INSTRUCTIONAL PACKAGE

PSY 103

Human Relations

Effective Term
Fall 2018; Spring 2019; Summer 2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: <u>Fall 2018; Spring 2019; Summer 2019</u>

COURSE PREFIX: PSY 103   COURSE TITLE: Human Relations

CONTACT HOURS: 3.0   CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:
The purpose of Human Relations is to introduce the student to the basic concepts and vocabulary of psychology in the workplace while replacing psychology's popular image with a more accurate picture of its nature and content areas as it relates to behaviors found and expected in the workplace.

COURSE DESCRIPTION:
This course is a study of human relations, including the dynamics of behavior, interrelationships, and personality as applied in everyday life.

PREREQUISITES/CO-REQUISITES:
(COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (Multiple Measures English 1) or (SAT Critical Reading 480) or (ACT English 19 and ACT Reading 19) or (Credit level ENG 100 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC) or (ASSET Reading 45 and ASSET Writing 45)

***Online/Hybrid** courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:
DuBrin, Andrew, J. (2014). Human Relations, For Career & Personal Success, (10th ed.). Upper
        Saddle River, New Jersey: Pearson.
ISBN – 10: 03-297440-1 or
ISBN - 13: 978-0-13-297440-0

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
BOOKSTORE.

March 2018

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:
None

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION
Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:
CLASSROOM ETIQUETTE:
Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain behavior, development, and psychological disorders. Students are also encouraged to take notes. This course is designed to foster interaction, active learning, and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)
Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:
•   First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
•   Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.
Academic Misconduct: Cheating, plagiarism, collusion, et al.
•   Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
•   If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
•   Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
•   Assign a failing grade for the course (with consultation on student academic options including the appeal process)
•   Require the student to withdraw from the course
•   Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office (Dr. Marilyn Fore). Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

*Horry-Georgetown Technical College Policy: No eating, drinking or smoking is permitted in the classroom.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:
Listed below are the Student and Course Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.
*Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.

Student Learning Outcomes:
• **Describe the basic concepts of psychology as they apply to the workplace**
• **Utilize knowledge about human behavior toward personal improvement, and career success**
• **Apply systematic knowledge of human relations to increase productivity, improve creativity, enhance the work environment, and improved organizational effectiveness**

*Suggested Outline:
Module 1   Understanding and Managing Yourself
Materials Covered: Chapter 1   Human Relations and You
                                      Chapter 2   Self-Esteem and Self-Confidence
                                      Chapter 3   Self-Motivation and Goal Setting
                                      Chapter 4   Emotional Intelligence, Attitudes, and Happiness
*Assessment(s):   Complete class review activity, handouts or quizzes.
                                      Module Exam

Learning Outcomes for Module 1
1. Understand how studying human relations will help you.
2. Pinpoint how work and personal life influence each other.
3. Describe the nature, development, and consequences of self-esteem.
4. Describe the importance of self-confidence and self-efficacy.
5. Describe the problem of codependence and how it is linked to low self-esteem self-confidence.
6. Explain how needs and motives influence motivation.
7. Explain why and how goals contribute to self-motivation.
8. Describe how to set effective goals and the problems sometimes created by goals.
9. Explain how emotional intelligence contributes to effective human relations.

*Suggested Outline:
Module 2   Dealing Effectively with Yourself and with Other People
Materials Covered: Chapter 5   Values and Ethics
                                      Chapter 6   Problem Solving and Creativity
                                      Chapter 7   Personal Communication Effectiveness
                                      Chapter 8   Communication in the Workplace
                                      Chapter 9   Specialized tactics for Getting Along with Others in the Workplace
*Assessment(s):   Complete class review activity, handouts or quizzes.
                                      Module Exam

Learning Outcomes for Module 2
1. Pinpoint why organizational citizenship behavior is so highly valued in the workplace.
2. Understand the nature of values and how they are learned.
3. Understand the importance of business ethics, the difficulty of being ethical, and the

extent of ethical problems in business.
4. Identify work place situations that often present ethical dilemmas.
5. Understand how personal characteristics influence the ability to solve problems and Make decisions.
6. Apply the problem-solving and decision-making steps to complex problems.
7. Know the basic steps in critical thinking.
8. Explain the basic communication process.
9. Describe the nature and importance of nonverbal communication in the workplace.
10. Identify roadblocks to communication.
11. Describe the formal channels of communications within organizations.
12. Identify the challenges to interpersonal communication created by communication technology.
13. Describe methods of getting along with coworkers.
14. Identify tactics that help a person become a good team member.

