SPCOM 106

I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**SPCOM-106 Group & Organizational Communication** 3 Units

*Also offered as:* SUPR - 106: Organizational Communication

*Formerly listed as:* SPCOM - 106: Organizational Communication

Communication within and between groups and organizations while enhancing individual communication skills. Emphasis on communication and organizational theory as basis for focus on such communication processes as task-oriented discussions, problem solving, leadership, conflict resolution and negotiation, communication climate, and organizational culture. Field trips are not required. Course is applicable to the associate degree.

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Communication principles including researching, organizing, evaluating, and reporting information.
   B. The nature of communication within organizations
   C. Organizational and group communication theories
   D. Development of organizational cultures
   E. Communicating in intracultural and intercultural contexts*
   F. Individual performance compared to group synergy
   G. Context, audience, and purposes of small-group communication as it relates to dyads, small and large groups, public settings.
   H. Characteristics of groups
   I. Approaches to working in groups
   J. Improving group communication
   K. Small group decision-making and problem-solving
   L. Theories of leadership and effective leadership strategies
   M. Conducting meetings
   N. Effective listening
   O. Interviewing principles and practices
   P. The art of conflict management
   Q. Organization and delivery of oral presentations in the business setting for information and persuasive purposes.
   R. Provide and receive feedback about the content and forms of communication.

B. **HOURS AND UNITS**

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
<td>0</td>
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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Materials will be presented through lecture, discussion, reading and writing
2. Group activities will be completed and analyzed to augment classroom lectures and reading materials

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

   1. Students will read one to two chapters in their textbook every week.
   2. Students will read handouts and information posted on the Internet as identified by the course instructor every week.
   3. Students will prepare for weekly exams.
   4. Students will prepare and practice for one individual presentation per term.
   5. Students will prepare and practice for one group presentation per term.
   6. Students will prepare two formal outlines per term.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

   1. typical exam question
   Kristin tells Tom, "You're right. the boss is really serious about cutting down on long distance calls. I heard her yelling about it when I walked past her office yesterday." What function is the informal network serving?
   a. confirming  b. contradicting  c. expanding  d. supplementing  e. expediting

   Essay Question: Case 7: Based on the reading and our class discussion, describe the strengths and weaknesses of the new formal communication network Beverly designed for Metro Hospital.

   2. typical assignments
   Prepare and deliver a 20-22 minute group presentation with four to five classmates.
   Prepare and deliver an individual 5-7 minute informative speech.

E. TEXTS AND OTHER READINGS (TYPICAL)

2. Other: Syllabus packet that students purchase at the bookstore.

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

Work effectively in groups, enhance individual communication skills within a workplace context, and understand the impact of culture within organizations.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Explain and effectively demonstrate successful decision-making, problem solving, and conflict management skills within a group.
   
   b. Identify communication principles as they relate to the organization and apply these principles to the improvement of communication within the organization.
   
   c. Explain the psychological, social, and cultural basis and significance of communication, both oral and nonverbal, as it occurs in dyads, small and large groups, and public settings.
   
   d. Explain the basic organizational theories and their relationship to group dynamics.
   
   e. Describe the scope, value, and importance of group communication to the individual and the organizational culture.
   
   f. Discuss the concepts of human communication involved in maximizing productivity in group interactions.
   
   g. Define the characteristics of groups and the forces that shape each group’s identity.
   
   h. Explain the theories of leadership and demonstrate mastery of leading a productive group discussion.
   
   i. Organize, present, and appraise informative and persuasive presentations for specific types of organizational communication situations, including small groups and business presentation.
   
   j. Demonstrate the ability to discover, critically evaluate, and accurately report information to reach a well-reasoned decision.
   
   k. Demonstrate effective listening skills in various settings.
   
   l. Effectively present views utilizing persuasive strategies and sound reasoning, as well as adapt communication style to fit the audience and context.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Group discussions/Facilitation skills
2. Problem-solving exercises
3. Speaking and writing assignments

B. **SUMMATIVE ASSESSMENT**

1. Public speaking presentations
2. Speaking and writing assignments
3. Written unit examinations to include essays