

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018-2019**

Part I Course Overview

Course Title: Interpersonal Skills and Positive Personal Development

Course Code: GE2223

Course Duration: One Semester/ One Summer

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Generally none
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

Interpersonal relationship and positive self-development are an important aspect of the whole person development advocated by the CityU. Hence, students studying at CityU should not only develop their knowledge/expertise of chosen areas of study, but also enhance their personal development. This course aims to equip students with professional knowledge and skills to manage interpersonal interactions and for positive self-development. Students will learn and discover for themselves various ways of (1) effective communication both at school and at home; (2) stress and time management for school work as well as other types of school activities. Students will also do role-plays and group projects about the taught subjects.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs [#] | Weighting* (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|--|-------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Explain/enable students to discover the psychological, social, and ethical factors on interpersonal relationships (e.g., conflict resolution theory, transactional theory, triangle theory of love, etc) | 25% | ✓ | ✓ | ✓ |
| 2. | Explain/enable students to discover the psychological, social, and ethical factors on effective communication (e.g., empathic listening, perspective taking, assertive communication, etc.) | 25% | ✓ | ✓ | ✓ |
| 3. | Explain/ enable students to discover the psychological, social, and ethical factors on personal growth (e.g., self-concepts, stress management, time management, etc.). | 25% | ✓ | ✓ | ✓ |
| 4. | Assess and review self-improvement. | 25% | ✓ | ✓ | ✓ |
| | | 100% | | | |

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | | | Hours/week (if applicable) |
|--------------------------------|---|----------|---|---|---|--|--|----------------------------|
| | | 1 | 2 | 3 | 4 | | | |
| Lectures | Explain the key concepts, theories and skills such as self-concept, conflict resolution theory, transactional theory, triangle theory of love, stress and time management skills, assertive communication skills. | ✓ | ✓ | ✓ | | | | |
| Class Exercises | Psychological tests, individual class exercise or in small group, and skill practice in role-play, etc. | ✓ | ✓ | ✓ | ✓ | | | |
| Group Project and Presentation | Students are to form small groups to conduct projects about the taught topics and do presentation in class for mutual learning. | ✓ | ✓ | ✓ | ✓ | | | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting* | Remarks |
|---|----------|---|---|---|--|--|------------|---------|
| | 1 | 2 | 3 | 4 | | | | |
| Continuous Assessment: <u>100%</u> | | | | | | | | |
| Class assignments | ✓ | ✓ | ✓ | ✓ | | | 20% | |
| Group project and presentation | ✓ | ✓ | ✓ | ✓ | | | 40% | |
| Term paper | ✓ | ✓ | ✓ | ✓ | | | 40% | |
| Examination: <u>0%</u> (duration: _____, if applicable) | | | | | | | | |
| * The weightings should add up to 100%. | | | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------------------------|---|---|---|--|--|--|
| 1. Class Assignments | 1.1 Ability to apply relevant theories/concepts/ skills to analyse/improve own interpersonal relationships 1.2 Level of reflection on interpersonal relationships and self understanding shown | Excellent ability in application of theories and skills for positive interpersonal relationship is demonstrated. Very deep level of self-reflection/ self-understanding, and insight gained for positive personal growth are shown. | Demonstrate good ability to apply theories and skills for positive interpersonal relationship. Significant level of self-reflection/ self-understanding, and insight gained for positive personal growth are shown. | Demonstrate adequate ability to accurately apply theories and skills for positive interpersonal relationship. Satisfactory level of self-reflection/ self-understanding, and some insight gained for positive personal growth are shown. | Demonstrate limited ability to accurately apply theories and skills for positive interpersonal relationship. Limited level of self-reflection/ self-understanding, and minimal insight gained for positive personal growth are shown. | Fail to show accurate application of theories and skills for positive interpersonal relationship and personal growth. |
| 2. Group Project and Presentation | 1.1 Ability to apply relevant theories/concepts /skills to analyze the selected topic on interpersonal relationships 1.2 Capacity for articulating the learning gained for positive development in interpersonal relationships and | Demonstrate excellent ability to accurately apply relevant theories/concepts/ skills to analyze the selected topic on interpersonal relationships. Demonstrate excellent capacity for articulating the learning gained for positive development in | Demonstrate good ability to accurately apply relevant theories/concepts/ skills to analyze the selected topic on interpersonal relationships. Demonstrate significant capacity for articulating the learning gained for positive | Demonstrate adequate ability to accurately apply relevant theories/concepts skills to analyze the selected topic on interpersonal relationships. Demonstrate adequate capacity for articulating the learning gained for positive development in | Demonstrate fair ability to apply relevant theories/concepts/ skills to analyze the selected topic on interpersonal relationships. Demonstrate fair capacity for articulating the learning gained for positive development in interpersonal relationships and | Fail to apply relevant theories/ concepts/ skills to analyze the selected topic on interpersonal relationships. Fail to articulate the learning gained for positive |

