**Reedley College**

**COMM 8 (58811)**

**Group Communication**

**FALL 2022**

# COURSE INFORMATION

|  |  |
| --- | --- |
| **Semester: FALL 2022** | **Department of Communication**  **Reedley College** |
| **COURSE NAME: Group Communication** | **INSTRUCTOR: Miranda Chapman** |
| **COURSE TIME:**  **M/W 12:30-1:45 PM** | **INSTRUCTOR EMAIL:**  **mc049@reedleycollege.edu** |
| **CLASS LOCATION: Social Science, Room 39** |  |

# 

## Course Description

Group communication introduces students to how communication can be used as a vehicle for solving problems and making decisions imperative to successful social and professional interaction. Students will develop a conceptual understanding of small group principles and contexts, putting this knowledge into action through a variety of experiential activities. Students will study and practice theories, behaviors, and the process of group interactions. Students will construct and deliver informative and persuasive public presentations. Speech (Communication) 8 fulfills the General Education Requirement in Oral Communication (G.E. Foundation A1), provided the student completes the course with a grade of “C” or better.

## Course Outcomes:

1. Identify and apply effective communication strategies that are grounded in group theories.
2. Construct and deliver dynamic, competent and ethical presentations that are adapted to the purpose and the audience.
3. Utilize organizational patterns and research materials that incorporate sufficient, credible and relevant evidence.
4. Explain the principles of human communication by critically evaluating public speeches through constructive critique and self-analysis.

**Prerequisites for the course:** There are no prerequisites for this course.

## Course Structure

This course is to be conducted as a via face-to-face learning and some modality will take place via Canvas as well.

# REQUIRED COURSE MATERIAL

## Computer Requirements

To succeed in this remote course, you will need a computer/tablet, reliable internet, web camera, headphones, microphone, and video capabilities. Be sure to have an up-to-date browser, operating system, and some additional software on your computer to take this class. Check the [ITS Helpdesk Student Resources page](about:blank). Some documents in this course will be available to you in PDF. You will need to download and install [Adobe Acrobat Reader software](about:blank) on your computer.

## Textbook & Readings

This course will require a textbook. Our textbook will be completely free and available as a free PDF online. Here is the link to our textbook: <https://mymission.lamission.edu/userdata/casarera/docs/Small-Groups.pdf>

**Title:** Communicating in Small Groups (11th Ed)

**Authors:** Steven A. Beebe & John T. Masterson

## Additional Readings

Schreiber, L., “The Public Speaking Project” (2013). https://commons.libretexts.org/book/socialsci-8951

# COURSE POLICIES

## Late Work and Incomplete Grade Policy

All assignments are to be submitted on canvas according to their specific due date, most assignments are due by 11:59 p.m. but to ensure you stay on top of the deadlines they are explicitly detailed in our course schedule. Do NOT expect to be allowed to turn in assignments late for full credit. If you experience problems with Canvas, e-mail the assignment to me before class on the day that it is due to receive full credit for the assignment. You will not be allowed to make up in-class assignments unless you have a documented, excused absence.

If possible, you should notify your instructor in advance via email if you are going to have a documented excuse to be absent from our class. It is your responsibility to provide written documentation from a third party of your emergency or excused absence. Work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered personal emergencies. Because of time constraints in the class, there is no guarantee that you can make up oral presentations, even if you have a documented personal emergency.

## Classroom Respect

You are expected to be respectful toward the instructor and other members of the course and not engage in behaviors that show disrespect for or distract from others’ learning. This includes, but is not limited to, the following:  
(1) You should not be playing video games, online shopping, engaging social media or otherwise be distracted when in class.

(2)  You should come to each class on time, have your course materials organized, and be prepared to learn and to engage in classroom activities.  
(3) You should not interrupt another student’s speech. Be respectful in listening to your peers as they present their speeches. Do not be on your phones or laptops during another student’s presentation.

