Course Outline

COURSE: CMUN 10    DIVISION: 10    ALSO LISTED AS:

TERM EFFECTIVE: Spring 2015    CURRICULUM APPROVAL DATE: 10/27/2014

SHORT TITLE: SMALL GROUP CMUN

LONG TITLE: Small Group Communication

<table>
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<th>Units</th>
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<th>Type</th>
<th>Contact Hours/Week</th>
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<td>Lecture</td>
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<td>Lab</td>
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COURSE DESCRIPTION:

An introductory course that develops basic individual reasoning skills, insights and experiences in information-sharing, interacting, decision-making, problem-solving, persuasion, and resolution of disputes and other issues central to group processes. ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate how to effectively communicate and listen in a small group setting among diverse groups of people.

Measure: Class discussion, role playing, group projects

PLO: 1, 3

ILO: 1, 4, 6

GE-LO: A1, A2, A3, A4, A5, A6, A7, A8, F1, F2

10/28/2014
Year assessed or anticipated year of assessment: 2014-2015

2. Students will participate in information sharing, decision making and problem solving discussions evaluating information.
   Measure: Class discussions, group projects, role playing, oral reports
   PLO: 1, 2, 3
   ILO: 1, 2, 3, 4, 6
   GE-LO: A1, A2, A3, A4, A5, A6, A7, A8, A9
   Year assessed or anticipated year of assessment: 2014-2015

3. Students will plan, propose and execute small group projects and oral presentations reflective of their goals.
   Measure: Group project, oral reports, demonstration
   PLO: 2, 3
   ILO: 1, 2, 3, 4, 5, 6, 7
   GE-LO: A1, A2, A3, A5
   Year assessed or anticipated year of assessment: 2014-2015

4. Students will analyze and assess theories and principles of effective small group, including persuasive theories related to reasoning and argumentation in a variety of group settings.
   Measure: Written exams, papers
   PLO: 1, 3
   ILO: 1, 4, 6, 7
   GE-LO: A1, A2, A3, A4, A5, A6, A7, A8, A9
   Year assessed or anticipated year of assessment: 2014-2015

5. Students will create agendas and minutes and schedule and operate small group meetings.
   Measure: Group projects, performance, demonstration
   PLO: 1, 3
   ILO: 1, 4, 6, 7
   GE-LO: A1, A2, A3, A7
   Year assessed or anticipated year of assessment: 2014-2015

6. Students will demonstrate conflict management and leadership skills in group interactions.
   Measure: Group projects, performance, role-playing
   PLO: 1, 3
   ILO: 1, 4, 6
   GE-LO: A1, A2, A5, A6
   Year assessed or anticipated year of assessment: 2014-2015

PROGRAM LEARNING OUTCOMES:

PLO 1: Apply theory and research findings in communication studies to their professionals and personal relationships.

PLO 2: Engage in professional public discourse with application of research, organization, reasoning and oral presentation.

PLO 3: This A.A. and/or certificate(s) will inform future employers, college admission offices and professional institutions that you have received specialized training in communication skills.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

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Principles and application of Small Group Communication and Problem Solving

1 Introduction to Small Group Communication
   a) define small group communication  b) why study group communication  c) advantages & disadvantages of working in small groups  d) identify different types of small groups  e) organize/implement small group formats: panel discussion, symposium presentation, and forum presentation

Reading Assignment: Chapters 1 and 2

Group Exercise: Ice Breakers

2 Small Group Communication Theory
   a) discuss the nature of and functions of theories  b) relevance of theory to the study of small group communication  c) Identify components of small group communication  d) discuss four general theories that apply to small group communication (social exchange; task contingency; systems theory; rules theory)

Reading Assignment: Chapter 3

3 Listening and Small Group Communication
   a) critical listening  b) emphatic listening  c) discriminative listening  d) barriers & improvements  e) synergy

Activities: Group Cooperative Exam and Individual Exam
Groups activities on listening and paraphrasing

Video- COMMUNICATE- paraphrasing and mindless vs. mindful listening

Reading Assignment: Chapter 4

4 Group Development and Formation
   a) periodic phases of group development  b) gender and ethnicity  c) newcomers and group development  d) interpersonal needs - Maslow's hierarchy and Schultz's theory  e) individual and group goals-

Video analysis of clips of "Breakfast Club" and "Joy Luck Club"

f) effects of culture on small group communication

Activities: Influence of size exercise and synergy exercises

Reading Assignment: Chapter 5

5-6 Developing the Group Climate
   a) definitions; b) advantages of competition and disadvantages--1) preference for cooperation, 2) achievement and performance, and 3) constructing in groups.  c) defensive verses supportive communication patterns--1) evaluation vs. description, 2) controls vs. problem orientation, 3) strategy vs. spontaneity, 4) neutrality vs. empathy, 5) superiority vs. equality, 6) certainty vs. provisionalism.  d) roles, norms, status, power and trust

Video analysis of clip "Who's Afraid of Virginia Wolf"--example of defensive communication.

Activities: Ball throwing exercises and Pattern exercises demonstrating feedback and supportive versus defensive communication

b) Johari Window Exercise in self-disclosure

Reading Assignment: Chapter 6

7 Improving Group Climate
   a) explain relationship between group climate and productivity; b) observe, identify, and describe at least four factors in group cohesiveness; c) dealing with difficult group members

Activities: Second cooperative group exam and individual exam

Video: COMMUNICATE video You vs. I language

Reading Assignment: Chapter 7

8 Non-Verbal Group Dynamics
   a) explain why nonverbal communication is important to the study of groups; b) define emblems, illustrators, affect displays, regulators and adaptors; c) identify three dimensions of nonverbal behavior; d) apply research finding about body posture, movement, eye contact, facial expressions, vocal cues, territoriality and personal space, personal appearance and the communication environment to small group communication.

