



## HRD 3333 - Human Relations

### **Syllabus**

Course Number: HRD 3333.060

Course Title: Human Relations

Semester: Fall, 2025

Instructor: Judy Yi Sun, Ph.D. Associate Professor

Office location: COB 315.18

Email: [jsun@uttyler.edu](mailto:jsun@uttyler.edu) (Preferred contact)

Phone: 903-565-5912

### **Office Hours**

Monday 11:10am-3:40pm; Wednesday 11:10pm-4:40pm

Other times by appointment

### **Welcome**

Welcome to our online program at UT Tyler and to HRD 3333 Human Relations. This class employs self-directed learning (SDL) approach as a major learning method to guide students in subject learning. SDL is described as “a process in which individual take the initiative, with or without the help of other, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes” (Knowles, 1975, p.18) . Contrast to instructor oriented learning, self-directed learning is learner oriented and views learners as responsible owners and managers of their own learning process. SDL integrates self-management with self-monitoring.

Specifically, this course is developed in a modular format to assist you in organizing your time and efforts. Other than textbook reading and PPT material to guide your reading, questions and debates are used to trigger your thoughts on how to understand and apply the knowledge learned in the textbook. Three online quizzes are provided to evaluate your learning progress. Each module outline will specify required reading, writing, and discussion requirements to facilitate your learning. A team project is designed for you to apply human relation theories that you have learned in this class and extract real-life lessons through analyzing a movie.

### **Required Textbook**

- Textbook: DuBrin, A. (2014). Human relations: Interpersonal job-oriented skills (12th ed.). ISBN: 0133506827
- Supplementary readings are provided on Canvas

### **Course Description**

This course is designed to introduce the basics of individual difference in interpersonal communication and facilitate a better understanding of the importance of developing positive relationships with others in the work setting. The problem-solving skills, decision making skills, teamwork skills, motivating skills and other management skills are also introduced to prepare the students for a successful career in the contemporary organizational environment.

### **Course Objectives**

**By the end of the semester, learning participants are able to:**

- Understand the individual differences.
- Understand Basic concepts such as self-esteem and self-confidence and the relationship to performance.
- Learn basic problem solving and decision-making techniques.
- Understand the nature and changes of demographic diversity in the workplace.
- Understand effective stress management.
- Understand how to develop careers through career management skills.

#### **2. Competencies to be demonstrated in this course:**

1. Computer-Based Skills – the student will complete the Job Analysis project in a word processing package that may include graphs, charts, spreadsheets, database manipulation
2. Communication Skills – the student will exhibit a mastery of written skills in completion and presentation of the project.
3. Interpersonal Skills – the student will work in a group to identify problem statements for the data collection phase of the research project.
4. Problem Solving (Critical Thinking) – the student will use conceptual thinking, and analyzing data, and creativity and innovation in case studies
5. Ethical Issues in Decision Making and Behavior- the student will understand and exhibit ethics through the data collection and presentation portions of this project.
6. Personal Accountability for Achievement – the student will complete the project at the time designated by the instructor

## **Course Requirements**

### Reading Assignments

- Students are responsible for completing the reading assignments in a timely manner. Most readings will be from your textbook as indicated in the course modules. There will be supplemental readings uploaded on Canvas (journal articles or cases) to provide different theoretical perspectives or opportunities to do in-depth analysis. Since it is an on-line learning, the Lecture PPT handouts are posted on Canvas to guide your reading and learning.
- Deadlines are listed in the Course Module Outlines as well as in the Canvas Calendar.
- The required reading assignments need to be completed prior to completion of discussion and written assignments.

### Discussion Assignments

- All discussion postings should be submitted in “discussion board”. The first student needs to create a thread under the chapter discussion topic in order for others to reply.
- Each participant is responsible for participating in the asynchronous discussions of each module. All class participants are expected to engage in presenting their own progress in learning as well as contributing insights to others’ postings.
- Discussion postings should be made in a timely manner. Deadlines are listed in the Course Module Outline.
- Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.
- Please refer to the discussion requirements listed under each discussion assignment in Canvas. The following describes the participation criteria. Participation with peers will account for 50% of the eligible discussion score.

Score	<b>Description</b> Note: The length of the initial contribution should be a minimum of 200 words and not exceed 500 words. Actively responding to another student's initial submission means providing the rationale as to why you agree or disagree with other students with supported arguments from literature or credible sources; responses such as "I agree," will not be counted.
100%	<b>Exceptional Participation – Met both of these conditions:</b> <ul style="list-style-type: none"> <li>Submitted own contribution and actively responded to 2 or more other students.</li> <li>Exceptional quality - Student explored others' comments and built on others' insights. The contributions are especially insightful and represent new high-value added input with new insights, material, and/or references.</li> </ul>
80%	<b>Commendable Participation – Met both these conditions:</b> <ul style="list-style-type: none"> <li>Submitted own contribution and actively responded to 1 or more other students.</li> <li>High quality - Student explored others' comments and built on others' insights. The contributions are insightful and represent high-value added input with insights, material, and/or references.</li> </ul>
60%	<b>Moderate Participation – Met both of these conditions:</b> <ul style="list-style-type: none"> <li>Submitted own initial contribution for a selected discussion topic</li> <li>Moderate quality – Student was active in discussions made some valuable contributions, but the contributions were not noteworthy or did not include sufficient insights, material, and/or references.</li> </ul>
40%	<b>Acceptable Participation – Met both of these conditions:</b> <ul style="list-style-type: none"> <li>Submitted own initial contribution for a selected discussion topic</li> <li>Low Level quality – Student participated in discussions made contributions, but the contributions did not add value to the discussion or did not include sufficient insights, material, and/or references.</li> </ul>
20%	<b>Minimal Participation – Met both of these conditions:</b> <ul style="list-style-type: none"> <li>Submitted own initial contribution for a selected discussion topic but did not respond to other students.</li> <li>Minimal quality – Student participated in some discussions made irrelevant or incorrect contributions, contributions did not include sufficient insights, material, and/or references.</li> </ul>
0%	<b>Inadequate Participation:</b> <ul style="list-style-type: none"> <li>Did not participate in the discussion topic.</li> </ul>

- Note: When posting to the discussion area, please enter your comments directly into the discussion board. **Do not attach documents** to the discussion board unless instructed, as this method is difficult for some students to access.