## Important Dates (FA22)

* August 8th - Start of Fall 2022 semester
* August 19th - Last day to drop a Fall 2022 full-term class for full refund
* August 26th - Last day to register for a Fall 2022 full-term class in person
* August 26th - Last day to drop a Fall 2022 full-term class in person to avoid a “W”
* September 5th - Labor Day Holiday (no classes held, campus closed)
* October 7th - Last Day to drop a full-term class (letter grades assigned after this date)
* November 11th - Veterans Day (no classes held, campus open)
* November 24th-25th - Thanksgiving holiday (no classes held, campus closed)
* December 5th-9th - Fall 2022 final exams week

## Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (ie: Braille, large print, electronic text, etc.) per the American With Disabilities Act or Section 504 of the Rehabilitation act please contact your instructor as soon as possible.

**CLASSROOM POLICIES**

• Your presence in class (both physically and mentally) is expected.  *It is your responsibility to get any missed notes or assignments*.

• COMM 8 is a lecture, discussion, and performance course; open participation in this learning environment requires that we all respect the right of students and the instructor to present diverse and controversial ideas.  Differences of viewpoint should be offered in a manner that promotes the free exchange of ideas and the development of mutual understanding.  Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.

• Behaviors that distract from the learning process will not be tolerated (cell phones and alerts should be turned off, tobacco is not to be used in the classroom, newspapers are not to be read during class, etc.).  Texting during class is not acceptable. Students will lose half of their participation points for the day if they are caught using their cell phones during class.

# COURSE COMMUNICATION

## Interaction with Instructor

I will make every effort to communicate frequently with students through announcements and postings within Canvas. Questions of a more personal nature can be sent via email [mc049@reedleycollege.edu](mailto:mc049@reedleycollege.edu). As a student, you should expect to receive assignment feedback within one week from submission, and responses to emails within 24 hours Monday-Friday during regular business hours, and 48 hours on weekends. Holidays and breaks may lead to delayed response time.

## Online Communication Guidelines

When emailing the instructor, students must use a specific format.

* In the subject line list the class, time, and campus. (For example: COMM 8, 12:45 PM, Reedley College.
* Include full name in the body of the email.
* Emails should definitely be more formal than electronic communication to friends:
* (i.e. “Hi Mrs. M., I hope your morning is going smoothly; interestingly enough mine is not. My car won’t start; therefore, I will not be in class today. I will call one of my classmates to clarify any in-class activities. Take care and have a lovely day! –Cheers! Student”)
* Check and use SCCCD email weekly; at times the instructor will post announcements (like assignment changes, extra credit opportunities, etc.) to Canvas, which will be emailed to SCCCD email addresses only.

## Course Assignments in Brief

* Introductory Speech: Upon being settled into groups, students will be grouped into dyads (groups of two) and given the assignment of getting to know their partner. You will be tasked to interview your partner and then introduce them to the class through a formal presentation. The dyads will then outline and deliver a speech about each other. Students are encouraged to be creative in their presentations. This speech will be 4-8 *minutes* long.
* Informative Speech: In this speech, students will develop a panel discussion in which the group will inform the class about a serious problem facing our local community. The presentation will be formatted similarly to a panel addressing the concerns for our community. The problem may also exist in other communities (i.e. air pollution, school violence, and LGBTQ youth) but each speaker must support their cause through sufficient citations of research that focuses in on the locality of the problem. An interesting introduction and conclusion should be part of the presentation and audio-visual materials (i.e. PowerPoint, videos, charts etc.) should be used. Students will be evaluated on their use of strong speech delivery skills including appropriate use of language, engaging vocal variety and animation, energetic and enthusiastic gestures, and strong eye contact. This presentation is worth 100 points. This speech will be 15-20 *minutes* long.
* Persuasive Speech: In this speech, groups will write a creative, well-rehearsed problem-solving discussion that will unveil several brainstormed solutions that the group believes will help solve the problem locally. Solutions may include ideas (found and supported through research) that are being used in other communities. The presentation should include an interesting introduction and conclusion. Students will be evaluated on their use of strong speech delivery skills including appropriate use of language, engaging vocal variety and animation, energetic and enthusiastic gestures, and strong eye contact. This presentation is worth 150 points. This speech will be 15-20 *minutes* long.
* Introduction Reflection Paper: Upon completion of working with your partner, each person will reflect on how their speech presentation. The reflection should include but is not limited to: ways to improve (your contribution to your dyad), how working with someone else is easier/harder than individual work, how you perceive working with multiple people in the upcoming semester etc. This paper must be less than a page long and is worth 25 points.
* Informative Reflection Paper: Each group member will hand in an individual paper discussing the use of ethos (credibility), pathos (emotion) and logos (logic) in their presentation strategies. The paper must be 1-2 pages long and is worth 50 points.
* Persuasive Reflection Paper: Each student will write a paper of 2-3 pages, describing the group communication patterns of his/her group, conflicts faced within the group and how they were able to manage them. Papers must include and refer back to concepts discussed and covered from the text. This paper is worth 75 points.
* Self-Reflection Paper: Being reflective and aware of your work is vital to growth. Vague goals equal vague outcomes; specific goals equal specific outcomes. Therefore, after completing your speech, you will write a 4-page reflection paper using concepts learned in class. This paper will be an overall reflection of your progress through the entire duration of the semester. This assignment encourages students to be reflective on their strengths and areas for improvement for the following speech. This paper is worth 75 points.
* Attendance & Participation: Participation and attendance are extremely important. All students start the semester out with the full amount of participation points and are expected to read material before class and to participate regularly. In addition, all students are allowed three free unexcused absences without a participation penalty. Any unexcused absence beyond the second, will result in a 10% deduction of participation points. Exceptions are documented excused absences and college-sponsored activities that can be verified (it is the student’s responsibility to inform me).
* Outlines: All outlines will be scored as a portion of the speech assignment. As a group, you are responsible to develop and write a fully developed outline. I suggest dividing the work up subjective to the section you’ve been assigned to. However, everything is graded as a group effort in terms of outlines.To assist students in preparing a solid outline a template will be provided through Canvas.