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Reading Assignment: Chapter 8
9-10 6 Group Discussion: Defective Decision Making and Problem Solving
a) information overload, underload; b) mindsets-- confirmation bias; false dichotomies (in-groups vs. out-groups); c) collective inferential errors; d) general sources of inferential errors (inference test); e) specific sources of inferential errors; f) groupthink-- definition, identification, preventing g) persuasive theories related to obedience and authority in small groups
Activities: group collective inferential error test to illustrate the error correction function when groups work together--Group symposium preparation and problem solving presentation
Reading Assignment: Chapter 9
11-12 Group Discussion: Effective Decision Making and Problem Solving
a) procedures and general considerations--1) periodic phases, 2) functional perspective, & 3) discussion methods b) gathering & evaluating information--1) RISK, 2) PERT c) group decision-making rules--1) majority, 2) minority, and 3) unanimity/consensus. d) participation, e) creative problem-solving--1) overview, 2) creative techniques,
3) integrative problem solving, 4) finding solutions.
Activities: group problem solving case study in a panel format. Also, egg drop exercise to demonstrate/show exploring the problem before devising solutions and creative problem solving
Reading Assignment: Chapter 10
13-14 Power in Groups and Power and Conflict a) definition of power b) forms of power c) power resources d) indicators of power e) imbalance of power f) transacting power--compliance: social influence g) alliance--coalition formation h) resistance i) defiance j) persuasion and reasoning analyzed in relation to power in small group settings
Activities: third cooperative group exam and individual exam - Power Carnival group exercise - provides practical application of cooperative group decision making in a power context; demonstrates how power resources can be utilized to balance power; and shows how power is transacted.
15-16 Conflict Management in Groups
a) definitions b) conflict resolution vs. management c) styles: collaborating (problem solving); accommodating (smoothing); compromising d) case studies (examples) e) transacting conflict--1) nature of conflict, 2) nature of relationships 3) conflict spirals
17 Observing and Evaluating Group Communication a) relationship between group communication theory and systematic observation of small groups b) three classes of observation systems--which is appropriate c) review for final exam.
Activities: Finish final group presentations; final papers are due; journals and final journal assignment due
FINAL EXAM
ASSIGNMENTS:
Course Activities - Or Suggested Assignments/Activities
Service Learning project if it is a designated Service Learning sections of CMUN 10 and/or
A. Three Major Papers
1. As a result of class lecture, group discussion and small group presentations, student will be required to complete a Group Communication Analysis Paper that analyzes the effects of roles, leadership, group decision-making styles and their own personal perceptions, values, communication skills. This contrast and comparison will allow the student to understand their relation to an effective small group communication process.
2. Reaching Consensus Paper - It is important for students of group communication to develop problem solving skills which will be useful during the decision making process. Based upon a group problem solving assignment each student will be required to complete an analysis paper based upon their participation in a discussion involving a policy issue.
Research methods used to reach the groups final decision should be included along with the individual students own beliefs.
3. Conflict Management Paper and the film "Twelve Angry Men" - This paper will allow the student to select four of seven points from the film that analyze the following:
- jury deliberations and group work

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- instances of group defiance
- conflict management
- group strategies
- group consensus
- group decision making
- identification of faulty inferences, judgments and inferential errors.

Other Activities - A series of group activities will be assigned in connection with each chapter in the textbook and lecture material. Student groups will used to give the individual experience working in several formats: task-oriented panel discussions and presentations; symposium discussions and presentations; and forum presentations. Video film clips or excerpts can be used to illustrate key concepts in lecture and from the text.

Cooperative Exams - There will be three group cooperative exams and three individual exams given throughout the semester. If cooperation is an advantage in small group communication and if synergy is desirable, then a system of examination that promotes both cooperation and synergy should be encouraged.

Critiques - Student will be required to complete group critiques as well as self or individual critiques of their own group work according to concepts discussed in lecture and text.

Journals - Student journals on his/her term group interactions will formulate the basis for a five to seven page paper (typed) analyzing the group experience in terms of main concepts discussed in class and text.

METHODS OF INSTRUCTION:
Lecture, discussion, critiques, reports, demonstrations, written evaluations, exams. Reading assignments: textbook, library, research, periodicals, etc. Oral assignments: group activities, problem solving, critical thinking, panel discussions, symposium, interview and forum formats, etc. Written assignments: critiques, documentation, outlines, written homework, one major paper, etc.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Essay exams
Term papers
The problem-solving assignments required:
None
The types of skill demonstrations required:
Class performance
Field work
The types of objective examinations used in the course:
Multiple choice
True/false
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 10% - 20%
Problem-solving demonstrations: 0% - 0%
Skill demonstrations: 70% - 80%
Objective examinations: 10% - 20%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 978-1111346850
Reading level of text, Grade: 13+ Verified by: DBS

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
   GAV A1, effective 200370
CSU GE:
   CSU A1, effective 200370
IGETC:
   IGETC 1C, effective 200370
CSU TRANSFER:
   Transferable CSU, effective 200370
UC TRANSFER:
   Transferable UC, effective 200370

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN: SPCH10
CAN Sequence: XXXXXXXXX
CSU Crosswalk Course Department: CMUN
CSU Crosswalk Course Number: 10
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000300798
Sports/Physical Education Course: N
Taxonomy of Program: 150600