

**SPEECH COMMUNICATION 60
FACILITATING COLLABORATIVE COMMUNICATION
SPRING QUARTER, 2008**

Kim Pearce, Instructor

Office hours: 1:30-2:20 Mondays and Wednesdays or by appointment

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Requirement:

- Kim Pearce. Making Better Social Worlds: Engaging in and Facilitating Dialogic Communication.

An important goal of quality education is to equip each generation to participate effectively in what has been called “the great conversation” of our times. This means, on one hand, being unafraid of controversy. But it also means being sensitive to the values and outlooks of others.... For only in such a climate will we come to see our differences as sources of enrichment rather than sources of division. And only in such a climate can we come to see “the other” not as a curse or a threat, but an opportunity and a blessing---whether “the other” lives across the street---or across the world.

The Aga Khan

Purpose and goals of the course:

There are many things we can say about life in the 21st Century but, no doubt, one of them is that the world is complex and rapidly changing. Among other things, we observe and experience this complexity in terms of differing values, beliefs, ideals, in what counts as “good” and “evil”, and what “living a good life” means. These differences are expressed “across the board” within families, organizations, communities, and nations.

Too often, these fundamental differences have led to misunderstanding, polarization, conflict, and war. Consequently, one of the great questions confronting us is how to create a world in which these differences are sites for exploration, greater understanding, deeper wisdom, and community.

This class is one attempt to answer this question. The goal of the class is to sensitize you to the power of communication in creating our social worlds and to introduce principles and practices of designing and facilitating public conversations and meetings to improve the quality of communication in the 21st Century.

Our class will help facilitate a very exciting event on the campus on Monday, May 5 (exact time and location to be determined). The focus of the event is "economic empowerment through civic engagement." There might be a follow-up financial literacy workshop for students on our campus later in the quarter. If we decide to have this workshop, our class will help design and facilitate this as well.

The May 5 event set-up: Picture a large room filled with our students and with the ability to have a real-time interactive conversation with students at remote locations. The expert who will interact with the student participants is Robert Reich, former Labor Secretary during the Clinton administration and current UC Berkeley Professor. He will be on our campus (we're the host campus) and there will be a live feed to students in Miami and New York. Each group will have an opportunity to ask Reich questions and, for an hour, there will be a conversation between Dr. Reich and the participants in the 3 locations. The second hour will be a continuation of the discussion with Dr. Reich and our students. At some point during the day (before or after the event) we plan to have a reception for Dr. Reich with an invitation to our campus community, the Board of Trustees, Foothill College President, Judy Miner, and other District administrators to attend.

The organization sponsoring these events, with whom we will work, is Generation Engage (www.generationengage.org). Jaime Contreras is the outreach coordinator and he is the person who will work closely with us. Along with Generation Engage, De Anza College's Institute for Community and Civic Engagement will co-sponsor the event.

This will be a fabulous opportunity to be an integral part of planning and facilitating an exciting and important campus event!

Assignments:

- Two, 2-page reflection papers
- Two to three page description and summary of an organization that designs and facilitates events
- Development and facilitation of campus event(s)
- Five page review and reflection of what you've learned

Method of evaluation: My method of evaluation is unconventional; it is based on the grade that you want to receive and, consequently, my feedback and expectations will vary depending on your primary goal. Therefore, throughout the quarter I will not be assigning letter grades or points; instead, your final grade will be determined by the quality of your work and your attendance (**miss no more than 2 class sessions to receive an "A" or a "B"**). The feedback that I will provide on all of your work will be based on your chosen final grade. This means that you may be asked to make additions or changes to an assignment. We will meet individually periodically throughout the quarter to assess your progress.

Expectations for your written work: Most of the assignments involve writing, so don't hesitate to take advantage of our writing tutors. To receive credit, all written work must be typed and meet college level writing standards with no more than 5 spelling and grammatical errors per assignment (please use the spell check on your computer before turning in your assignments). If writing is a challenge for you, I recommend working with a writing tutor in L47 (Tutorial Center) or ATC 309 (Reading and Writing Center).

Course Hopes and Policies: My highest goal is for all of us to find this course immeasurably useful and a lot of fun—let us work together to make this happen! Since the heart of this class is about quality communication, and we will actually be working together on a “real event”, your active participation and support of our individual and collective learning is essential. So please be here, be on time, and be “present” in class. The richness of our class discussions and activities is predicated on doing your homework. Therefore, to do well in this class (and for the class experience to be as engaging and useful as possible) you will need to devote adequate time for reading, writing, and reflection. If you have any questions or problems, don't hesitate to talk to me.