

**Description of Course Unit**

Course unit title	Human Relations
Course unit code	-
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	Fourth year
Semester/trimester when the course unit is delivered	Seventh semester
Number of ECTS credits allocated	2.78
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> <li>1. Students are able to implement concept of human relations.</li> <li>2. Students are able to implement the dynamic human relations</li> <li>3. Students are able to proficiently using communication effective in interpersonal and organization communication</li> <li>4. Students have the capability of formulating strategy in human relation</li> <li>5. Students are able to demonstrate attitudes, ethics and increasing cooperation of work.</li> <li>6. Students are able to design research after have capability to understands the process of human relationships in both the real and digital world</li> </ol>
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> <li>1. Introduce Human Relation</li> <li>2. Interpersonal Communication</li> <li>3. Personal Communication Effectiveness</li> <li>4. Improving Personal, Interpersonal, and Organizational Communication</li> <li>5. Personal Strtegies for Improving Human Relaltion</li> <li>6. Workplace Relationship</li> <li>7. Be Ethical At Work</li> <li>8. Team Building</li> <li>9. Balance work-life</li> </ol>

	10. Human relation in digital era
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Effective Human Relations : Interpersonal and Organizational Applications. Thirteenth Editions. Chapter I : Introduction to Human Relations. Tip of the Iceberg. Barry L Reece, Monique Reece. 2016</li> <li>2. Human Relations : Principles and Practices 7th Edition. Barry L. Reece. South Western, Cengage Learning, 2012.</li> <li>3. Effective Human Relations: Interpersonal and Organizational Applications Eleventh Edition. Reece Brand, Karen Howie. South Western Cengage, 2008.</li> <li>4. Human Relation: For Career and Personal Success Concepts, Application and skill. eleventh Edition. Andrew J. Dubrin. 2017</li> <li>5. Human Relation.Fourth Editons. Marie Dalton, Dawn G. Hoyle, Marie W Watts,2011</li> <li>6. Beginning Human Relations v.1.0. Laura Portolese Dias. 2012</li> <li>7. Human Relation in Organization: Applications and Skill Building. Tenth Edition. Robert N. Lussier. 2017</li> <li>8. Human Relations: Interpersonal Job Oriented Skills. Global Edition. Twelfth Edition. 2015</li> <li>9. The Interpersonal Communication Book. Thirteenth Edition. Joseph A. Devito .2013</li> </ol>
Planned learning activities and teaching methods	Collaborative learning, contextualizing, project based learning, self-learning and relating to real life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, human relations project outcomes, quizzes, mid and final semester exams.

### English creative writing assessment rubric

**Problem based learning on conventional platform.**

Make an analysis of cases in the mass media about communication errors caused by medium communication

**Writing project on digital platform.**

Make a report observing other people's communication styles in life and of work

**Mid-term test for Human Relations.**

Create media analysis regarding implementation or cases of violation of social attitudes media

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.



