PORTLAND STATE UNIVERSITY
OFFICE OF UNIVERSITY STUDIES
PROPOSAL FOR A UNST CLUSTER
(coversheet)

Title of proposed cluster: Leadership for Change

When will the Sophomore Inquiry course first be offered? Fall 1999

If multiple sections of Sophomore Inquiry, how many per term and year? 2

Statement of cluster theme (please do no exceed space below):

This cluster will explore the varying theoretical frameworks and consider multiple models of leadership in the context of change. An important emphasis will be the view of leadership from the perspective of varied disciplines. The courses in this cluster will foster self-assessment of one's own leadership potential and an analysis of life experiences for leadership examples and insights. Students will be able to recognize different forms of leadership and be ready to collaborate in varied roles in the community context. Students will grapple with the fundamental question of what it means to be a leader and how leadership guide both responsible and irresponsible action.

Signatures of all faculty members participating in the cluster (list at least one faculty member for each course proposed)

Co-coordinators

Proposal coordinator                    Date                  725-5582                  Phone                  Dept. Chair                  Date

*Amy Spring
*Dilafruz Williams
*Vasti Torres
*Susan Hopp

primary contact person - Amy Spring
A. STATEMENT OF CLUSTER THEME

1. The theme of the proposed cluster, Leadership for Change, is an inclusive definition of leadership with theoretical frameworks and multiple models, directed to individual development and community implementation.

2. History of the "Leadership for Change" Cluster

About 2 years ago, a small group of faculty from both Academic Affairs and Student Affairs met with concerns related to academic studies focused on student leadership. Their emerging collaborative intent was integrated into a proposal to the Corporation for National Service. The proposal was successful and funding supported a long-term, reflective, and collaborative process for the development of a cluster focused on student leadership with connections to community service.

For the past year a much larger collaborative working group of faculty, students, academic professionals, and community partners have been participating in a series of discussions focused on leadership content, curricular connections with community, pedagogy, faculty involvement, and assessment. The result of these many discussions has been the development of a broad and inclusive definition of leadership education and leadership styles, and the creation of the following foundational expectations of the Leadership for Change cluster courses.

B. GENERAL EDUCATION GOALS

The cluster development working group has paid close attention to the University's General Education goals through all the developmental stages of the cluster. To ensure that the cluster adequately met the goals articulated by the General Education Committee, the working group initially developed student outcomes for the Leadership for Change cluster. Those outcomes are organized in categories that reflected the General Education goals of Inquiry and Critical Thinking, Communication, Social Responsibility and Diversity. In many cases, the cluster outcomes fit into more than one of the goal categories which reflected our intended integration. The cluster outcomes as related to the General Education goals are as follows:

Inquiry and Critical Thinking
- Students will develop an awareness and appreciation of the diversity of leadership styles
- Students will have an understanding of leadership within organizations
- Students will explore and develop a self concept of their own leadership
- Students will reflect on an understanding of the importance of language

Communication
- Students will be empowered to create their own Capstone and other community-based learning opportunities
- Students will understand the theoretical approach to effective communication and inter-relationships of groups
- Students will have an understanding of leadership within organizations
- Students will reflect on an understanding of the importance of language
- Students will develop assessment tools to demonstrate knowledge of leadership and development of capacity to engage in leadership

Social Responsibility
- Students will use project planning as a way to explore their own leadership
- Students will develop and understanding of shared leadership

revised 4/26/99
• Students will explore and develop a self concept of their own leadership
• Students will have a practical leadership experience
• Students will have an understanding of responsibility to community
• Students will understand the theoretical approach to effective communication and inter-relationships of groups

Diversity
• Students will develop an awareness and appreciation of the diversity of leadership styles
• Students will explore and develop a self concept of their own leadership
• Students will have an understanding of responsibility to community
• Students will explore how leadership is defined in various cultural settings

Guidelines for Pedagogy and Curriculum

In addition to the student outcomes, the piloting of SINQ courses and discussion outcomes yielded guidelines for the cluster pedagogy and curriculum:
• the curriculum will be student-centered
• student learning and student development theory will inform and guide practice
• experiential learning, practice and the development of competencies are valued
• reflection and assessment are critical components
• community is a context for learning

Process and Content Goals

The collaborative group further delineated principles of process and content for initial and ongoing cluster development:
• Participating faculty will commit to dialogue and intentional linking of courses
• Particular attention will be given to the way in which cluster courses link to Sophomore Inquiry courses and students
• Content of courses will be explicitly connected to principals described above
• Topics of course will be diverse and intentionally directed toward cluster outcomes
• Leadership is viewed as a lens through which students and faculty view life
• Diversity and variety of leadership definitions should be respected and studied
• Faculty and students should practice and model leadership in and outside of class
• Cluster courses will promote the development of self as a leader

C. CLUSTER COHERENCE

Creating an integrated cluster of courses that has a deliberate connection to the Sophomore Inquiry course has been a topic that the cluster development group has considered at great length. Using the pilot SINQ courses to direct and guide cluster development was the first step in a purposefully coherent process. The next step, the conversations throughout the past year that have been accompanied by a study process. Participants read articles about leadership that originated from multiple perspective. The group composition further reflected those diverse perspectives. The group has come up with a variety of on-going strategies to ensure that the cluster courses are not a group of individually designed courses that are taught by faculty members that have never spoken to one another. The working group has identified several structural mechanisms that will aid in the integration of the courses within the cluster. Several of these ideas will be easily implemented within the Leadership for Change cluster (Stage I), but some are longer term goals that impact policy within University Studies (Stage II). For this reason, "cluster coherence" will be discussed as a process of stages. Ultimately the cluster working group would like to realize all of the stages but is sensitive to the time required to impact policy changes like those suggested here.
Stage I: Immediate Implementation

To create the integrated educational experience that University Studies strives to achieve there must be a common set of goals and outcomes established at the onset of the cluster creation. Much of the collaborative work it takes to create an effective work group with this foundation setting language has already begun with this cluster. As mentioned before, the cluster work group consisting of teaching faculty, students, academic professionals, and community partners has agreed on a set of guiding principles for the leadership cluster. With these principles in mind, a set of process and content goals for the cluster courses has been established that is inclusive of the outcomes for students enrolled in the Leadership for Change cluster. With all of this foundational work established, the working group has solicited faculty to participate in the cluster who are willing to approach their courses with the guiding principles the cluster working group has laid out. Without specifically prescribing course content, the leadership cluster work group will guide and monitor new courses and faculty to ensure that there is coherence in both pedagogy and content. The collaborative group has agreed that ongoing discussion and reflection is important if coherence between the cluster courses is going to be achieved and maintained, thus the faculty criteria have a commitment to meet regularly to discuss, refine and honor the intent of the "Leadership for Change" cluster. The foci of those discussions will be the ongoing refinement and revision of the foundational SINQ courses, the coherence between SINQ and cluster courses, the student outcomes of the entire cluster. Their commitment includes plans and resources for intensive assessment to inform a continuous improvement process. For the academic years of 1998-99 and 1999-2000, the Learn & Serve grant will fund assessment and revision processes which will give the cluster a solid foundation on the PSU campus and the findings will inform ongoing development.

Faculty teaching courses in the cluster will be invited to participate in the SINQ courses. This participation will vary from a simple presentation about their cluster course to a more involved team teaching role. Having the cluster faculty guest lecture in the SINQ course, will help introduce students to the diversity of courses that are included in the cluster as well as help students understand connections between curriculum content in the SINQ and cluster courses.

It is intended that documentation of leadership development throughout the cluster is a way to intentionally integrate the SINQ and the cluster courses by creating a common assignment between the series of courses. All of the courses will require that the students collect materials that document their understanding and application of leadership theory and practice. These materials can be assembled into a portfolio and used by students to build a picture of their leadership experiences while in the Leadership for Change cluster.