# GENERAL ASSIGNMENT GUIDELINES:

• Readings should be completed in their entirety by the first class for which they are assigned.

• There are no make-ups for speeches or exams that are missed without a university-excused absence. You must inform me in writing prior to missing class for religious holidays or university-sponsored activities, and excuses for illness or emergencies require appropriate written documentation within one week of the absence.

• Written assignments turned in late without an excused absence or a prior con will receive a reduction of one full letter grade (10%) for each calendar day past the original due date.

• Written assignments must be typed, double-spaced, 12pt font, in Microsoft Word format (.doc or .docx) or PDF format *(.pages will not be accepted!),* and have one-inch margins. The minimum page length on written assignments is a minimum; below the minimum, assignments will receive a corresponding deduction in credit (e.g., 375 words of a 500-word paper = original grade x 75%). Keep a copy of all of your work. I recommend that you email yourself a copy of your assignment, so that you will have proof that you completed the assignment on time in the event that a technological issue prevents me from receiving the assignment.

• Stylistic form and bibliographies are to be consistent with APA style manuals.  Please spell-check and proofread your work.

• You will submit all papers through Canvas. Canvas submissions will utilize Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing that you refuse to participate in the Turnitin.com process, in which case I will use other electronic means to verify the originality of your work.  In this case, you will be required to email me your paper, as well as turn in a physical copy with a written note attached indicating that you would not like your work submitted through Turnitin.com.

# GRADING POLICY

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Introduce A Classmate & Outline | 75 |
| Group Informative Speech & Outline | 100 |
| Group Persuasive Speech & Outline | 150 |
| Introduction Reflection Paper | 25 |
| Informative Reflection Paper | 50 |
| Persuasive Reflection Paper | 75 |
| Final Reflection Paper | 75 |
| Midterm | 50 |
| Final Exam | 50 |
| Class Activities | 150 |
| Participation & Attendance | 200 |
| **TOTAL** | **1000** |

Grading scale

o 1000—900 A

o 800—899 B

o 700—799 C

o 600—699 D

o 599—below F

## Grading Criteria

You can view your grades using the GRADES button in the Canvas course navigation. Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, wait 24 hours after receiving the grade and then email me. Please note you must receive a final grade of C- or better to pass this General Education Course.