*Suggested Outline:
Module 3   Leadership, Motivations, and Diversity
Materials Covered: Chapter 10   Managing Conflict
                                            Chapter 11   Becoming and Effective Leader
                                            Chapter 12   Motivating Others and Developing
Teamwork
                                            Chapter 13   Diversity and Cross-Cultural Competence
*Assessment(s):   Complete class review activity, handouts or quizzes.
                                            Module Exam
Learning Outcomes for Module 3
1. Identify reasons why conflict between people takes place so often.
2. Pinpoint several helpful and harmful consequences of conflict.
3. Identify personal traits and characteristics of effective leaders.
4. Know what needs to be done to get along well with group members.
5. Understand how to diagnose what motivates people to perform well.
6. Understand how to motivate others through empowerment and job design, including interesting work.
7. Understand group dynamics in terms of the development of groups and group roles.
8. Explain some of the major ways in which cultures differ from one another.
9. Pinpoint barriers to cross-cultural relations.
10. Be aware of some of the legal aspects of working in a culturally diverse environment.

*Suggested Outline:
Module 4   Developing Career Thrust and Staying Emotionally
Healthy
Materials Covered: Chapter 14   Getting Ahead in Your Career
                                            Chapter 15   Learning Strategies, Perception, and Life

*Assessment(s):   Complete class review activity, handouts or quizzes.
Module Exam

Final Test, Project, or Course Activity

Learning Outcomes for Module 4
1.   Identify job-finding methods and use the internet to assist you in your job search.
2.   Select several strategies and tactics foe getting ahead in your career by taking control of your behavior.
3.   Understand networking techniques and be ready to implement them.
4.   Explain the meaning of learning styles, and develop insight into your own style.
5.   Explain how perception influences behavior.
6.   Recognize the realities of dealing with a career change.
7.   Decrease any tendencies you might have toward procrastination.
8.   Develop skills and techniques that will help you become more productive.
9.   Describe the meaning of stress and its physiology.
10.   Identify several positive and negative consequences of stress.
11.   Pinpoint potential stressors in personal life.
12.   Pinpoint potential stressors in the workplace.
13.   Describe key methods for managing the potential adverse effects of stress.
14.   Develop insight into dealing with personal problems through understanding self-defeating behavior and the importance of being resilient.

*Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

Part III: Grading and Assessment

All tangible measurements that are used for assessment of student course learning outcomes are at the discretion of the instructor and should be specifically outlined by the instructor. Methods that are appropriate for this course are but not limited to the following: discussion questions, assignments, portfolios, written comprehensive exams, research papers, group projects, and interviews with poster presentation of findings.

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*
Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

March 2018

EVALUATION*
Exam if applicable)   20% to 60%

Quizzes/Assignments   20% to 50%

Participation   0% to 10%

Papers/Projects/Portfolios/
Discussions   20% to 30%

Total (must add up to 100%)   100%

Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:
State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Horry-Georgetown Technical College GRADING SYSTEM:
90% to 100%   A
80% to 89%   B
70% to 79%   C
60% to 69%   D
below 60%   F

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop (ACADEMIC CALENDAR). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the

College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Any student missing more than two (2) weeks without notification will be withdrawn for excessive absences.
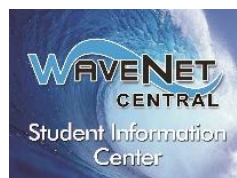
Part V: Student Resources

The Student Success and Tutoring Center (SSTC)
The SSTC offers to all students the following **free** resources:
1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.

Student Information Center: WaveNet Central (WNC)
WNC offers to all students the following **free** resources:
1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: Wavenet Central. Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement
Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements
Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs *Title IX Coordinator* Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	**Jacquelyne Snyder, AVP Human Resources** *Section 504, Title II, and Title IX Coordinator* Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu