



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input checked="" type="checkbox"/>	New Course	5/28/2009
<input checked="" type="checkbox"/>	Effective Date	200970 (for articulation)
<input type="checkbox"/>	COR Revision	
<input checked="" type="checkbox"/>	Pre Req/Advisories	5/28/09
<input type="checkbox"/>	Other Changes	
<input checked="" type="checkbox"/>	SLOs	3/23/09

COURSE SUBJECT & NUMBER: COMM 109

COURSE NAME: *Small Group Communication

COURSE UNITS: 3 **COURSE HOURS:** 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for ENGL 101 and College Level Reading

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course is designed to develop effective communication and leadership skills by exploring techniques for productive group discussion. Students will participate in group role playing, problem solving, decision making, projects, and panel discussions. Methods for creating positive communication climates and dealing with group conflict will also be examined. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Identify types of small groups and their goals and objectives.
2. Identify and evaluate individual roles within small groups.
3. Compare and contrast various leadership styles.
4. Analyze and apply techniques for effective group decision making.
5. Compare and contrast the conditions for supportive and defensive group climates.
6. Identify and apply strategies for managing conflict within small groups.
7. Analyze the reciprocal influences among culture, gender, and small groups.
8. Evaluate the ethical dimensions of communication within small groups.
9. Apply the principles of effective small group communication to a group oral presentation.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Introduction to Group Communication
 - A. Defining small group communication
 - B. The process of group communication
 - C. Types of groups
 - D. Advantages and disadvantages of working in groups

- II. Group Formation
 - A. Why people form groups
 - B. Maslow's hierarchy of needs theory
 - C. Schutz's satisfaction of needs theory
 - D. Attraction theory

- III. Group Development
 - A. Group roles
 - B. Group tasks
 - C. Group norms
 - D. Cohesion and tension

- IV. Group Member Diversity
 - A. Cultural differences
 - B. Gender differences

- V. Group Climate
 - A. Supportive climates
 - B. Defensive climates

- VI. Conflict in Groups
 - A. Types and styles of conflict in groups
 - B. Functions of conflict in groups
 - C. Conflict management strategies

- VII. Group Leadership
 - A. Approaches to determining leadership
 - B. Leadership and power
 - C. Leadership theories

- VIII. Problem Solving and Decision Making in Groups
 - A. Problem solving models
 - B. Decision making methods

- IX. Making Presentations in Groups
 - A. Presentations in groups
 - B. Presentation guidelines

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Textbook readings on a weekly basis; may also include magazine, journal, and/or newspaper articles, and/or instructor handouts.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Written assignments may be assigned throughout the semester from the following: journal entries on a weekly basis, term paper with a research component, self reflection essay, critical analysis paper, written outline for presentation.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

There will be at least one group presentation.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

Reading Assignments: 2

Writing Assignments: 3

Computational Assignments: 0

Other Assignments: 1

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

1. Instructor lecture
2. Discussion
3. Instructor guided analysis of relevant audio-video materials
4. Instructor guided group work

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

1. At least one examination with objective questions (1-9)
2. Participation in class activities and discussion (1-9)
3. At least one group presentation based upon a group project with a minimum of 5 minutes per speaker and a written component (4, 6, 9)
4. At least one reflective paper analyzing the student's experience within the group process (2, 3, 5, 6, 7)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Working in Groups (2007) by Isa N. Engleberg and Dianna R. Wynn, 4th Ed. Houghton Mifflin Co.

Groups in Context: Leadership & Participation in Small Groups (2005) by Gerald L. Wilson, 7th Ed. McGraw-Hill

Communicating in Small Groups: Principles & Practices (2006) by Steven A. Beebe and John T. Masterson, 8th Ed.
Pearson Allyn & Bacon