recommend. Rubrics and detailed instructions for assignments are under the Assignments button. All tasks are due by Sunday of the week at midnight, unless otherwise specified. The course outline follows Weeks 1-8 (weeks are Monday 8am - Sunday at midnight).

Netiquette: All students are expected to follow rules of common courtesy in email messages, threaded discussions, and chat sessions. Respect each other’s time and comments, and remain professional while in the context of any course communication. Please write your name at the end of discussion postings, during chats, and/or in email messages so it is clear who has contributed to the learning process. Penalties for violating this netiquette policy range from a discussion with the instructor to losing participation/attendance points for the week.

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced by 5%.
2. No assignments may be turned in any later than 3 days after the scheduled due date.
3. Late assignments may be emailed to arnek1ak@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please discuss with the instructor.

Other Resources and Policies

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of his/her own efforts. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at www.academicsenate.cmich.edu/noncurric.htm

Disability Accommodations Policy & Procedure: Central Michigan University will provide individuals with documented disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Director of Student Disability Services at (800) 950-114, extension 3018 at least 4 weeks prior to registering for class. Before accommodations can be implemented, you must turn in your SDS paperwork to the instructor.

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a
written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting:  
http://www.cmich.edu/about/institutional_profile/Diversity_Programs_Initiatives/institutional_diversity/upward_bound/Pages/CMU_Policy.aspx

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a senior/graduate level course; therefore, the expectation is present that the student will know APA formatting and is able to articulate their thoughts with clarity. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter.

Online Course Support: Students can access “Online Course Information” through our Blackboard shell to receive assistance and resources. Students who are not familiar with Blackboard may access a tutorial at:  
http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx. If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

Course Outline & Course Tasks: The instructor reserves the right to modify and/or change the course outline as needed during the course. Below is the Tentative Schedule for the semester. Students will be notified of any changes during regular class meeting and postings will be made on BLACKBOARD.

Week 0: October 19 – October 25

Topic: Before the course begins, please complete the following tasks:
1. Run the system requirement test;
2. Read or watch the Blackboard tutorials;
3. Study the course syllabus and complete the Syllabus Quiz (Quiz #1);
4. Post your self-introduction to the discussion forum;
5. Test Bb Collaborate located on the system requirement test page.
6. Review the contents of the Bb shell to familiarize yourself with where things are.

Week 1: October 26 – November 1

Topic: Human Relations Skills & Abilities
Chapters: 1 & 2
Tasks
1. Review and complete the pre-assignments, including the Syllabus Quiz by Wednesday if you have not done so.
2. Read Chapters 1 & 2 in Lussier text. Listen to narrated lectures.
3. Participate in Chat Session #1 on Sunday @ 7:00pm.
   a. Based upon your self-assessment results from the 3 forms, write a one-page (APA formatted, double spaced) paper to discuss your strengths and
weaknesses, as well as goals in these areas for the future. Turn this in under Assignments in the title link. Include an APA title page (no abstract is needed).

b. Look up how to format an APA paper. See https://owl.english.purdue.edu/owl/resource/560/01/ for suggestions on formatting.

5. Read Case Study #1 about Wayne Huizenga and respond to the Discussion Board question for “Week 1.”

Week 2: November 2 – November 8

**Topic: Diversity & Cultural Change**

Chapters: 12 & 13

Tasks:
1. Read chapters 12 & 13, and listen to narrated lectures.
2. Watch the Steve Jobs Youtube Clip on Management Styles in Leadership.
3. Post your research paper topic to the Discussion Board. Review the syllabus description and rubric for the research paper/presentation assignment.
4. Complete the journal entry for Week 2 under Journal Entries function in Bb.
5. Take Quiz #2 under Quizzes.

Week 3: November 9 – November 15

**Topic: Attitudes, Self-Concept, Values & Ethics**

Chapters: 3

Tasks:
1. Read Chapter 3 and complete the fill-in study guide as you go. Once completed, turn in under the Assignments function in Bb.
2. Participate in Chat Session #2 on Sunday @ 7pm.
3. Complete the journal entry for Week 3 under Journal Entries function in Bb.
4. Take Quiz #3 under Quizzes.
5. Read about and begin the Informational Interview assignment that is due in Week 4.

Week 4: November 16 – November 22

**Topic: Interpersonal Skills: Communication, Emotions, & Conflict**

Chapters: 5 & 6

Tasks:
1. Read Chapters 5 & 6 in Lussier text. Review and/or listen to the lectures.
3. Complete Quiz #4 under Quizzes in Bb before Sunday @ 11:59pm.
4. Turn in your Informational Interview under Assignments in Bb.
5. Post in the Discussion Board on Week 4 about your progress on the Research Paper and Presentation.
6. Drafts of your research paper are due on Sunday before midnight (emailed to me personally). This is optional, but encouraged.
7. Reflect on your experience with the course thus far by completing a Mid-Term Evaluation of the course. The evaluation is found under Quizzes in Bb.

