

COMM 0003 - SMALL GROUP COMMUNICATION

Catalog Description

Advisory: Eligibility for ENGL 1A

Hours: 54 lecture

Description: Principles of communication in a variety of small group contexts. Explores theory, application, and evaluation of small group communication processes. Topics critically engage the nuances of problem solving, conflict management, decision making, and leadership in relational and cultural settings. Content may include some individual public speaking and speech outlining. (C-ID COMM 140) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Successfully prepare for and deliver presentations within small group settings.
- CSLO #2: Adapt communication to effectively interact with people from diverse cultural backgrounds and identities.
- CSLO #3: Collaborate effectively to apply strategies that lead to working productively through conflict, problem solving, and decision making.

Effective Term

Fall 2024

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Exhibit effective problem-solving group communication skills using introductory principles of interpersonal, intercultural, media, and rhetoric.
2. Demonstrate successful conflict-management strategies dependent upon differing groups as systems.
3. Engage in sound reasoning and critical thinking to reach a well-reasoned decision making.
4. Identify, distinguish, and apply communication skills that contribute to effective leadership.
5. Demonstrate the ability to listen, discover, critically evaluate, and accurately report information without over-generalizations and actively avoiding group-think.
6. Organize presentations effectively to represent cultural diversity.
7. Demonstrate ability to effectively prepare for and deliver presentations within small group settings.

8. Analyze the psychological, social, and cultural basis and significance of verbal/non-verbal communication as it occurs in dyads, small and large groups, and public settings.
9. Explain the psychological, social, and cultural basis and significance of verbal/non-verbal communication as it occurs in dyads, small and large groups, and public settings.
10. Demonstrate effective listening skills in various settings.
11. Adapt communication strategies and different aspects of using power to fit the audience and situation, including appropriate use of popular culture and technology.
12. Present your views in a persuasive format.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
 - AA/AS - Comm & Analyt Thinking
 - AA/AS - Oral Comm Skills
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - A1 Oral Communication
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 1C Oral Communication

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Evaluated in a variety of disciplinary specific ways. For example, a mock small group conflict where the class reports out their process for leadership/role assignment, consensus building or socialization for discussion or in-class writing.
- Essay Examinations
 - Example: Traditional essay, where students respond to a question(s) about topics like small group ethics, cultural diversity, and development models requiring both analysis, synthesis, reflection, and reflexivity of information.
- Objective Examinations
 - Example: Short answer exam which may include fill-in-the blank, a one- paragraph response, word definitions, multiple choice, or true/false responses based on course objectives and work covered over a manageable period of time.
- Problem Solving Examinations
 - Example: Provided with facts or a contextualized situation where roles, ethics, or values might be challenged, students use a process to reach supportable conclusions and/or make recommendations based on disciplinary research. Responses fully describe and utilize information from course work and situations provided to students. In simple terms, students show their logic and processing work for group consensus or socialization.
- Projects
 - Example: A body of work culminating in a tangible objective, e.g., publishable research, research paper, quantitative modeling, media portfolio, and/or conference presentation (for example, Attend two campus or other approved group/organizational meetings. Write an analysis of the group, including group

interaction and leadership styles, and distinguish between maintenance, task, and individual roles.

- Reports
 - Example: Short essay/research papers offering two-to-six-page synopsis requiring the use of appropriate (qualitative/quantitative) methodological approaches. Drawing from events witnessed by students, reading(s) which may include disciplinary articles, editorials or other informed-opinion pieces, short stories, bibliographic work for a larger project, etc. This work can be part of a larger body of scaffold work or portfolio demonstrating understanding of small group process.
- Skill Demonstrations
 - Example: Physical demonstration by students engaging in small group process disciplinary corrections by peers and instructor as needed.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Lecture/Discussion:
2. Instructor will lecture on successful conflict management strategies dependent upon differing groups as systems. Visual/audio case study from a film, documentary video, or news story will be used to illuminate conflict management strategies under focus. Students will respond to questions given by instructor on lecture and case study in whole class discussion.
3. Instructor will teach effective problem solving group communication skills through directed hands-on activity or performance in which students practice and apply group communication theory. Directed work in a hands-on activity or performance in which students practice and apply group communication theory. For example, after the instructor lectures on how various groups collaborate and reach consensus, students are given an assignment in which they work in small groups on a contentious issue, apply the tools, and attempt to reach consensus. At the end of the activity, they critically reflect on their learning and share back to the larger group in a whole-class discussion on their process.

Distance Learning

1. To demonstrate successful conflict-management strategies, the instructor will write a lecture to define and explain this process. Instructor writes a lecture on an aspect of group communication theory and shares examples of how it is practiced in various settings. The written lecture may be organized as a document housed on a page or in a module, or in a PowerPoint with or without voice over narration, and with or without embedded video to illustrate ideas. In general, the instructor will make use of available media and technology to bring the teaching & learning to life. After reading the course content in the given learning unit of the instructor's lecture, media, and readings, the students will respond to a question about it that helps them critically engage the material and discuss it on the discussion board.
2. To exhibit effective problem-solving group communication skills, the instructor will organize students in group activities in which

they practice and apply problem-solving strategies addressed in the lecture and reading. Instructor organizes students in group activities in which they practice and apply problem-solving strategies addressed in the lecture and reading. Spaces in the web course management system may be used to this end such as small group discussion boards. Other compatible platforms may be incorporated such as Google Hangouts for synchronous video conversations and VoiceThread. The instructor will make use of accessible and available technology to create teaching and learning opportunities in the digital classroom that illuminate group communication theory and practice.

Typical Out of Class Assignments Reading Assignments

1. Read a chapter from the textbook that defines effective problem solving skills in various group situations. Answer open-ended questions about the reading that provoke critical thinking in an essay-style post to the discussion board, or in an essay-style reflection and face-to-face share out in class. 2. In preparation for a speech assignment, read a chapter from the textbook that defines and explains the type of speech. Answer questions about the reading in a written reflection or group discussion.

Writing, Problem Solving or Performance

1. Attend two campus or other approved group/organizational meetings. Write an analysis of the group, including group interaction and leadership styles, and distinguish between maintenance, task, and individual roles. 2. Participate in two group oral presentations using principles of panel and symposium formats. Each format requires a moderator and prescribed plan of action for problem solving.

Other (Term projects, research papers, portfolios, etc.) Required Materials

- Small Group Communication
 - Author: Osborne, Kerri
 - Publisher: Libretexts
 - Publication Date: 2020
 - Text Edition:
 - Classic Textbook?: No
 - OER Link:
 - OER: Yes
- Problem Solving in Teams and Groups
 - Author: Piercy, Cameron
 - Publisher: OER Commons
 - Publication Date: 2021
 - Text Edition:
 - Classic Textbook?: No
 - OER Link:
 - OER: Yes
- Communicating in Small Groups: Principles and Practices
 - Author: Beebe, S. & Masterson, J.
 - Publisher: Pearson
 - Publication Date: 2020
 - Text Edition: 12th
 - Classic Textbook?: No

- OER Link:
- OER: No

Other materials and-or supplies required of students that contribute to the cost of the course.