Possible creation of a closure experience for students enrolled in the cluster is another point to facilitate coherence between the cluster courses and the SINQ. The initial implementation will provide data and ongoing faculty discussions will determine the effectiveness and necessity of such a closure experience.

Stage II: Long-term Discussion and Implementation

During the Leadership for Change working group's discussion sessions, it became clear that the structural policies of the General Education program were not always conducive to the integrative strategies attempted for this cluster. Students were present and participating during all of the discussion session and were able to provide us with a view of what it is like for a student enrolled in current SINQ and cluster courses. We have taken these student realities very seriously and have thought of a few larger scale changes that would allow us to further our attempts to create coherence between the SINQ and the
cluster courses. This cluster development working group does not pretend to understand all of the ramifications of the policy changes we propose, and we acknowledge that they may be difficult or even impossible to implement. We plan continued discussion of our own integration and coherence while consulting with University Studies policy makers for guidance and direction.

The working group has agreed that it is important to create a process for adding a new class to the cluster. Prior to the review by the University Curriculum committee and the University Studies curriculum committee the Leadership for Change cluster will convene a group of representatives from our collaborative group to develop an internal review process for use when faculty approach with new courses for the cluster. This proposal process will articulate the principles of pedagogy, process and content sought in this cluster and ask faculty to document how their course will address them. This step addresses further the coherence and integration intended for this cluster.

We have heard from our student participants in the cluster development working group that they have a difficult time in their cluster courses because they often do not understand the language, theory, and practice of 300 and 400 level classes that are outside their discipline and that they often do not see connections between their SINQ and the cluster course. Many of the strategies outlined above will address the "connection issue" but the difficulty level of 300 and 400 level courses presents a more complex problem. The Leadership for Change cluster proposes that the SINQ be required of all students who are enrolled in any of the cluster courses, regardless if the course is being taken to fulfill a requirement for the student's major. This would allow all of the student's enrolled in these 300 and 400 level courses a uniform foundation of language, theory, and practice from which to build.

We further propose listing SINQ courses at 200/300 level course and as a prerequisite for the cluster courses. This may result in an increased number of upper class students enrolled in the course. Because juniors and possibly seniors will be enrolling in these courses the name Sophomore Inquiry seems inappropriate. The Leadership for Change cluster proposes that the name Sophomore Inquiry be changed to Cluster Inquiry (CLINQ). This seemingly simple language change will recognize that students at all levels in their undergraduate career would enroll in these courses.

A final change or unique request related to this cluster is that mentors for each SINQ course be recruited for a previous SINQ course to further contribute to the coherence of the courses.

As stated in Stage One of this implementation plan, cluster faculty will be invited to participate in the SINQ courses. A modest level of participation is outlined in Stage One, but more active role might include a team of 2-4 faculty members from the cluster teaching the SINQ collaboratively. This would allow students to have an introduction to the diversity of faculty interests and expertise within the Leadership for Change cluster.

D. BRIEF DESCRIPTION FOR STUDENTS

This cluster will explore the varying theoretical frameworks and consider multiple models of leadership in the context of change. An important emphasis will be the view of leadership from the perspective of varied disciplines. The courses in this cluster will foster self assessment of one's own leadership potential and an analysis of life experiences for leadership examples and insights. Students will be able to recognize different forms of leadership and be ready to collaborate in varied roles in a community context. Students will
grapple with the fundamental question of what it means to be a leader and how leadership guide both responsible and irresponsible action.

E. OUTLINE OF SOPHOMORE INQUIRY

Course Title:
Leadership for Change

Course Description:
This course will provide students with a foundation of leadership theory and will examine models of leadership in relation to the theory and concepts of change. There will be opportunities for practice, application, and documentation of leadership, and reflection on individual responsibility and potential in leadership roles.