| | | | | | | |
|----------------------|---|---|---|---|---|---|
| | self growth | interpersonal relationships and personal growth. | development in interpersonal relationships and personal growth. | interpersonal relationships and personal growth. | personal growth. | development in interpersonal relationships and personal growth. |
| <u>3. Term paper</u> | <p>1.1 <u>Ability to analyze interpersonal relationships with accurate use of theories/concepts /skills</u></p> <p>1.2 <u>Capacity for integrating appropriate theories/concepts /skills to achieve positive development in interpersonal relationships and self growth</u></p> | <p><u>Demonstrate excellent ability to analyze interpersonal relationships with accurate use of relevant theories/concepts/skills.</u></p> <p><u>Demonstrate excellent capacity for integrating appropriate theories/concepts/skills to achieve positive development in interpersonal relationships and self growth</u></p> | <p><u>Demonstrate significant ability to analyze interpersonal relationships with accurate use of relevant theories/concepts/skills.</u></p> <p><u>Demonstrate significant capacity for integrating appropriate theories/concepts/skills to achieve positive development in interpersonal relationships and self growth</u></p> | <p><u>Demonstrate adequate ability to analyze interpersonal relationships with accurate use of relevant theories/concepts/skills.</u></p> <p><u>Demonstrate adequate capacity for integrating appropriate theories/concepts/skills to achieve positive development in interpersonal relationships and self growth</u></p> | <p><u>Demonstrate fair ability to analyze interpersonal relationships with accurate use of relevant theories/concepts/skills.</u></p> <p><u>Demonstrate fair capacity for integrating appropriate theories/concepts/skills to achieve positive development in interpersonal relationships and self growth</u></p> | <p><u>Fail to show ability to analyze interpersonal relationships with relevant theories/concepts/skills.</u></p> <p><u>Fail to show capacity for integrating theories/concepts/skills to achieve positive development in interpersonal relationships and self growth</u></p> |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Meeting new friends & self-understanding

Getting along with roommates

Cooperating in group work

Resolving conflicts in group work

Handling family tension

Friendship

Intimate relationship

Stress management and time management

Saying no and assertive training

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

| | |
|----|---|
| 1. | Johnson, D. W. (2014). <i>Reaching out: interpersonal effectiveness and self-actualization</i> (11 th ed.). Boston: Pearson. |
| 2. | Trenholm, S., & Jensen, A. (2013). <i>Interpersonal communication</i> (7 th ed.). New York: Oxford University Press. |
| 3. | 岳曉東. 《做個 A+青少年：積極心理學必修的 8 堂課》香港：香港城市大學出版社 2008 年出版 |

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

| GE PILO | Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO) |
|---|--|
| PILO 1: Demonstrate the capacity for self-directed learning | CILO 1, 2, 3, 4 |
| PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology | CILO 1, 2, 3 |
| PILO 3: Demonstrate critical thinking skills | CILO 1, 2, 3, 4 |
| PILO 4: Interpret information and numerical data | CILO 1, 2, 3, 4 |
| PILO 5: Produce structured, well-organised and fluent text | CILO 4 |
| PILO 6: Demonstrate effective oral communication skills | CILO 1, 2, 3 |
| PILO 7: Demonstrate an ability to work effectively in a team | CILO 1, 2, 3, 4 |
| PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues | CILO 1, 2 |
| PILO 9: Value ethical and socially responsible actions | CILO 1, 2, 3, 4 |
| PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation | CILO 1, 2, 3, 4 |

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

| Selected Assessment Task |
|---|
| Group project and individual term paper on a topic taught in the course for enhancing interpersonal skills and positive personal development. |