



INSTRUCTIONAL PACKAGE

PSY 103

Human Relations

Effective Term

Fall 2019; Spring 2020; Summer 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2019; Spring 2020; Summer 2020

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:

((COMPANION Reading 056 or ACCUPLACER Reading Comp 056 or New ACCUPLACER Reading Comp 235 or SAT Critical Reading 380 or ACT Reading 14 or Multiple Measures English 1 or Credit level ENG 101 Minimum Grade of C or Credit level ENG 155 Minimum Grade of C or Credit level ENG 100 Minimum Grade of C* or Credit level ENG 101 Minimum Grade of TC or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 032 Minimum Grade of C*))

***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. (2017). Human Relations for Career and Personal Success (11th ed.) Boston, MA: Pearson.

ISBN-13: 978-0—13-413040-8

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

[BOOKSTORE](#)

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:

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](#).

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. 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*:

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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.

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

Module 1

Materials Covered: Chapters 1, 2, 3, and 4

*Assessment(s): Complete class review activity, handout, 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.
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.

Module 2

Materials Covered: Chapters 5, 6, 7, 8, and 9

*Assessment(s): Complete class review activity, handout, 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.

Module 3

Materials Covered: Chapters 10, 11, 12, and 13

*Assessment(s): Complete class review activity, handout, 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.

Module 4

Materials Covered: Chapters 14, 15, 16, and 17

*Assessment(s): Complete class review activity, handout, or quizzes.
Module Exam
Final Test, Project, or Course

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 for 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

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Exams	20% to 60%
Quizzes / Assignments	20% to 50%
Papers / Projects / Portfolios / Discussion	20% to 30%
Participation	0% to 10%
	100%

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

GRADING SYSTEM:

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.

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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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 or go to the [Online Resource Center](#) to access on-demand resources any time.



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:

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 Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students 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 Vice President for Student Affairs, Dr. Melissa Batten, VP 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. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP 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.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*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:	
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