Reading List:
Main texts:

Others:

Learning Objectives:
• Students will demonstrate knowledge of various theories of leadership.
• Student will demonstrate an understanding of their responsibility to multiple communities.
• Students will understand how responsible leaders can influence change.
• Students will make a connection between their personal experiences, self-initiated learning, and reflection in order to understand their own leadership in their everyday lives.
• Students will participate in a student-initiated experience that will assist in putting the theories to practice.

OUTLINE OF TOPICS:
I. Families of leadership theories:
   a. Social change model of leadership
   b. Collaborative models of leadership
   c. Traditional models of leadership
   d. Charismatic models of leadership
   e. Situational models of leadership
   f. Non-traditional models of leadership - incorporating models from different races and cultures.

II. Leadership and Concepts of Change
   a. Social change
   b. Context of community
   c. Role of leadership

In addition, the following approaches will be integral to the SINQ curriculum:

Use of leaders' personal stories:
• Allows for critical reflection of the theories and how they may apply in the real world.
• Promotes a pedagogy of inquiry
• Allows the voices of various leaders to be used as part of the class.

Leadership tested through experiential learning:
• Encourage students to connect their classroom learning to their lives; understanding that whether in formal or informal settings leadership can be practiced and learned.
• Use the mentor sessions as laboratories to promote self-initiated leadership opportunities for the students.

Community leaders as guest lecturers or participants in the learning process:
• Students could interview community leaders to learn about the process of leadership in various contexts.
• Students would be able to identify the community they wish to learn about.
• Student project could incorporate a critic of how leadership theories apply in the context of a particular community.

Promote an understanding of the university community by participating in university committees

Promote an understanding of the concepts of leadership AND followership. Work at demystifying the concept of leadership.

Instructors:
Because the goal is to teach two sections of the Sophomore Inquiry each quarter, the teaching responsibilities will rotate around the following professionals in Student Affairs. Other faculty will assist and would be included as guest lecturers:

*Margaret Banyan, M.P.A. - Student Development Office
*Jennifer Hamilton, M.S. - Student Development Office
*Susan Hopp, M.S. - Office of Student Affairs
*Joshua Tabor, M.A. - Student Development Office
*Michele Toppe, M.Ed. - Office of Student Affairs
*Vasti Torres, Ph.D. - Office of Student Affairs
* Amy Spring, M.P.A. - Center for Academic Excellence
* Lisa Worsh, M.A. - Student Development Office
(*) previous experience teaching leadership courses

F. INTERDISCIPLINARY BREADTH OF CLUSTER

The academic study of leadership is by nature interdisciplinary. Whether it is the influence of developmental theories from psychology, the environmental factors from sociology, or the skill development from communications, students and faculty must embrace an interdisciplinary approach in order to create change through leadership.

Though contributions from professionals in Student Affairs could not be classified as disciplinary, it is important to note that their academic preparation focuses on the developmental issues of students including leadership development. Academic faculty will bring the perspectives of their disciplinary background and experiences.

This Leadership for Change working group has embraced the contributions of community partners in developing this cluster proposal. As a result of the community’s voice in the planning of this cluster’s curriculum, community engagement has become a significant part of the curriculum’s focus. While community involvement is not
disciplinary in the traditional sense, the expertise, diversity, and relevance community partners bring to the interdisciplinary composition of life and community to the curriculum will enhance leadership development.

The principles of pedagogy, process, and content will additionally assure the interdisciplinary breadth of this cluster in that they assure multiple ways of knowing for the course work. In addition to traditional course formats, two alternative courses are proposed to extend this aspect of the cluster. Both courses take the curriculum beyond the classroom to experiential learning environments. Such courses consistently provide opportunities for self awareness, new insights, and broadened perspectives.
Leadership for Change Cluster
Schedule of Course Offerings

FALL 1999
PA-Foundations of Citizenship and Community Leadership
SP-Problems in Intercultural Communication
SP-Communication in Groups
AJ-Political & Legal Issues of Ethical Leadership

WINTER 2000
AJ-Leadership and Social Justice
PA-Foundations of Citizenship and Community Leadership
ED-Moral Leadership in Schools
PHE-Community Health: Principles and Practices
SP-Problems in Intercultural Communication
EPFA-The Urban Schools and "At-Risk" Status

