

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** ☐ CMN 5740 \_\_\_\_\_
3. **Short title:** ☐ Small Group and Team Comm \_\_\_\_\_
4. **Long title:** ☐ Small Group and Team Communication \_\_\_\_\_
5. **Hours per week:** ☐ 3 Class ☐ 0 Lab ☐ 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: ☐ 18 \_\_\_\_\_

**8. Catalog course description:**

The course is designed to teach students about small group and team communication. Students will apply theoretical concepts to the analysis of group interactions, becoming aware of individual strengths and weaknesses when functioning in small group contexts, and develop skills for more competent group and team communication.

**9. Course attributes:**

General education component: ☐ N/A \_\_\_\_\_

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

**10. Instructional delivery**

**Type of Course:**

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

☒ Face to Face ☒ Online ☐ Study Abroad  
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

11. Course(s) to be deleted from the catalog once this course is approved. ☐ N/A \_\_\_\_\_

12. **Equivalent course(s):** ☐ None \_\_\_\_\_

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No

13. **Prerequisite(s):** ☐ None \_\_\_\_\_

a. **Can prerequisite be taken concurrently?** ☐ Yes ☐ No

b. **Minimum grade required for the prerequisite course(s)?** \_\_\_\_\_

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): ☐ None \_\_\_\_\_

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: ☐ Graduate Students ☐

b. Degrees, colleges, majors, levels, classes which may not take the course: Undergraduates

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☒ 3 ☐

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

20. Additional costs to students:

Supplemental Materials or Software ☐ None \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. ☒ Course is required for the major(s) of MA in Comm Studies (Leadership option)  
\_\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
☒ Course is used as an elective in MA in Communication Studies (All other options)

2. **Rationale for proposal:** CMN 5740 is being created as a part of the new online Communication Studies MA program. There is significant demand in the field of communication for coursework aimed at examining small group and team communication with a focus on increasing communication skills and competence in group and team interactions. This course fills that role in the new online Communication Studies MA.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: While there are no courses in the EIU Graduate Catalog that focus on group and team processes from a communication-centered perspective, there are a small number of courses at the undergraduate level that may have minimal overlap. The most similar courses are OPD4860: Facilitating Learning and Project Groups and OPD4880: Productive Work Teams. While these two courses have a distinct interest in team and group work, their focus is more on application of skills needed to perform or facilitate group or team-based work. In contrast, CMN5740 focuses specifically on communication competencies necessary to build effective and cohesive teams and small groups. Specifically, the proposed course focuses heavily on what constitutes effective and appropriate communicative competencies across a wide variety of contexts to include role-taking in teams and small groups, diversity, building communication climates, and effective decision-making and problem-solving.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is designed for students with an interest in studying communication at the graduate level.

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

## **5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This course is being offered as an online course in response to increased demand for digitally delivered courses and programs. It will be offered as a part of the online Communication Studies masters degree.

Instruction: Course content will be delivered online in a variety of media, such as audio/visual recorded lectures, textual conversations, and multi-media components as appropriate and hosted on the University's online learning management system. The evaluation methods would rely on class activities and written analyses, particularly research papers, case studies, and self-reflection and self-assessments. All online instructors must complete OCDi training or the equivalent before teaching the course.

Integrity: Several mechanisms will be in place to ensure the integrity of the course. Any exams or quizzes will be administered through the learning management system and must be completed within a pre-determined time limit. All written assignments will be submitted online using plagiarism detecting software. Students will work with the instructor to agree upon project topics so the instructor may ensure the project is the student's original work.

Interaction: The course will utilize formats such as email, chat rooms, and discussion board participation so students can simultaneously interact with each other and engage with the material and instructor. Instructors may hold virtual office hours so students may pose questions in real-time and ask for further clarification if needed. Instructors will regularly communicate with students through email and announcements via the learning management system.

## **Model Syllabus (Part II)**

Please include the following information:

### **1. Course number and title**

CMN 5740 Small Group and Team Communication

### **2. Catalog description**

The course is designed to teach students about small group and team communication. Students will apply theoretical concepts to the analysis of group interactions, becoming aware of individual strengths and weaknesses when functioning in small group contexts, and to develop skills for more competent group and team communication.

### **3. Learning objectives.**

At the end of this course, graduate students should be able to:

1. Identify and explain concepts and theories related to group and team communication. (Graduate learning goals: Depth of content knowledge, Effective oral and written communication)
2. Explain how decision making, problem solving, and leadership influence group and team communication processes. (Graduate learning goals: Depth of content knowledge, Effective critical thinking and problem solving, Effective oral and written communication)
3. Analyze and evaluate decision making, problem solving, and leadership communication processes using concepts and theories learned in class. (Graduate learning goals: Depth of content knowledge, Effective critical thinking and problem solving, Effective oral and written communication, Advanced scholarship through research and creative activity)
4. Utilize competent communication to manage functional and interpersonal group communication dynamics during the completion of a group project.

(Graduate learning goals: Depth of content knowledge, Effective critical thinking and problem solving, Effective oral and written communication, Advanced scholarship through research and creative activity)

4. Course materials.

Rothwell, J. D. (2016). *In mixed company: Communicating in small groups and teams* (9<sup>th</sup> ed.). Boston, MA: Cengage.

Additional readings will be posted on the learning management system.

