



El Camino College  
 COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	COMS
<b>Course Number:</b>	140
<b>Descriptive Title:</b>	Small Group Communication
<b>Division:</b>	Fine Arts
<b>Department:</b>	Communication Studies (Speech Communications)
<b>Course Disciplines:</b>	Communication Studies
<b>Catalog Description:</b>	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.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	eligibility for English 1A
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	7/1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	fall 1995
<b>General Education: ECC</b>	Area 4B - Language and Rationality: Communication and Analytical Thinking
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area A1 - English Language Communication and Critical Thinking: Oral Communication
<b>Term:</b>	

Other:	
IGETC:	Area 1C: English Communication
Term:	
Other:	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Knowledge of course content</b></p> <p>Identify/describe theories/concepts related to small group dynamics.</p> <p><b>SLO #2 Theory application</b></p> <p>Create group identity and culture using a small-group communication theory/concept in concert with course instructions.</p> <p><b>SLO #3 Prepare &amp; perform</b></p> <p>Design, create, and perform a group presentation employing a small-group communication theory/concept.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Exhibit effective problem-solving communication skills</li> <li>2. Demonstrate successful conflict-management strategies</li> <li>3. Engage in sound reasoning to reach a well-reasoned decision.</li> <li>4. Identify communication skills that contribute to effective leadership.</li> <li>5. Demonstrate the ability to discover, critically evaluate and accurately report information</li> <li>6. Organize presentations effectively</li> <li>7. Students will demonstrate ability to effectively prepare for and deliver presentations within small group settings.</li> <li>8. The psychological, social, and cultural basis and significance of oral communication as it occurs in dyads, small and large groups, and public settings.</li> <li>9. Explain the psychological, social, and cultural basis and significance of oral communication as it occurs in dyads, small and large groups, and public settings.</li> <li>10. Demonstrate effective listening skills in various settings.</li> <li>11. Adapt communication strategies to fit the audience and situation</li> <li>12. Present their views persuasively, in front of a live audience.</li> </ol>
<b>Major Topics:</b>	<p><b>I. Orientation to group discussion/communication (3 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Values of effectively communicating in groups</li> <li>B. Types of groups and teams</li> </ol> <p><b>II. Preparing to work in task oriented groups (9 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Effective group processes</li> <li>B. Communication styles and roles</li> </ol> <p><b>III. Participating in group discussion/communication (12 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Organizing task oriented groups</li> <li>B. Participating in group presentations</li> </ol> <p><b>IV. Evaluating communication and performance effectiveness (3 hours, lecture)</b></p>

	<p>A. Observing Group Process B. Process criteria vs. results criteria</p> <p><b>V. Special topics in group communication (6 hours, lecture)</b></p> <p>A. Group skills while conducting an interview B. Devising a marketing campaign</p> <p><b>VI. Leadership Skills (6 hours, lecture)</b></p> <p>A. Classical Approaches B. Human Relations and Human Resources Approaches C. Systems and Cultural Approaches</p> <p><b>VII. Receiving Skills (6 hours, lecture)</b></p> <p>A. Listening skills B. Reading and Interpreting Nonverbal behavior</p> <p><b>VIII. Basis of Oral Communication (3 hours, lecture)</b></p> <p>A. Psychological Needs B. Social Needs C. Impact of Culture</p> <p><b>IX. Small Group Presentations to an Audience (6 hours, lecture)</b></p> <p>A. Panel Discussions B. Symposium Presentations C. Forum Discussions D. Technology and Presentations</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0

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<b>Primary Method of Evaluation:</b>	Substantial writing assignments.
<b>Typical Assignment Using Primary Method of Evaluation:</b>	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.
<b>Critical Thinking Assignment 1:</b>	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.
<b>Critical Thinking Assignment 2:</b>	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."
<b>Other Evaluation Methods:</b>	Multiple Choice, Other Exams, Performance Exams, Quizzes, Term or Other Papers, True/False, Written Homework
<b>Instructional Methods:</b>	Demonstration, Discussion, Lecture, Role play/simulation
<b>If other:</b>	Communication activities
<b>Work Outside of Class:</b>	Answer questions, Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Beebe & Masterson. <u>Communicating in Small Groups: Principles and Practices</u> , 12th Ed. Pearson, 2020.
<b>Alternative Textbooks:</b>	Osborne, Kerry. <u>SMALL GROUP COMMUNICATION</u> Version 2 College of the Canyons, 2019
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s):Bold</b>	

<b>the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	eligibility for English 1A
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	<p>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.</p> <p><b>This course has assignments relative to reading and writing. Having these skills which will enhance the student's success.</b></p> <p><b>Ability to compose a written report.</b> Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> <p><b>Ability to read and interpret a college-level textbook.</b> Summarize, analyze, evaluate, and synthesize college-level texts.</p>
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Eleanor Gobrecht
<b>Date:</b>	
<b>Original Board Approval Date:</b>	
<b>Last Reviewed and/or Revised by:</b>	Larry Leach
<b>Date:</b>	04/18/2022
<b>Last Board Approval Date:</b>	06/20/2022