SPRING 2000
PA-Foundations of Citizenship and Community Leadership
SP-Organizational Communication
SOC-Charismatic Leadership: Frameworks, Exemplars, Insights
USP-Civility, Service and Civic Capacity: Building and Sustaining Community in Contemporary Society
Proposal for an Upper Division Cluster Course

Name of faculty member: Dr. Henry Kass, Susan Hopp

Title of proposed course: Foundations of Citizenship and Community Leadership

When will this course be offered? Winter and Spring quarters, 1999-2000 (Fall, 99, if needed)

Name of Cluster/Cluster Coordinator: Leadership for Change Cluster: Coordinators are Amy Spring, Susan Hopp, Vasti Torres

A. Course Description: This course will provide students with a theoretical basis for understanding the historical concepts of citizenship, within the liberal democratic tradition, and the implications of citizenship upon leadership in a community context. The civil, political and social rights framework of citizenship will be covered and related to contemporary notions of citizenship. Students will have an opportunity for community based observation, reflection and application of theory to the practice of citizenship.

B. Course Development: This is a newly developed course that was developed intentionally for the Leadership for Change cluster. The courses in the cluster represent topics that complement the content of UNST 299, Leadership for Change, which discusses theories of leadership, the practice of leadership, and social change. An historical and theoretical understanding of citizenship within the modern tradition provides the theory underlying citizen participation and social change strategies within a community context.

C. General Education Goals: The cluster was developed with specific attention directed toward the goals of the general education program. This course is specifically linked to the Sophomore Inquiry course, Leadership for Change, and the outcomes developed for that course are reflected in the general education outcomes of this course.

Inquiry and Critical Thinking:
- Students will analyze and understand several theories of citizenship
- Students will have an understanding of citizenship with the modern political tradition
- Students will reflect upon their own notions of citizenship and link this to a practice of citizenship within a community

Communication:
- Students will understand, and be able to communicate to others, historical and contemporary issues on the topic of citizenship
• Students will be able to articulate “citizenship as practice” as observed in community settings
• Students will be able to link concepts of citizenship to concepts of leadership and social change

**Ethical Issues and Social Responsibility**
• Students will understand the ethical issues surrounding citizenship and the rights and responsibilities embodied in the concept
• Students will be challenged to examine their individually conceived ideas about citizenship
• Students will practice citizenship and leadership within a community context
• Students will develop an understanding of citizen responsibility to community

**Diversity**
• Students will examine issues of diversity as they relate to issues of citizenship, membership, rights, equal and fair treatment
• Students will observe and gather data in a community setting that demonstrates diversity
• Students will develop an understanding of different definitions of citizenship that are culturally, socially and politically diverse

**Title of Course: Foundations of Citizenship and Community Leadership**

**Course Outline (tentative) and Topics:**

**Historical concepts of citizenship**
• Classic definitions-Greek, Roman, etc
• American tradition

**(3 weeks)**

**Relationship of citizenship to democracy**
• Classic liberalism
• Civil, political and social rights
• Current modern tensions

**(2 weeks)**

**Citizenship as a practice**
• Notion of common good, values and public sphere
• Problems inherent in citizen participation
• Citizenship and relationship to community leadership

**(3 weeks)**

**Citizenship in the future**
• Post-modern issues
• Governance and change
• Future Hypotheses

**(2 weeks)**
Instruction will be varied and active, using group discussion and presentations, short lectures, debates, technology and other active learning methods. Part of the course will be grounded in the student’s experience as they will be required to “practice” citizenship in a community setting and reflect upon the connection to theory learned in the course and leadership, as defined throughout the cluster. The course will be organized around sets of questions that relate to the topics listed in the outline.

Reading List-preliminary


Reading packet of selected articles that discuss citizenship theory and practice.

