



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Communication Studies 140
Descriptive Title: Small Group Communication

Course Disciplines: Communication Studies(Speech Communications)

Division: Fine Arts

Catalog Description: In this course, students plan and participate in a variety of group projects, such as panel and symposium discussions. Topics include decision making, role identification, interpersonal needs within a group, team participation, appropriate interdependency on group members, effective leadership skills, cohesiveness, conflict resolution and professional presentation styles.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week ☐ TBA
Hours Laboratory: 0 hours per week ☐ TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to 7/1992
Transfer UC: ☒ Effective Date: Prior to 7/1992

General Education:

El Camino College: 4B – Language and Rationality – Communication and Analytical Thinking
Term: Other: Approved

CSU GE: A1 - Oral Communication
Term: Other: Approved

IGETC: 1C - Oral Communication
Term: Other: Approved

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

- Understanding Basic Communication:
 - 1. Upon completion of the course, students should be able to understand and explain basic communication theories related to group membership.
- Audience-based Group Projects:
 - 2. Upon completion of the course, students should be able to prepare and participate in delivery of audience-based group projects that include credible research, logical organization, supplemental visual aid/s, and a citation page.
- Basic Competency:
 - 3. Upon completion of the course, students should be able to demonstrate basic competency in both verbal and non-verbal delivery skills.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

- 1. Set meeting agendas
 - Objective Exams
- 2. Organize group meetings
 - Presentation
- 3. Institute conflict resolution strategies
 - Performance exams
- 4. Facilitate discussions
 - Presentation
- 5. Facilitate effective work groups
 - Presentation
- 6. Analyze and select the leadership style most suited to a group
 - Matching Items
- 7. Analyze effective and efficient leadership styles
 - Essay exams
- 8. Analyze and evaluate personality strengths and weaknesses in group dynamics
 - Essay exams
- 9. Identify nonverbal traits characteristic of leaders
 - Multiple Choice
- 10. Function effectively as a member of a group
 - Presentation

11. Analyze theories of group communication, such as norms, roles, leadership styles, and conflict resolution

Essay exams

12. Analyze the decision-making process of an effective and efficient group

Essay exams

13. Analyze group decision-making theories

Essay exams

14. Evaluate the effectiveness of group members including self-assessment

Written homework

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	I. Orientation to group discussion/communication: A. Values of effectively communicating in groups B. Types of groups and teams
Lecture	9	II	II. Preparing to work in task oriented groups: A. Effective group processes B. Communication styles and roles
Lecture	12	III	III. Participating in group discussion/communication: A. Organizing task oriented groups B. Participating in group presentations
Lecture	3	IV	IV. Evaluating communication and performance effectiveness A. Observing Group Process B. Process criteria vs. results criteria
Lecture	6	V	V. Special topics in group communication: A. Group skills while conducting an interview B. Devising a marketing campaign
Lecture	6	VI	VI. Leadership Skills A. Classical Approaches B. Human Relations and Human Resources Approaches C. Systems and Cultural Approaches

Lecture	6	VII	VII. Receiving Skills A. Listening skills B. Reading and Interpreting Nonverbal behavior
Lecture	3	VIII	VIII. Basis of Oral Communication A. Psychological Needs B. Social Needs C. Impact of Culture
Lecture	6	IX	IX. Small Group Presentations to an Audience A. Panel Discussions B. Symposium Presentations C. Forum Discussions D. Technology and Presentations
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Apply Fisher and Ury's conflict resolution strategy, "Getting to Yes" to a real-world conflict in a panel discussion. Working within a group, select a conflict that is found in history (such as the USA hostage crisis in Iran) or a conflict that a civic organization (such as a city council) is currently experiencing. Using Fisher and Ury's conflict resolution strategy, analyze the areas of conflict where the parties involved could alter, or could have altered, their behavior to effect a more positive outcome. Submit a five-to-seven page paper and present it orally to the class.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In an assigned group, read and discuss the information on Group Formation, Affiliation, and Development presented in the assigned textbook. Submit a 3- to 5- page typewritten analysis of the key points presented. Present the findings to the class in a 30- to 40- minute presentation that includes role-play.
2. Read and discuss the theory "Victims of Group Think," by Irving Janis, as it describes potentially negative effects of illogical group decision-making. Submit a

3- to 5- page typewritten analysis of the key points of the theory that defines and discusses the theory from a historical and modern vantage point. Present the findings to the class in a 30- to 40- minute panel discussion that compares and contrasts historical "Victims of Group Think" with modern "Victims of Group Think."

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Other exams

Quizzes

Written homework

Class Performance

Term or other papers

Multiple Choice

True/False

Other (specify):

Performance in Group Projects

V. INSTRUCTIONAL METHODS

Demonstration

Discussion

Lecture

Role Play

Simulation

Other (please specify)

Oral presentations, communication activities

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Skill practice

Required reading

Problem solving activities

Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Tubbs, Stewart L.. A Systems Approach to Small Group Interaction. 11th ed. McGraw Hill, 2012.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	Students who are eligible for English 1A possess the knowledge of English required to satisfy the minimum requirements for the papers and presentations needed to pass this course.

D. Recommended Skills

Recommended Skills
Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel
Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Eleanor Gobrecht .

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/16/2015

Last Reviewed and/or Revised by Willie Brownlee on 09/18/2015