**Community Engagement (CE) Course Proposal**

University of Mary Washington

Use this form to submit **EXISTING** courses for review **(a course may be submitted to the General Education Committee for Experiential Learning concurrently). Submit this form and attached syllabus electronically as one document to Miriam Liss (****mliss@umw.edu****).** All submissions **must** be in electronic form.

**Course Discipline and Number:** **COMM 206**

**Course Title:** **Small Group Communication**

**Submitted by:** **Elizabeth Johnson-Young and Anand Rao Date:** **3/2/2018**

**Semester the CE designation should take effect**: Fall 2018

**Frequency of offering**: [x]  Fall [x]  Spring semester Check one: [ ]  Yearly [ ]  Alternate years

**CE designation is requested for...**

[x]  The course and the faculty member teaching this course (other faculty who teach the course

will not have their courses designated CE automatically; other faculty will need to apply for CE

designation independently.)

[ ]  The course regardless of instructor; the department chair accepts responsibility for ensuring that multiple sections maintain the core CE elements described in this proposal and approved.

***This course proposal is submitted with the department’s approval.*** ***[x]***

**RATIONALE:** Using the space below address how the course fulfills the 15-hour requirement and each Student Learning Outcome. Attach a course syllabus. If the course is non-credit bearing you do not need to attach a syllabus but please explain in detail how students would be able to complete these learning goals (reading, activities, preparatory videos, etc.)

Courses must include an out-of-class experience that involves at least 15 hours of work. the major project for the course requires approxmiately 15-20 hours of outside the classroom experience.

**Diversity of Communities/Cultures** (Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.) The semester-long projects for both iterations of the course (both syllabi are attached) require students to research and take on an important topic within the local community. The first step of the assignment is to individually research problems facing the community and engaging in preliminary interviews and other forms of primary research within the communities. The small groups must then deliberate and decide on the problem they will take on. The end goal of the assignment is to argue for solutions/recommendations to the problem they have researched. This requires that they do not go into the project with a solution in mind--if they do, then the issue is not as difficult as it should be and they go back to the drawing board. They must learn from their primary research within the community and go from there. They work within the community to come to these conclusions, which are not always what they originally believe they are going to be. Students conduct primary research in a variety of places throughout the community and as relevant to their topic.

**Analysis of Knowledge** (Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to community engagement and to one's own participation in community life, politics, and government. As students study small group communication theories, concepts, and skills, they are translating those into practice in their local problem-solving projects. Students learn about concepts including division of work, positive communication within and outside of groups, conflict, and leadership, and they take those into the community to conduct their research within the community and communicate the findings effectively.

**Identity/Commitment** (Provides evidence of experience in community-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of one’s identity and continued commitment to public action.) The final project has an element of reflection built into it as students must take what they have researched and come up with solutions and possible actions. This encourages commitment to public action and what they can do for their community. At the end of the project, students are required to turn in a self-assessment that includes a reflection on what they have learned about themselves and the community by engaging in the work that they have.

**Action and Reflection** (Demonstrates independent experience, accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions.) Students must think critically about the local problem they are addressing. They are required to take all of the research they have collected from within the community and secondary scholarly sources to identify themes and, finally, solutions they can recommend to solve the problem. This exercise requires indivual and group research and work. They thoughtfully consider and address what is possible in terms of their own actions and community actions, as well as the purposes of those actions.They are required to think about how their actions and the actions they are recommending will impact another action, policy, or community standard, depending on their specific project.

**Optional** (you are not required to address these learning outcomes, but may if you wish):

**Communication** (Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further community action) As part of the presentation of the final project, student groups are required to organize in a written outline and in an oral presentation their findings and recommendations. Further, they are required to make these findings and recommendations public in some alternative format--using twitter, facebook, Domain of One's Own, etc. In each of these presentations of the findgins and recommendations, students must tailor their communication to the intended audience--the classroom and the community and/or policy makers.

**Contexts/Structures** (Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a community aim.)

**Academic impact** (Uses community engagement experience to inform one’s academic study/field/discipline.) Students use these projects as a way to practice and engage in the concepts they are learning in class--specifically informing their academic studies. They must work in a group and within a community, using the tools we discuss in small group.