Instructors: Dr. Henry Kass, Susan Hopp
Proposal for Leadership Cluster Course

1. Priya Kapoor, Asst. Prof., Communication
2. Course will be offered in Fall, 1999 and Winter, 1999

The course I would like to propose for inclusion in the Leadership Cluster is Problems in Intercultural Communication, SP415. Intercultural Communication is already a very popular course and will stand to benefit if modified to the goals of General Education. This course attracts students and student-teachers from areas such as Applied Linguistics, Business, Communication, Sociology and Engineering. All students are required to study community based projects that they have participated in. Goals of social justice, diversity and ethics are implicit in the selected readings and course description, however I would like to re-examine and modify the course to make it relevant to the students lives.
Communication 415/515, Tues. and Thurs. 2:00-3:50pm
Problems in Intercultural Communication, Room NH42

Instructor: Dr. Priya Kapoor
Office: NH 31
Office Hours: Tues. and Thurs. 4:00pm-5:15pm
Phone: 503-725-3543 E-mail: Kapoor@nh1.nh.pdx.edu

Course description
This course will build upon the theories and issues discussed in the introductory course by including contemporary and classical literature on multi-cultural and intercultural communication. The purpose of this course will be to identify and analyze politically constructed categories of race, age, class, gender, in society against the backdrop of debates on multiculturalism in the US. The course will examine these categorizations of race, class, etc. in their historical, social and cultural context, and how those have influenced mass-mediated and interpersonal communication.

The course will use mass media (television, radio, daily print media, music) texts to provide examples of how we understand "difference" and "otherness" in our daily lives.

Course goals
1) To understand the complexity of practical and theoretical aspects of culture and communication.
2) To be able to place contemporary issues involving intercultural communication in their proper historical, political, economic, and social context.

Texts


The following materials make good extra reading for the course:


**Evaluation**

- 20% of the grade is for group work, discussion, and dialogue in class. Participation in an informal internet (e-mail) project with students at an international University is required of all students. The focused exchange begins only in February. You will keep hard copies of all e-mail interaction for your record. A 2 page report is to be submitted during end of term (details to be announced).
- 40% of the grade is for two essay exams.
- 40% (15+25) of the grade is for studying an intercultural communication problematic that involves your community (educational institution, professional organization, locality, etc). Topics should be discussed with the instructor during office hours in the first three weeks of class. Written reports of the study should include a statement of the problem — its nature and scope — objectives of the study, a brief overview of previous research, and analysis and interpretation of data (personal interview/s). The work will be presented in class during and/or before finals week. The reports will be handed to the instructor during the week of presentations (on March 11, 1999 in particular).
- Graduate students will serve as discussion facilitators for group work during class. Discussion facilitation can be conducted individually or in groups of two. Graduate students will have additional meetings and discussions (times to be decided at the end of the first class).
- All written work will be submitted at the beginning of class to receive full credit. A lower grade will be assigned for late submissions. Late arrivals will not be given extra time for class examinations.
- A written explanation is required for change of grade requests.

**Weekly readings**

Do not wait to be told to begin reading your course texts.

**Week I**

Jan.5: Introduction to the course and elaboration of syllabus
Jan.7: Nakayama text, Chs.1, 2.

**Week II**

Jan.14: Issues of Identity in Intercultural comm., Nakayama text, Part 2 (chs.5, 6, 7, 8, 9).

**Week III** Global Histories and Intercultural Communication

Jan.19: Nakayama text chs. 10, 11, 12, 13, 14.