Week 5: November 23- November 29

**Topic: Professional Development in Leadership**

Chapters: 7 & 8
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Tasks:
1. Read Chapters 7 & 8 in Lussier Text.
2. Review or listen to lectures.
3. Participate in Chat Session #3 on Sunday @ 7pm. (10 points)
4. Complete Week 5 Journal Entry and submit it under *Journal Entries* in Bb before Sunday @ 11:59pm. (10 points)
5. Complete Quiz #5 under *Quizzes* in Bb before Sunday @ 11:59pm. (10 points)
6. Watch "Visionary Leaders: P & G Uses Tech to Stay on Top" and respond to the *Discussion Board* Forum for Week 5. (5 points)

Week 6: November 30 – December 6
Topic: Teamwork in Leadership
Chapter 11
Tasks:
1. Read Chapter 11 in Lussier Text. Review the PowerPoint presentation.
2. Complete Week 6 Journal Entry and submit it under *Journal Entries* in Bb. (10 points)
3. Research Papers Due under *Assignments* in Bb.

Week 7: December 7 – December 13
Topic: Power & Negotiating
Chapters: 9 & 10
Tasks:
1. Read Chapters 9 & 10 in the Lussier text.
2. Participate in Chat Session #4 on Sunday @ 7.
3. Complete guided lectures on both chapters and turn them under *Assignments* in Bb. (10 points)
4. Research Presentations Due under *Assignments* in Bb AND posted to the *Discussion Board* Forum for Week 7.

Week 8: December 14 – December 18
Topic: Course Review & Presentation Feedback
Tasks:
1. Review 2 other research presentations within the *Discussion Board* and provide comments or ask questions (10 points).
2. Answer or acknowledge the questions and comments on your own presentation.
3. Complete "Reflection Activity" posted in Week 8 Content. Turn this in under *Assignments* function in Bb by **Friday December 18 @ 11:59pm**.
4. Carefully respond to the *Course Evaluation* emailed to you by Global Campus.
5. Watch motivational video clip.

Course Requirements

1. Reflective Journal (5 journals x 10 points each= 50 Points)
   Students will complete one journal assignment per week throughout the semester during weeks 2-6. Assignments should be completed through the *Bb Journal* function on or before the assigned date. Journal topics relative to the course topic for the week and our
discussions in the course are available in advance for you to complete. **Entries must be between 500-100 words, and answer all questions within the prompt for full credit.** Entries are due by 11:59pm on Sunday night of the week. Please review the rubric for further clarification.

2. **Chat Sessions (3 chats x 10 points each= 30 points)**
   a. There will be 4 one-hour chat sessions scheduled during the semester. Times/dates are listed below. Chat Sessions will be conducted through *Bb Collaborate*. You are required to participate in **3 out of the 4 chat sessions**. Every chat session will be archived so you could listen to a recorded session to get caught up if you do have to miss the live session. *If multiple people are unable to attend a specific scheduled chat session, the instructor reserves the right to adjust the date/time to accommodate the most people.*
   b. During the one hour chat session, we will discuss weekly topics/due dates, answer questions from the text or about activities, and identify key issues within the subject matter.
   c. If you need to miss a live chat session for an emergency or planned situation (communicated to the instructor in advance), you may complete an alternative to the chat session by reviewing the recorded sessions, under “Chats” → “Recordings.” After watching the recorded chat session, post a summary of the session (what it was about). In addition, identify three things you have learned, and indicate anything that is still unclear to you. Make your posting to this discussion forum. This can only be done to supplement ONE missed chat session per person and is worth 8 points (reduced from 10).
   d. Chat Session Dates are posted under the weekly assignments and will be held on **Sundays at 7:00pm.**

3. **Research Paper (50 points)**
   a. You will complete a literature review and synthesis of information on communicating effectively with a multicultural group selected by you. **The maximum number of pages for graduate students is 12 and for undergraduates is 10, including the title page and reference pages.** The primary intent of this project is to allow you to explore an area of multicultural communication that is of particular interest to you and provide the appropriate communication strategies to interact appropriately with this group. Please pick a group that you are interested in learning more about, rather than one you are a part of or you already know about or are a part of. **Your topic should be chosen by Week 2 and posted in the Bb Discussion Board.** You may also consider an immersion experience to gain a more thorough understanding of the multicultural group you choose. The paper should be written in APA style and in the following format: (a format is available in the Week 3 module for your review on the
structure). Also an example has been posted of the paper and presentation for you to get a feel for my expectations. The topics covered in the examples are not able to be duplicated in this course.