5. Weekly outline of content.

Week	Content	Readings
Week 1	Communication Competence In Groups	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 1 Communication Competence in Groups</li> <li>• Frey, L. R. (1994). Introduction: Revitalizing the study of small group communication. <i>Communication Studies</i>, 45, 1-6.</li> <li>• Propp, K. M., &amp; Kreps, G. L. (1994). A rose by any other name: The vitality of group communication research. <i>Communication Studies</i>, 45, 7-19.</li> </ul>
Week 2	Groups as Systems	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 2 Systems Theory</li> <li>• LeDoux, J.A., Gorman, C., &amp; Woehr, D. J. (2012). The impact of interpersonal perceptions on team processes: A social relations analysis. <i>Small Group Research</i>, 43, 356-382.</li> </ul>
Week 3	Diversity in Groups	<ul style="list-style-type: none"> <li>• Zhang, Y., &amp; Huai, M. Y. (2016). Diverse work groups and employee performance. <i>Small Group Research</i>, 47, 28-57.</li> </ul>
Week 4	Group Development	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 3 Developing the Group</li> <li>• Johnston, M. K., Pecchioni, L., &amp; Edwards, R. (2000). The influence of interpersonal communication variables on group communication satisfaction. <i>Journal of Organizational Culture, Communication and conflict</i>, 4(1).</li> </ul>
Week 5	Developing the Group Climate: Conflict and Cohesion	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 4 Group Climate</li> <li>• Rothwell: Chapter 10 Conflict Management in Groups</li> </ul>
Week 6	Roles in Groups	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 5 Roles &amp; Leadership in Groups</li> <li>• Kahn, A. S., &amp; Williams, D. (2016). We're all in this (game) together. <i>Communication research</i>, 43, 487-515.</li> </ul>
Week 7	Group Leadership	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 5 Roles &amp; Leadership in Groups</li> <li>• Galanes, G. J. (2009). Dialectical tensions of small group leadership. <i>Communication Studies</i>, 60, 409-425.</li> </ul>
Week 8	Students Present Group Project 1	Student Presentations
Week 9	Developing Effective Teams	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 6 Effective Teams &amp; Managing Team Relationships</li> </ul>
Week 10	Group Decision Making	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 7 Group Discussion: Defective</li> </ul>

		Group Decision Making and Problem Solving <ul style="list-style-type: none"> <li>• Klocke, U. (2007). How to improve decision making in small groups. <i>Small Group Research</i>, 38, 437-468.</li> </ul>
Week 11	Group Problem Solving	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 8 Group Discussion: Effective Decision Making and Problem Solving</li> </ul>
Week 12	Case Studies of Highly Effective and Ineffective Groups and Teams	<ul style="list-style-type: none"> <li>• Kniffin, K. M., &amp; Wilson, D. S. (2010). Evolutionary perspectives on workplace gossip: Why and how gossip can serve groups. <i>Group &amp; Organizational Management</i>, 35, 150-176.</li> </ul>
Week 13	Technology and Virtual Groups	<ul style="list-style-type: none"> <li>• Rothwell: Chapter 11 Technology and Managing Virtual Groups</li> <li>• Gross, C. U., (2002). Managing communication within virtual intercultural teams. <i>Business Communication Quarterly</i>, 65(4).</li> <li>• Scott, M. E. (2013). "Communicate through the roof": A case study analysis for communicative rules and resources of an effective global virtual team. <i>Communication Quarterly</i>, 61, 301-318.</li> </ul>
Week 14	Effective Group Presentations	Preparation for Group Presentations
Week 15	Facilitating Group Discussion and Meetings	Preparation for Group Presentations
Week 16	Students Present Group Project 2	Group Presentations

6. Assignments and evaluation, including weights for final course grade.

Group Project 1	15%
Group Project 2	25%
Self Evaluations	15%
Peer Evaluations	10 %
Case Study Evaluation	10%
Discussion Board Posts	25%

7. Grading scale.

A = 100% - 90%
B = 89.9% - 80%
C = 79.9% - 70%
D = 69.9% - 60%
F = Below 60%

8. Correlation of learning objectives to assignments and evaluation.

	Group Project 1 (15%)	Group Project 2 (25%)	Self Evaluations (15%)	Peer Evaluations (10%)	Case Study Evaluation (10%)	Discussion Board Posts (25%)
Identify and explain concepts and theories related to group and team communication	X	X	X	X	X	X

(Graduate learning goals: Depth of content knowledge, Effective oral & written comm).						
Explain how decision making, problem solving, and leadership influence group and team communication processes (Graduate learning goals: Depth of content knowledge, Effective critical thinking & problem solving, Effective oral & written comm)	X	X	X	X	X	X
Analyze and evaluate decision making, problem solving, and leadership communication processes using concepts and theories learned in class (Graduate learning goals: Depth of content knowledge, Effective critical thinking & problem solving, Effective oral & written comm, Advanced scholarship through research & creative activity)	X	X	X	X	X	
Utilize competent communication to manage functional and interpersonal group communication dynamics during the completion of a group project (Graduate learning goals: Depth of content knowledge, Effective critical thinking & problem solving, Effective oral & written comm, Advanced scholarship through research &	X	X				

creative activity)						
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**Date approved by the department or school: November 13, 2017**

**Date approved by the college curriculum committee: 11/29/2017**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS: 01/16/2018**