**Week IV** Language, Discourse, and Intercultural communication

Jan.26: Nakayama text, chs. 15, 16, 17.
Jan.28: Nakayama text, chs. 18, 19, 20.
Week V: Popular Culture and Intercultural Communication
Feb. 2: Essay Exam.
Feb. 4: Video Film; Nakayama text, chs. 25-27
Week VI: Feminism; Cultural Space and Non-Verbal Communication
Feb. 9: Chs. 28-30; Chs. 1, 2 bell hooks
Feb. 11: Chapters 3, 4 and 5 from bell hooks
Week VII
Feb. 16: Nakayama text, chs. 21-24.
Feb. 18: Orientalism, pp. 31-92, and Afterword.
Week VIII: Ethics in Intercultural Communication
Feb. 23: Conflict, Communication and Culture, Chs. 41-45 (Turn in draft of one interview transcript)
Week IX
March 2: Nakayama text, chs. 46-50.
March 4: Intercultural Relationships, chs. 35-40; Orientalism and final chapters of bell hooks
Week X
March 9: Presentations begin
March 11: Turn in final reports, Presentations continue

Week XI
Finals week: Presentations continue
March 15, 1999, 10:30am

The syllabus may change based on workflow, class discussion and response to reading assignments.

Class Structure

1. Attendance at all class sessions is expected and will be reflected in the final grade as noted above. All readings should be completed prior to the class session for which they are assigned.

2. Plagiarism, whether of written or mediated materials, will result in an F in the course and a referral to the college officials. Whenever you are in doubt about citing another individual's work, check with the instructor first; I can help you determine how much credit — and in what form — needs to be given to another author/creator.

3. In order to make best use of class time I request that you not gather up your materials until class is completed. Such activity disturbs the discussion/lecture in progress and I expect everyone to respect the class process and not gather their books and papers until class is over.
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of faculty member: David Ritchie

Title of proposed course: Sp313 Communication in Groups

When will the course be offered: Fall 1999
Name of Cluster/Cluster coordinator: Leadership for Change / Vasti Torres, Susan Hopp, Amy Spring

Please address the following items in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION (100 words or less).
Focuses on communication processes in small, decision-making groups. Students examine the relation between actual communicative behaviors of group members and group structure, functions, and outcomes. Topics include leadership emergence and enactment, quality of problem solving strategies utilized the impact of socio-cultural and institutional features on small group communicative practices. Theoretical application in the critical analysis of various group settings and effective communication in ongoing group projects. Includes focus on teleconferencing and videoconferencing.

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, please specify), or is a new course in development. If the course is a revision of an existing course, please explain what the revision will take (this may be addressed under item C.). Please be aware that the new General Education requirement is based on different premise from the former distribution requirement, and therefore the academic role of upper division courses in General Education will necessarily be different from the previous role.

This course is an existing course.

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the University’s goals of General Education.

The course requires students to engage in team projects focused around both research and observation of existing groups. They are required to reflect on their own group processes, including the various leadership roles played by group members and the ethical issues involved in responsibility.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list and the name(s) of instructor(s) committed to teaching the course during its first year.

See attached.
Topics (provisional)

1. Introduction; organization of class.
   Assignment: Forsyth, Ch. 1 & 2
   
   Tuesday. Organization of class
   • Objectives and topics (Dave)
   • Assignments and grading (Carina)
   • Process and resources (Steve)

   Thursday. Group organization and processes.
   • Organization (Dave)
   • Problems and solutions (Carina)
   • Norms and rules (Carina)
   • Required group communicator (Steve)

2. Group formation, development, and socialization.
   Assignment: Forsyth, Ch. 3 & 4
   
   Tuesday: Review of basic principles
   • Critical Thinking and Critical Reading (Carina)
   • Interpersonal communication issues (Steve)
   • Planning I: Overall Process (Dave)

   Thursday:
   • Questions over Chapters 1-4 (Dave, Carina)
   • Technological resources: E-mail, list-serve, web page (Steve)

3. Conflict
   Forsyth, Ch. 12 (&13?)
   • Non-verbal cues
   • Pragmatics

4. Performance and Environment
   Forsyth, Ch. 9 & 11

5. Effective meetings

6. Conformity, influence, and power
   Forsyth, Ch. 6 & 7

7. Leadership and Decision-making
   Forsyth, Ch. 8 & 10

8. Group Structure
   Forsyth, Ch. 5

9. Using technology: Audio-visual aids and teleconferencing

10. Groups and Change
    Forsyth, Ch. 15