

**College of Business and Technology
School of HRD and Technology
Course Syllabus**

Human Relations
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HRD 5333
Summer, 2009
903/245-3822

I. Course Description:

Establishing and maintaining effective relationships among individuals in business, industrial, and educational settings.

II. Textbook:

Dubrin, A. J. (2007). *Human relations: Interpersonal job-oriented skills*. (9th Ed.). Upper Saddle River, NJ: Pearson Prentice-Hall. ISBN: 0-13-195672-8

III. Course Learning Objectives:

- A. To learn the main aspects of personality and how it affects human relations.
- B. To understand the importance of needs, motives, and values.
- C. To understand how emotions influence behavior.
- D. To appreciate the value of critical thinking and problem solving techniques to real-life problems.
- E. To understand and apply the principles of good interpersonal communication, both verbal and non-verbal.
- F. To develop good listening skills.
- G. To understand the nature of ethical behavior and its importance.
- H. To be able to resolve conflicts in a way that fosters collaboration.
- I. To understand diversity and to develop diversity skills.

IV. Course Competencies:

- A. Computer-Based Skills – The student will use the word processing program to prepare assignments and the various web-based tools for

gaining information and communicating with the instructor and with other students.

- B. Communication Skills – The student will exhibit a mastery of both written and interactive computer communication skills in the preparation of assignments and in discussing human relations issues.
- C. Interpersonal Skills – The student will discuss ideas and opinions regarding the different human relations issues presented in class.
- D. Problem Solving (Critical Thinking) – The student will use conceptual thinking and problem solving skills to determine reasonable solutions to human relations situations.
- E. Ethical Issues in Decision Making and Behavior – In addition to information provided in class regarding ethical issues, the student will discuss scenarios where ethical thinking is required.
- D. Personal Accountability for Achievement – The student will complete the assignments and will participate in class discussions as appropriate.

V. Course Requirements:

- A. Assignments
 - 1. Students will participate in class discussion posted on BlackBoard.
 - 2. Students will produce a term paper 10-12 pages, properly formatted and with citations following *The American Psychological Association Style Manual*, 5th edition.
- B. Evaluation process
 - 1. Students will take a mid-term essay quiz and a final essay quiz, each comprising 25% of the grade for a total of 50%. Students will receive specific feedback on each of the two quizzes.
 - 2. Class discussion will comprise 30% of the grade.
 - 3. The term paper will comprise 20% of the grade.
- C. Course Calendar

Monday, June 8, 2008	First class day
Thursday, June 11, 2008	Census date
Monday, June 15, 2008	Begin Module 2
Monday, June 22, 2008	Quiz 1
Tuesday, June 23, 2008	Begin Module 3
Monday, June 29, 2008	Begin Module 4
Friday, July 3, 2008	Begin Module 5
Tuesday, June 23, 2008	Begin Module 5

Friday, June 26, 2008
Friday, June 10, 2008

Last day to drop
Final Quiz

VII. Course Outline:

A. Human relations defined

1. Knowing yourself
2. Personality factors
3. Attitude, motivation and morale
 - a. How attitudes are developed
 - b. Changing attitudes
 - c. Motivating people
 - d. Improving morale
4. Johari Window
5. Emotional intelligence

B. Communication in human relations

1. Purposes of communication
2. Non-verbal communication
3. The importance of feedback
4. The grapevine, gossip, and rumors
5. Developing listening skills

C. Ethics

1. The nature of ethics and what it entails
2. Working through ethical dilemmas
3. Codes of ethics

D. Conflict Resolution

1. Conflict in human relations.
2. Styles of conflict resolution.
3. Ways of handling conflict.
4. Working with jerks.
5. Assertiveness training

E. Diversity

1. The importance of diversity
2. Dimensions of diversity
3. Prejudice and stereotypes
4. Affirmative action
5. Valuing diversity
6. Political correctness

VIII. University Policies

A. Absence for religious observance

B. Absence for university-supported trips

C. Service to students with disabilities

D. Grade replacement policy

E. State-mandated course drop policy

F. Social Security and privacy

These policies may be found at this website:

<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

IX. Academic Honesty Statement

“Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, The University of Texas at Tyler, will not be tolerated”. University regulations require the instructor to report all suspect cases of academic dishonesty to the Dean of students for Disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the student’s official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

X. Technical Support

Technical Support is available 7 days a week, 24 hours a day, 365 days a year through Embanet.

1-866-321-2988 (toll-free)

419-494-6622 x1 (long distance)

<http://www.embanet.com/help/UTTC.htm>

XI. References list

Alcorn, P. (2001). *Practical ethics for a technological world*. Upper Saddle River, NJ: Pearson Prentice-Hall.

Baltus, R. K. (2000). *Personal psychology for life and work*. (5th ed.). New York: Glencoe-McGraw-Hill.

DeCenzo, D. A. and Silhanek, B. (2002). *Human relations: Personal and professional development*. (2nd ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.

Chapman, E. N. and O’Neil, S. L. (2002). *Your attitude is showing: A primer of human relations*. (10th ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.

Ford, L. (2004). *Human relations: A game plan for improving personal adjustment*. (3rd ed) Upper Saddle River, NJ: Pearson Prentice-Hall.

Greer, C. R and Plunkett, W. R. (2007). *Supervision: Diversity and teams in the workplace*. (11th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

Walker, V. and Brokaw, L. (2001). *Becoming aware*. (8th ed.). Dubuque, IA: Kendall-Hunt Publishing Co.