

General Education Course Proposal

Proposed Course: Spch 008 Group Discussion Units 3
Prefix No. Title

Department: Speech Communication School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1 x; A2 ; A3 ; B4
Breadth: B1 ; B2 ; C1 ; C2 ; D ; E
Integration: B ; C ; D ; International/Multicultural

Existing Course x; Revised Course ; New Course

Course Included in Current GE Program yes

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)
Communication in group thinking and problem solving through preparation and presentation of panels and symposia on public issues. General Education CORE. (CAN SPCH 10)

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 20; Year 3 22

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

<u>Robert P. Hill</u>	<u>2-18-98</u>	<u>Kim Morin</u>	<u>2-24-98</u>
Department Chair	Date	School Curriculum Committee	Date
<u>David Sain</u>	<u>2/25/98</u>	<u>Robert Hill</u>	<u>12/15/98</u>
School Dean	Date	General Education Subcommittee	Date
<u>Brandt Kehring</u>	<u>12/22/98</u>		
Associate Provost	Date		

1/14/98

FEB 27 1998

Attachment 2 Common Elements

Common objectives:

All sections of this course will have the following objectives:

1. Students will increase their skill in creating extemporaneous messages in both a formal public speaking context and in a less formal small group communication context.
2. Students will increase their decision-making and problem-solving skills.
3. Students will develop critical listening skills.
4. Students will increase their ability to structure an organized problem-solving, including gathering credible information, analyzing and synthesizing the information, generating possible solutions, evaluating solutions, and assessing the implementation of the chosen solution.

Common content:

All sections of this course will study the following items:

1. *Listening, both critically and empathically (1 lecture plus discussion, reinforced throughout the course)
2. *The oral communication process (1 lecture plus discussion, reinforced throughout the class)
3. *Outlining and organizing presentations (1 lecture plus discussion, reinforced throughout the class)
4. *Discovering and evaluating supporting materials (1 lecture plus discussion, reinforced throughout the class)
5. *Analyzing group members to determine appropriate communication strategies (1 lecture plus discussion, reinforced throughout the class)
6. *Delivery of public oral messages, including appropriate use of visual aids (1 lecture plus discussion, reinforced throughout the class)
8. The pervasiveness of groups in the U.S. (1 lecture plus discussion, reinforced throughout the course)
9. The impact of cultural diversity on task groups (included in lecture on listening plus discussion, reinforced throughout the class)
10. *Ethics in small group communication (1 lecture plus discussion, reinforced throughout the course)
11. Phases in group development (1 lecture plus discussion, reinforced throughout the course)
12. Conflict management (1 lecture plus discussion, reinforced throughout the course)
13. An organized problem-solving/decision-making process (1 lecture plus discussion, reinforced throughout the course)
14. Various types of specialized group processes enhancing problem-solving processes, e.g., nominal group technique, Delphi technique, brainstorming. (1 lecture plus discussion, reinforced throughout the

- course)
15. Leadership (1 lecture plus discussion, reinforced throughout the course)

* = Common elements of all General Education course proposals (Spch 3, Spch 7, and Spch 8)

The attached syllabus gives some idea of how these items can be covered during the course of a semester. Many of these items are discussed during critiques of in-class presentations as well as in a lecture-discussion format.

Required Activities:

All Speech 8 students will make at least three oral presentations, turn in a full sentence outline with each presentation, take at least a mid-term and a final, write, and write evaluations of their own group's processes or the processes of other groups. In the course of the semester, the students will write at least 2000 words. Because of the nature of the course, attendance and participation will be closely monitored. A student must achieve a "C" for general education credit.

Representative texts:

The department coordinating committee will approve any text used in Speech 8; the following currently used in the department:

Brilhart, John K. and Gloria J. Galanes. *Effective Group Discussion*. 8th ed. Brown and Benchmark, 1995.

Galanes, Gloria J. and John K. Brilhart. *Communicating in Groups: Applications and Skills*. 3rd ed. Brown and Benchmark, 1997.

Speech 8
GROUP DISCUSSION
Spring 1998

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Catalog description: Communication in group thinking and problem solving through preparation and presentation of panels and symposia on public issues. (General Education CORE)

Course description and rationale:

The primary purpose of this course is to help you develop your communication skills and understanding of secondary groups, such as committees, task forces, quality circles, work groups, activity groups, boards, and teams. It is not designed to address primary relationships in which the concern is with personal needs for affection and affiliation, nor is it about therapy or encounter groups. The major rationale for this course is the premise which argues that "The higher you go in any organization (government, service, manufacturing, education, communication, military, or whatever), the more time you will spend working as a member of small groups." (Galanes and Brilhart, (1996) Communicating in Groups: Applications and Skills, (3rd ed.) p.5).

