



# POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC

## COURSE SYLLABUS

ACADEMIC YEAR: 2022/2023

### 1. GENERAL COURSE INFORMATION

<b>1.1 Course name</b>	<b>COMMUNICATION SKILLS</b>			
<b>1.2 Study program/s</b>	Undergraduate professional study of <i>Computer Science</i>			
<b>1.3 Course status (O,E)</b>	O	<b>1.6 Mode of instruction (number of hours)</b>	<b>Lectures</b>	30
<b>1.4 Course code</b>			<b>Exercises</b>	45
<b>1.5 Course abbreviation</b>			<b>Seminars</b>	0
<b>1.6 Semester</b>	III		<b>E-learning</b>	0
<b>1.7 ECTS</b>	5	<b>1.7 Place and time of instruction</b>	Premises of Međimurje Polytechnic of Čakovec, according to schedule published on website	

### 2. TEACHING STAFF

<b>2.1 Course leader/s-title</b>	Irena Popović, lecturer	<b>contact</b>	ipopovic@mev.hr
		<b>contact</b>	
<b>2.2 Assistant/s- title</b>		<b>contact</b>	
		<b>contact</b>	
<b>2.3 Instruction held by- title</b>	Irena Popović, lecturer	<b>contact</b>	

### 3. COURSE DESCRIPTION

<b>3.1 Course goals</b>	Awareness and understanding of the basics of successful communication and adoption of techniques and skills needed for successful communication with individuals, in the group and with the audience.
<b>3.2 Prerequisites</b>	Introducing students to the overall theoretical content of the course in the field of quality, proactive business communication skills. Enabling students to understand the importance of communication skills. Mastering theoretical, practical and experiential knowledge of communication skills.
<b>3.3 Course outcomes</b>	<ol style="list-style-type: none"><li>1. Distinguish basic communication concepts (basic characteristics, laws and dynamics) and their practical application. Forms of communication.</li><li>2. Understanding and overcoming conflict, crisis situations.</li><li>3. Effective, proactive and assertive communication through active listening.</li><li>4. Nonverbal and verbal communication skills.</li></ol>
<b>3.4 Course content</b>	<ol style="list-style-type: none"><li>1. What is communication: types, goals, principles of the communication process.</li><li>2. The nature of interpersonal communication. The importance of communication for interpersonal relationships.</li><li>3. Obstacles to successful communication: conflicts and conflicts</li><li>4. Communication competence: skills of successful communication with an individual and communication in a small group</li></ol>

	<p>5. Assertiveness in communication.0,          6. Debate: discussion          7. Conversation.          8. Presentation skills and presentation skills during the presentation.          9. Active listening: critical listening and asking questions to the speaker.          10. Obstacles to successful communication.          11. Empathic understanding.          12. The importance of nonverbal and verbal communication.          13. Speaking in front of an audience. Different purposes and appropriate forms of addressing the audience.          14. Communication in a team.          15. Innovative communication</p>																																																																								
<b>3.5 Types of coursework</b>	x	Lectures	x	Exercises		Blended e-learning		Individual activities		Laboratory																																																															
		Seminars and workshops	x	Distant learning	x	Field classes		Multimedia and network		Mentorship																																																															
		Other																																																																							
<b>3.6 Language of instruction</b>																																																																									
<b>3.7 Monitoring students' work (enter the number of ECTS credits for each activity so that the total number of ECTS credits is equal to the total ECTS value of the course, 1 ECTS = 30 hours)</b>	1,5	Class attendance	0,5	Seminars	0	Essay																																																																			
	0	Class activity	0	Project	0	Report/paper																																																																			
	1	Midterm exams	0	Practical task	0	Continuous knowledge check																																																																			
	0	Written exam		Experimental work																																																																					
	1	Oral exam	0	Research																																																																					
<b>3.8 Assessment and evaluation of students' work during classes and at the final exam</b>	<table border="1"> <thead> <tr> <th>Activity specification</th> <th>Percent %</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Assessment during instruction</td> </tr> <tr> <td>Attendance</td> <td>5%</td> <td>5</td> </tr> <tr> <td>Class activity</td> <td>5%</td> <td>5</td> </tr> <tr> <td>Seminar/ project/ essay</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Midterm exam 1</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Midterm exam 2</td> <td>30%</td> <td>30</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Exam assessment for the students who failed to fulfil all the obligatory requirements during the semester</i></td> </tr> <tr> <td>Written exam</td> <td>60%</td> <td>60</td> </tr> <tr> <td><b>Total:</b></td> <td><b>100%</b></td> <td><b>100</b></td> </tr> </tbody> </table>										Activity specification	Percent %	Points	Assessment during instruction			Attendance	5%	5	Class activity	5%	5	Seminar/ project/ essay	30%	30	Midterm exam 1	30%	30	Midterm exam 2	30%	30	<i>Exam assessment for the students who failed to fulfil all the obligatory requirements during the semester</i>			Written exam	60%	60	<b>Total:</b>	<b>100%</b>	<b>100</b>																																	
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	<p>Points      Grade</p> <p>89 – 100    excellent (5)</p> <p>76 – 88     very good (4)</p> <p>63 – 75     good (3)</p> <p>50 – 62     pass (2)</p> <p>0 – 49      fail (1)</p>
<b>3.10 Specific features related with taking the course</b>	<p>Pass the exam consisting of a written and an oral part. The written part refers to the material - skills, attitudes and behaviors that they became aware of during classes, and the oral part of the exam refers to the examination of the studied literature. The exam can be abstracted through colloquia.</p> <p>b) Prepare a seminar paper</p>
<b>3.11 Students obligations</b>	<p>Full-time students are required to attend at least 70% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. Part-time students are required to attend at least 30% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. If the student has not fulfilled all the obligations set by the course, he is obliged to attend the lectures again and meet the conditions for taking the exam.</p> <p>Attendance can be offset by online tuition, organised webinars and added assignments given by teachers. One lesson lasts 45 minutes, and several hours form a teaching unit. Absence from one teaching unit is counted as one absence. Delays and apologies are recorded separately. In that case, if the student missed more than 50% of classes, and has a justifiable reason/apology, the request should be submitted to the Department Council, which then decides on the justification of student absences with the obligatory opinion of the course leader.</p>
<b>3.12 Written assignments</b>	<p><b>1. Technical requirements</b></p> <p>The seminar paper should contain a minimum of 8 text cards (without literature and title page). The card indicates a norm of 1800 characters, including spaces. It is mandatory to use one of the standard fonts (Arial or Times New Roman), and a size of 12pt. The spacing between lines of text must be 1.5. Any changes to text density and standard margins are not allowed. The distance between the title and the text can be slightly larger than the mentioned line spacing (of 1.5) to make the title stand out from the rest of the text. It is desirable to highlight titles and subtitles, with a slightly larger font (eg 14pt) or bold (or both). The text needs to be edited or moved on both sides (justify function in MS Word; ctrl + j); PPT.</p> <p><b>2. The structure of the written seminar</b></p> <p>The seminar is based on the knowledge gained as part of group work, consulting the literature and data obtained from research. The seminar therefore represents the final synthesis of the work in the theoretical and empirical field.</p> <p>The seminar consists of an introduction, a central part and a conclusion. The introduction should include an introduction to the problem or topic, and a brief overview of the seminar chapter. The central part should deal with basic problems from the literature. It may or may not have the same structure as the literature being processed (the titles of the chapters and subchapters may differ, but the main idea must be clearly visible and credibly conveyed). In conclusion, it is desirable that in addition to the conclusion found in the literature, the student tries to give his view of the problem, through a different reflection on the text or its connection with any of the other seminar topics.</p> <p>Apart from the mentioned units (introduction, central part and conclusion), writing is also organized in several smaller thematic-logical units. These are</p>

	<p>chapters, subchapters and paragraphs. In the proper writing of seminars, care should be taken about their sequence and content.</p> <p><b>3. Use of literature, citations and bibliography</b> Literature is selected depending on the topic and is given. In the case of a group seminar, students will also receive basic literature that must be adhered to (but they can also supplement it according to their own interests). Citation means downloading parts of the author's text. Quotations are given in the form of footnotes, at the bottom of the page in the form: author, year, page. All downloaded parts of a text must be indicated. A literal download is indicated by a citation and placed in quotation marks ("") followed by a footnote. Paraphrasing or retelling the text is not enclosed in quotation marks but is also marked with a footnote. This form can also be used by mentioning the author in the text and a footnote. The download of ideas or phrases must also be indicated as already stated. Bibliography, ie literature, is cited at the end of the paper. Depending on the type of source, APA citation standards are used.</p> <p><b>4. Plagiarism</b> Plagiarism is "the taking over of someone else's ideas, actions, results or text without citing the source in order to present the taken over as one's own work" (Baždarić et.al. 2009: Medicina Fluminensis (45), 2: 109). Seminar paper containing elements of plagiarism will not be accepted and the violator will be sanctioned. Repeated submission of plagiarized work (for example, intentional non-citation after a warning) will be considered a knowingly and intentional breach of obligations in accordance with academic ethical principles.</p>	
<b>3.13 Required reading</b>	1.	Pearson, J. C., Spitzberg, B. H. (1990). <i>Interpersonal communication: concepts, components and contexts</i> . Dubuque: Wm. C. Brown Publishers.
<b>3.14 Additional reading</b>	1.	
	2.	
<b>4 ADDITIONAL COURSE INFORMATION</b>		
<b>4.1 Quality control</b>	The quality of the program, teaching process, teaching skills and level of mastery of the material will be established by conducting a written evaluation based on questionnaires, and in other standardised ways and in accordance with the by-laws of the Polytechnic of Međimurje in Čakovec.	
<b>4.2 Contact the teacher</b>	Students can contact the teacher during the office hours and during classes, while for short questions and explanations they can contact him/her any day during working hours by coming in person or by landline. It is also possible to ask questions by e-mail, which will be answered in 48 hours at the latest. It is desirable for students to come as often as possible for any possible questions during the teacher's office hours.	
<b>4.3 Information about the course</b>	It is the obligation of each student to be regularly informed about the course. All notifications about the classes or possible postponement of classes will be posted on the bulletin board and on the website of the Polytechnic at least 24 hours in advance.	

**4.4 Course contribution  
to the study  
program**

Apply the acquired learning skills, basic knowledge of the profession and problem solving necessary for continuing studies at a higher level.  
Work in a team, manage professional projects and cooperate with experts from the real sector.