### Written Assignments

- All written assignments are to be completed in Microsoft Word or as Rich Text Format, and submitted in a timely manner. Deadlines are listed in each Course Module Outline. Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- All written assignments should be submitted to the designed submission link.
- Late assignments will **Not** be accepted

### Quizzes

- The quizzes will be taken on Canvas with a link under “Assignments”. You can access each quiz **only twice** during the available time frame, so please arrange your time accordingly.
- Please note that all 3 quizzes must be completed by midnight Central Standard Time on the due date.
- Feel free to use the self-test bank to practice before taking each quiz.

### Team Project

For the team project, three to four students will become a team. Teams will write an analysis essay. The essay will require teams to apply Human Relations theories to a well-made (and fun) movie to extract real-life lessons. A great deal of time and effort will be required for this assignment. A detailed description of the project and group presentation requirements can be found in a separate document posted on Canvas under Modules.

At the end of the semester, each student will evaluate their fellow team members. These evaluations will be utilized by the instructor to make appropriate adjustments to the score received for the team project paper (10%). In addition, teams should immediately inform the instructor of any issues that arise during the semester. If initial attempts to correct any issues fail, the team may vote a member out of the team before October 1<sup>st</sup>. In such instances, the individual removed from the team will complete the project alone.

### **Grades and Grading**

Final grades for the course will be determined based upon the following criteria for assessment:

- A – Exceptional work; demonstrates full understanding of topic in written assignments; demonstrates graduate-level written communication by attention to conventions of standard written English and good writing “flow”
- B – Good work; demonstrates basic understanding of topic in written assignments; acceptable demonstration of graduate-level writing; some lack of attention to detail in content or presentation.
- C – Shows only some understanding of basic concepts; written assignments lack attention to conventions of standard written English; incomplete responses; consistent lack of attention to detail.
- D – Failure to demonstrate understanding of basic concepts.
- F – Failure to complete assignments.

**Grading Scale:** Students will be evaluated based on the grading scale below.

1. A 90% - 100%
2. B 80% - 89%
3. C 70% - 79%
4. D 60% - 69%
5. F ≤59%

The work you will perform for this course is weighted as follows:

**Class participation/Chapter discussion 30%**

**Personality Report 10%**

**Final Group Project 30%**

**Three quizzes 30%**

Grading components are assigned weights based upon the work required of the participant and the importance to the course. Assignments may be submitted prior to the due date listed in the course module outlines.

#### Course Outline

Modules	Days	Topics/Chapters Covered	Assignments	Quizzes
M 1	08/25-09/21	<ul style="list-style-type: none"> <li>• A Framework for Skill Development</li> <li>• Understanding Individual Differences</li> <li>• Building Self-Esteem &amp; Self-Confidence</li> <li>• Interpersonal Communication</li> </ul>	(1) Self-Introduction & Chapter 1 discussion due 09/07 (2) Personality Report due 09/14 (3) Chapters 2&3 Discussion due 09/14 (4) Chapter 4 discussion due 09/21 <b>(5) RTGM#1 due Sept 21</b>	
M 2	09/22 - 10/12	<ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Developing Teamwork Skills</li> <li>• Group Problem Solving</li> <li>• Cross-Cultural Relations &amp; Diversity</li> </ul>	(1) Chapter 5&6 discussion due 10/05 (2) Chapter 7&8 discussion due 10/12	Quiz 1 Due 10/12

M 3	10/13-11/9	<ul style="list-style-type: none"> <li>Resolving Conflicts</li> <li>Becoming an Effective Leader</li> <li>Motivating Others</li> <li>Helping Others develop and Grow</li> <li>Positive Political Skills</li> </ul>	(1) Chapters 9&10 discussion due 10/26 <b>(2) RTGM #2 due 11/02</b> (3) Chapters 11,12&13 due 11/9	Quiz 2 due 11/9
M 4	11/10-12/09	<ul style="list-style-type: none"> <li>Customer Satisfaction Skills</li> <li>Enhancing Ethical Behavior</li> <li>Stress Mgmt &amp; Personal Productivity</li> <li>Job Search and Career Development</li> </ul>	(1) Chapters 14-17 due 12/09 (2) Final Group Project due 12/09	Quiz 3 due 12/09

## University Policies and Information Highlights\*:

### Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

### Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) (Links to an external site.) in the Student Manual of Operating Procedures (Section 8).

### Using AI Tools

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity

Policy.

**For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**

This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

**\*You can find the details of university policies in the following areas in the “University Policies and Information” page on the class Canvas site.**

- Withdrawing from Class
- Incomplete Grade Policy
- Grade Appeal Policy:
- Disability/Accessibility Services
- Military Affiliated Students
- FERPA
- Absence for Official University Events or Activities
- Absence for Religious Holidays
- Campus Carry