To help understand how to read and access your grades on Canvas, follow this link: <https://community.canvaslms.com/docs/DOC-16532-4212829286>

# COURSE SCHEDULE of READINGS & ASSIGNMENTS

MONDAY/WEDNESDAY

The schedule breaks down which topics will be covered and the chapter that correlates to that topic. The schedule indicates the chapters that are due according to the topic

***\*This schedule is also subject to change to fit the needs of both the instructor and students.\****

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Day** | **Topic(s)** | **Reading & Assignments** |
| WEEK 1 | MON  8/8 | Introduction to the course  Review of Syllabus  Speed Meeting Activity | * Syllabus |
|  | WED  8/10 | Best and Worst Group Ever Q&A/Discussion  Meet & Develop Groups  Group Icebreaker Activities | * Syllabus |
| WEEK 2 | MON  8/15 | Group Principles and Practices | * Chapter 1 |
|  | WED  8/17 | First Presentation Prep/Workshop  Assign Introduction Presentations (Partners) | * **Speech Outline due 8/21 due on Canvas at 11:59 PM!** |
| WEEK 3 | MON  8/22 | **Introduction Presentations** |  |
|  | WED  8/24 | **Introduction Presentations** | * **Introduction Reflection due 8/28 due on Canvas at 11:59 PM!** |
| WEEK 4 | MON  8/29 | Understanding Small Group Communication Theory | * Chapter 2 |
|  | WED  8/31 | Facilitating Group Development | * Chapter 3 |
| WEEK 5 | MON  9/5 | **LABOR DAY – NO CLASS** |  |
|  | WED  9/7 | Team Building – Parks and Recreation | * **Parks and Rec Worksheet due on Canvas at 11:59 PM!** |
| WEEK 6 | MON  9/12 | Preparing to Collaborate  *To the Moon Activity* | * Chapter 4 |
|  | WED  9/14 | Informative Speech  APA Workshop\* | * The Public Speaking Project – Chapter 15 |
| WEEK 7 | MON  9/19 | Relating to Others in Groups | * Chapter 5 |
|  | WED  9/21 | Informative Problem Presentation Workshop | * **Speech Outline due 9/25 due on Canvas at 11:59 PM!** |
| WEEK 8 | MON  9/26 | **Informative Problem Presentations** |  |
|  | WED  9/28 | **Informative Problem Presentations** | * **Informative Reflection Paper Due 11/2** **on Canvas at 11:59 PM!** |
| WEEK 9 | MON  10/3 | Improving Group Climate | * Chapter 6 |
|  | WED  10/5 | TBA |  |
| WEEK 10 | MON  10/10 | Midterm Exam Review |  |
|  | WED  10/12 | **MIDTERM EXAM** | * **Midterm Exam due on Canvas by 11:59 PM!** |
| WEEK 11 | MON  10/17 | Enhancing Communication Skills in Groups | * Chapter 7 |
|  | WED  10/19 | Managing Conflict | * Chapter 8 |
| WEEK 12 | MON  10/24 | Leading Groups | * Chapter 9 |
|  | WED  10/26 | Making Decisions and Solving Problems | * Chapter 10 |
| WEEK 13 | MON  10/31 | Using Problem Solving Techniques | * Chapter 11 |
|  | WED  11/2 | Enhancing Creativity in Groups and Teams | * Chapter 12 |
| WEEK 14 | MON  11/7 | Persuasive Speaking | * The Public Speaking Project – Chapter 16 |
| WEEK 15 | WED  11/9 | Persuasive Solution Presentation Workshop Day | * **Speech Outline due 11/13 on Canvas at 11:59 PM!** |
| WEEK 16 | MON  11/14 | **Problem Solving Presentations** |  |
|  | WED  11/16 | **Problem Solving Presentations** |  |
| WEEK 17 | MON  11/21 | **Problem Solving Presentations** | * **Persuasive Reflection due 11/27 on Canvas at 11:59 PM!** |
|  | WED  11/23 | Film - TBA |  |
| WEEK 18 | MON  11/28 | Film – TBA   * Discussion | * **Discussion worksheet due on Canvas at 11:59 PM!** |
|  | WED  11/30 | Final Exam Review |  |
| WEEK 19 | MON  12/5 | **FINALS WEEK – NO CLASS** |  |
|  | WED  12/7 | **FINAL EXAMS!** | * **Final Exam due on Canvas by 11:59 PM!** * **Final Self-Reflection Paper due on Canvas by 11:59 PM!** |