i. Abstract
ii. Title Page
iii. Statement of What Will Be Addressed in an Introductory paragraph
iv. Significant Findings (Include no less than 5 citations from academic journals or books, avoid internet websites, news articles or wikipedia).
v. Summary (Your Own Words): What did you learn in this process? How will you use what you learned in your work and/or personal life?
vi. References

b. This should be a practical paper. Anyone reading your paper should become a “mini expert” in cross-cultural communication with the group you have chosen. The paper should specifically address appropriate social and business behaviors (verbal and nonverbal) when interacting with someone from this group. While you may want to devote several paragraphs to the history of the group you have selected, the majority of the paper should address behaviors that can enhance (one should engage in) and detract (behaviors to avoid) engaging in an effective relationship with someone from this group. When reviewing your paper, I will be focusing my attention on how well your paper communicates: a) an understanding of the material and your chosen topic b) appropriate use and synthesis of reference materials, c) use of APA formatting, and d) attention to mechanics of writing (e.g. sentence structure, grammar etc.). Papers will be submitted through Bb Assignments under the title link.

c. A requirement of this paper is to send it through the CMU Writing Center for review. This will require you to finish your paper several days in advance of the due date, in order to have time to submit your paper to Writing Center, allow them to review it, make the changes, then submit it in before Sunday night of Week 6. This will be worth 5 points of your final grade on the assignment. [https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/Hours-and-Locations.aspx](https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/Hours-and-Locations.aspx)

d. Students will be able to turn in a draft of their paper during Week 4 by Sunday before night to receive feedback. This is highly encouraged!

e. A rubric will be posted to understand the requirements and expectations.

4. Research Paper Presentation & Feedback (30 points)

a. In addition to the research paper, students will prepare a 10-15 slide PowerPoint Presentation to post on Blackboard for other students to learn from. This should include definitions, talking points (with descriptions), graphics, and be focused on relaying the communication strategies you found throughout writing your paper. You are not actually giving the presentation, but there should be enough information on the slides that one can easily gain knowledge. Avoid copying/pasting long paragraphs and quotes from your actual paper. Be creative
and informative. The presentation should focus on the key features included in your paper (i.e. history of population, ways to enhance communication and things to avoid, relevant literature etc.). Presentations will be graded on clarity, creativity, formatting, and summary of paper and submitted within a Bb Discussion Forum AND in Assignments function in Bb in Week 7. Title your post as (First Name_Last Name: Chosen Population/Topic). You should attach your presentation to your post using PowerPoint so that people can view it as a slideshow. **(20 points)**

i. **EXTRA CREDIT OPTION:** If you narrate your PowerPoint using “narrate slides” in PowerPoint or use another medium to record (e.g. Panopto, Camtasia etc.), you will receive 5 bonus points.

b. In addition to posting your own presentation, you will review 2 other peer presentations and provide feedback/ask questions. You will receive maximum points from asking quality questions and identifying that you fully reviewed each presentation. The owner of the presentation should respond to each comment within the week as well, providing the answer or acknowledging the comment. **(10 points)**

5. **Weekly Quizzes (5 quizzes x 10 points each = 50 points)**
   a. Students will complete short quizzes to assess their knowledge from the week’s reading, activities, and lecture. Five quizzes in total will be conducted through Bb Quizzes, unless otherwise specified.

6. **Interview & Reflection Activities (2 activities x 15 points each = 30 points)**
   a. **Interview Activity**
      i. Students will interview one person who works in an organization of more than 25 people in any field/profession of interest to them. A set of questions will be provided on Bb to utilize during the 15-30 minute interview in Week 4. A short transcript of the interview and several reflection questions will be turned in under the Assignments function under the title link in Bb. More detail will be provided under “Week 4” in Course Materials in Bb.

   b. **Reflection Activity**
      i. Students will complete a reflection activity designed to assess their understanding of the content learned throughout the semester. This paper will be turned in under the Assignments function under the title link in Bb. More detail will be provided under “Week 8” in Course Materials in Bb.

7. **Discussion Board Posts (2 points per post x 5 posts = 10 Points)**
   Discussion Board Forums have been created throughout this 8-week course to both reflect on content, as well as identify any questions you have in the course. Several forums are devoted to the Research Project and Presentation to keep you on track and
focused on completing the assignment on time without procrastinating. Please type out, review, and correct your responses before submitting.

8. Additional Assignments & Participation (50 points)

a. Assessments Assignments (Week 1; 5 points)
b. Chapter 3 Fill-In Study Guide (Week 3; 10 points)
c. Chapters 9 & 10 Fill-in Study Guide; (Week 7; 10 points)
d. Participation (25 points)

***NOTE: There are several articles, YouTube videos, and activities provided within the Course Materials folders for each week that are described as “Supplementary Material.” This information is intended for your own personal use to compliment the lecture and practice concepts in the text. You may comment on the material within the Discussion Board under the forum “Coffee House;” however, you will not submit answers for a grade.

Student Performance Feedback: Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through track changes made in the margins of papers turned in for grading. All grades will be posted on Blackboard in the “My Grades” section. Finally, should individuals have specific questions about their grades or performance on an assignment, the student should email the instructor to set-up a time to discuss issues.

Reflective Journal 50 Points
Chat Sessions 30 Points
Research Paper 50 Points
Research Presentation & Feedback 30 Points
Weekly Quizzes 50 Points
Interview/Reflection Activities 30 Points
Discussion Board Posts 10 Points
Additional Assignment 50 Points

300 Points Total

Grading Scale

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