A second rationale for learning about groups and becoming successful group communicators is a long line of research which concludes that groups make better decisions and are better problem solvers than individuals. Finally, we as human beings have a very strong genetic need to belong to groups, and this course is designed to help us meet those needs more efficiently and effectively.

System requirements for oral communication core courses:

Executive Order 595 (January 1, 1993) states:

"Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of

human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.”

Campus requirements for oral communication core courses:

Any course meeting the General Education requirement for Oral Communication must include at least three oral assignments. At least one of the assignments must be a public speech. Every General Education course (including those in the Oral Communication requirement) must require students to write at least 2000 words (essay test, outline, journal, term paper). At least one assignment must be an extended, analytic discussion. In order to receive credit for completing the General Education Oral Communication requirement, the student must complete the course with a grade of C or higher.

Objectives:

1. To understand the process of communication.
2. To understand the elements of communication that are particularly important to small group communication.
3. To develop critical thinking skills.
4. To develop decision making and problem solving skills.
5. To develop the oral communication skills necessary to communicate one's own ideas.
6. To develop the listening skills necessary to understand another's ideas.

Textbook: Galanes, Gloria and John K. Brillhart (1996) **Communication in Groups: Applications and Skills.** (3rd. Edition), Madison, Wi.: Brown and Benchmark, Publishers.

Assignments:

Tests

	Point value
Six tests	45%

Group Activities

1. Teaching/Learning group	10%
2. Investigative panel	15%
3. Problem solving group	15%

Observation Paper	15%
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TESTING:

The procedure for test-taking will be as follows:

1. Each student will take a brief test (approximately 10 questions) which is turned in to the teacher.
2. In groups of 5 or 6 students, a second test will be taken (approximately 15 questions), and the group decides which are the "correct" answers.
3. Group members then complete and sign a single answer sheet.
4. A student's score is the total of the correct answers on his/her individual test plus the total number of correct answers on the group answer sheet.
5. There will be no make-up of group scores.

GROUP ACTIVITIES: Although some class time will be provided for groups to prepare their oral presentations, you will be expected to meet with your group outside of class.

1. **Teaching/learning groups:**
In groups of 5 or 6, students will prepare and present the material from textbook chapters 3, 4, 5, 6, 7, or 10. See separate assignment description objectives, assignment requirements, and grading criteria.
2. **Investigative symposium:** Your group will have approximately 45 minutes in which you will present a panel discussion. The purpose of the presentation is to convince the student audience that we have a **serious problem** which must be addressed both nationally and locally. Each person in your group will take a different aspect of the problem and give a well-organized, well-researched speech. Both delivery and content will make up each individual grade. The entire presentation will also receive a group grade. Individual speakers may address areas such as the significance of the problem, the history of the problem, and specific aspects of the problem. You may also want to give specific cases which demonstrate dramatic consequences of the problem or compare the seriousness of the local problem to other communities. Be sure to investigate local aspects of the problem in depth. It is important that an overall introduction, transitions, and a conclusion to the panel discussion be included. Feel free to use unusual, creative treatment of the problem and to include colorful supporting material which dramatizes the seriousness of your topic.
3. **Group Project presentation:** In your last group presentation, your group will present a 45 minute panel discussion which lays out numerous solutions to the problem you presented earlier. These solutions will be the result of a structured brainstorming process which your group will have gone through. You may include solutions which other communities are currently using; but you must also include creative, fresh ideas that are the result of your own brainstorming process. Emphasis should be given to the novel and to volunteer programs which do not require financial resources. In addition, you must include an oral and visual

presentation which demonstrates the group project you performed in our local community.

COURSE POLICIES:

Class Participation: The success of this course depends on student interaction. Thus, attendance is required. **Each unexcused absence (up to five absences) will lower your course total percentage by one percent. Six or more unexcused absences will result in a grade of F for the course.** Excused absences include participation in school sponsored activities (musical performances, athletic competitions, forensics competitions, etc), illness, family emergency, natural disaster (earthquake, flood), and other circumstances beyond one's control. If possible, bring written evidence of the absence.

Tardiness: Make every effort to arrive to class on time. In the dominant U.S. culture, arriving late for time-certain events is often interpreted as a lack of responsibility, commitment, discipline, and character. Moreover a late arrival is distracting for the rest of the class. If you cannot avoid a late arrival, come to class (do not miss the entire class) but enter the class as quietly as possible.

Completion of assignments: All assignments must be completed. If an assignment is not completed at the end of the semester, the student will receive an incomplete, which must be completed in one year to avoid an F.

Timeliness of assignments: Papers turned in late will be graded down ½ letter grade for each class meeting it is late. If you are absent for a test, you may make up the individual portion of the test if the absence is excused. However, the group portion of the test cannot be made up. The points are lost.

Rewriting papers: Students who wish to improve their grade on a paper may rewrite the paper before the end of the semester.

