

Course Outline

COURSE: CMUN 10 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

SHORT TITLE: SMALL GROUP CMUN

LONG TITLE: Small Group Communication

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

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. (C-ID: COMM 140)

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Students will demonstrate how to effectively listen in a small group setting among diverse groups of people to improve information sharing, decision making, and problem solving.
2. Students will plan, propose and execute small group projects and oral presentations reflective of their goals.
3. Students will create agendas and minutes and schedule and operate small group meetings.
4. Students will demonstrate conflict management and leadership skills in group interactions.

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

Curriculum Approval Date: 06/09/2020

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; in-class group exercise: Ice Breakers. (3 hours)

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). (3 hours)

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

Groups activities on listening and paraphrasing; watch COMMUNICATE videos on paraphrasing and mindless vs. mindful listening. (3 hours)

4) Group Development and Formation-- a) Tuckman's Stages of group development b) gender and b) ethnicity c) newcomers

and group development, d) individual and group goals, e) effects of culture on small group communication; in-class activities: Influence of size exercise and synergy exercises. (3 hours)

5) Roles in Small Groups-- a) types of roles-- task, maintenance, and disruptive roles, b) role adaptability and fixation, c) system disturbance. (3 hours).

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 versus 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; in-class mini video clip analyses on defensive vs. supportive traits and/or ball throwing exercises and pattern exercises demonstrating feedback and supportive

versus defensive communication.; Take first assessment in class. (3 hours)

7) Non-Verbal Group Dynamics-- a) explain why nonverbal communication is important to the study of groups; b) define emblems, illustrators,

affect displays, emulators 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. (3 hours)

8-9) Defective Decision and 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; in-class activities: group collective inferential error test to illustrate the error correction function when groups work together--Group symposium preparation and problem solving

presentation. (6 hours)

10-11) 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.; In-class 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.; Take second assessment in class (6 hours)

12) Leadership-- a) define; Leadership Styles, a) autocratic, b) democratic, c) laissez faire, d) high energy; Approaches to Leadership, a) trait and b) situational. (3 hours).

13) Power in Groups-- 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; in-class 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. (3 hours)

14-15) 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 (6 hours)

16-17) 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, d) take final exam. (9 hours)

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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 10

Assignment Description:

Movie Analysis? Students will select a film of their choosing that has a group plot. The film will be watched and analyzed from at least using at least four concepts from the book. The final paper is a 4-page, double-spaced paper with a minimum of 3 textbook references.

Students can choose to analyze the following from the perspective of their chosen film: 1) Stages of Group Development, 2) Groupthink (Defective Decision Making), 3) Leadership styles, 4) Conflict Management, 5) Group Cohesion (Defensive vs. Supportive Communication Techniques), and/or 6) Small Group Roles & Tasks

Required Outside Hours: 20

Assignment Description:

All chapters from the assigned textbook should be read prior to the class period that coordinates with the material discussed in class. Each chapter should take roughly 1.5 hours to read. A total of 11 chapters will be assigned plus a few additional readings.

Required Outside Hours: 10

Assignment Description:

Permission to Rebel-- In groups of roughly five, students participate in an original experiment on social norms. This project aims to challenge social norms by either breaking a well-established norm (i.e. ask customers for their "doggy bag" when they leave a restaurant) or creating a new one (i.e. bake cookies to thank veterans for their service). Implicit norms are approved for breaking, but explicit norms may not be broken (explicit norms are formally recorded norms that would break a law or documented rule). The purpose of this project is to have students plan, prepare, and execute a small group project and broaden their understanding and perspective on social norms.

Required Outside Hours: 50

Assignment Description:

Community Issue Project-- The purpose of the Community Issue Project is to complete a small group project that benefits the local community (Gilroy/Hollister/Morgan Hill). Over the course of 6-8 weeks, students will select an issue, plan, prepare, and execute a small group project. After completing the project, students will write a paper analyzing their experience (group development, small group roles and tasks, etc.). After writing the paper, students will deliver a roughly 20-minute small group presentation. This project also requires their team to meet at least seven times over the course of the project (either in-person or virtually) and prepare agendas and meeting minutes for each meeting. This project aims to develop effective leadership skills, organizational skills, conflict management, and listening skills. Students will also learn about planning, coordinating, decision making, and execution of both written and oral forms of communication. Group and individual reviews will be written as well as peer critiques.

This project can take one of two forms: 1) service learning that has a tangible effect on the community or 2) a written paper that analyzes a problem and proposed solution in-depth.

Required Outside Hours: 6

Assignment Description:

Assessments -There will be a combination of three group individual and/or cooperative 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. A minimum of 6 hours should be spent on outside study time and exam preparation OR if the exams are moved online that 6 hours should go toward taking online exams.

Required Outside Hours: 12

Assignment Description:

Communication Profile-- In order to better understand why and where conflict arises, as well as best practices for resolving conflict, students have to complete an "individual communication profile." This assignment requires students to take an assessment and reflect on their preferred styles of communication and information processing. After completing the individual assessment, and after they have formed their project teams, students will analyze their communication profile together. They will write a group analysis of the collective strengths and limitations of their team and create a plan of action to help their team prevent and resolve potential conflicts.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 30.00 %

Writing assignments: 20% - 30% Written homework Essay exams Term papers

Skill demonstrations

Percent of total grade: 50.00 %

Skill demonstrations: 40% - 50% Class performance Field work Completion of small group projects

Objective examinations

Percent of total grade: 10.00 %

Objective examinations: 10% - 20% Multiple choice True/false

Problem-solving assignments

Percent of total grade: 10.00 %

Problem-solving assignments: 10%-20% Small group projects In-class activities Field work

REPRESENTATIVE TEXTBOOKS:

Rothwell, Dan. In Mixed Company: Communicating in Small Groups and Teams. Oxford, England, UK: Oxford University Press, 2018.

ISBN: ISBN: 9780190919900

Reading Level of Text, Grade: Reading level of text, Grade: 13+ Verified by: Verified by: KEA

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: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: SPCH10

CAN Sequence: XXXXXXXX

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