Use of a style book: All bibliographies and papers must conform to a commonly used style book. Note which style book you used for the assignment at the end of the written portion of the assignment. I will recommend several style books during the class, but you may use other style books.

Cheating and Plagiarism: I very seldom have problems with cheating and plagiarism in my classes. However I know that cheating and plagiarism is a problem on college campuses. I will enforce the California State University, Fresno policy on Cheating and Plagiarism. The pamphlet describing the policy will be distributed to the class. The policy can also be found on page 36 of the Schedule of Classes and in the university catalogue.

SPEECH 8: GROUP DISCUSSION
READING AND ACTIVITIES

<u>WEEK</u>	<u>READING AND/OR ACTIVITY</u>	<u>QUIZ</u>
1	Introduction Read Chapters 1, "Small Groups as the Heart of Society" and 2 "Groups as Structured Open Systems"	
2	Assign Groups	#1, Chapters 1 & 2
3	Read Chapters 3, "Interpersonal Communication Principles for Group Members: Cultural Diversity Poor and Effective Listening Habits Active Listening, Focused Listening and Chapter 4, "Verbal and Nonverbal Messages" Symbolic nature of language Organization Effect of emotive language Lecture: Principles of public speaking, including the use of visual aids <i>Applied Skill: Effective listening and understanding the theory of human symbolic interaction, creative use of language, clear and appropriate use of language</i>	
4	Read Chapter 5, "Critical Thinking in the Small Group" Gathering information Evaluating information Source credibility Errors in reasoning Learning Group #1, Chapter 4, "Verbal and Nonverbal Messages (pp. 82-86) <i>Applied Skill: Discover ideas and arguments, reason with evidence, critical thinking, developing public speaking skills (for group #1),</i>	#2, Chapters 3 & 4
5	Read Chapter 6, "Becoming a Group" Learning Group #2, Chapter 5, "Critical Thinking in the Small Group" (pp. 112-116) Lecture and activity: Haney Inference Test, Critical Thinking <i>Applied Skill: Develop public speaking skills (Group #2),</i>	

critical thinking

- 6 Read Chapter 7, "Perspectives on Leading Small Groups" #3, Chapters 5 & 6
Sources of power
Types of leaders
Myths about leadership
Current thinking about leadership effectiveness
Learning Group #3, Chapter 6, "Becoming a Group: Rules and Norms" (pp. 127-132)
Learning Group #4, Chapter, "Becoming a Group: Group Roles," (pp. 132-137)
Lecture: Outlining, Bibliographic citations, style manuals

Applied Skills: Organization of ideas and arguments, emphasize the form and content of communication, develop public speaking skills (groups #3 and #4)

- 7 Read Chapter 8, "Applying Leadership Principles"
Learning Group #5, Chapter 7, "Perspectives on Leading Small Groups" (pp. 151-155)
Library Tour

Applied Skills: Develop public speaking skills (Group #5), information literacy

- 8 Read Chapters 9, "Procedures for a Problem Solving Group" and 12, "Techniques for Observing Problem-Solving Groups" #4, Chapters 7 & 8
Lecture: CD-ROM Index Training, Using the Web, Lexis/Nexus

Applied Skills: Information literacy

- 9 Investigative Panel Discussion #1

Applied Skills: Refine public speaking skills (Group #1), implement principles of organization, structure, information evaluation, critical thinking

- 10 Read Chapter 10, "Managing Conflicts Productively" #5, Chapters 9 & 12
Investigative Panel Discussion #2

Applied Skills: Refine public speaking skills (Group #2), implement principles of organization, structure, information evaluation, critical thinking

- 11 Read Chapter 11, "Group Techniques in Organizations"
Investigative Panel Discussions 3-4

Applied Skills: Refine public speaking skills (Groups #3 and #4), implement principles of organization, structure, information evaluation, critical thinking

- 12 Investigative Panel 5
Problem Solving Group 1

Applied Skills: Refine public speaking skills (Groups #5 and #1), implement principles of organization, structure, information evaluation, critical thinking

- 13 Problem Solving Group 2
Problem Solving Group 3

Applied Skills: Refine public speaking skills (Groups #2 and #3), implement principles of organization, structure, information evaluation, critical thinking

- 14 Problem Solving Group 4
Problem Solving Group 5

Applied Skills: Refine public speaking skills (Groups #2 and #3), implement principles of organization, structure, information evaluation, critical thinking

For each oral assignment, the students will engage in a peer evaluation of the other members of their group. The evaluation includes preparation for the presentation as well as the presentation, itself.

In addition to the public speaking skills, the students develop skills in communicating within a task group. These include coordination of the task, equitably apportioning the tasks, communicating mutual respect, understanding cultural differences, holding groups members accountable, and conflict management. Students are expected to meet with their groups outside of class. The number of meetings is determined by the group.