

***Spring 2023***

***Communication 8 – Group Communication***

**(#51477) Asynchronous Online**

**Instructor:** Helen Chavez, M.A.

**Email Address:** Through Canvas Only

**Cell Number:** 559-702-6346

**Final Drop Date**: 03/10/2023 (F)

**OER TEXTBOOK: an-introduction-to-group-communication (1).pdf**

**(You will find the pdf in Canvas)**

Software Requirements:

* PC: Windows 11 or later.
* Mac: macOS 12.4 or later.
* Browser: The latest version of Google Chrome or Mozilla Firefox are preferred. Microsoft Edge and Safari are also compatible.
* [Adobe Acrobat Reader](https://get.adobe.com/reader/).
* Microsoft Office (Word and PowerPoint)

***COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES***

***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. ADVISORIES: English 1A or 1AH. (A, CSU-GE, UC, I) (C-ID COMM 140)

***Student Learning Outcomes*:**

1. Construct and deliver dynamic, competent, and ethical presentations adapted to the purpose and the audience.

2. Explain the principles of human communication by critically evaluating public speeches through constructive critique and self-analysis.

3. Identify and apply effective communication strategies grounded in group theories.

4. Utilize organizational patterns and research materials that incorporate sufficient, credible, and relevant evidence.

*Student Learning Outcomes are statements about what the discipline faculty hope you will be able to do at the end of the course.  This is NOT a guarantee: the ultimate responsibility for whether you will be able to do these things lies with you, the student.  In addition, the assessment of Student Learning Outcomes is done by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.*

***COURSE REQUIREMENTS***

**Computer Access:**

You will be spending considerable time researching, collecting sound evidence, and communicating with your group members. You need to have access to a computer. You should also have a basic knowledge of Word and PowerPoint.

**Canvas:**

I use Announcements in Canvas to remind you about due dates and other important matters. Also, you will be able to find the course syllabus, course schedule, course documents, inbox/email and more. Please become familiar with Canvas as soon as possible.

**Zoom & Presentations**

Camera must be turned on when presenting. Without a camera, you will not be able to earn full delivery points. The teacher must be able to see you and hear you.

Scheduling will be on a first-come, first-served basis only. The schedule with dates and times will be sent as an Announcement in Canvas.

Two of the presentations will be recorded and uploaded in Canvas by the group. If you are unsure on how to record and upload a video recording, there are tutorial videos on YouTube. Search YouTube by using the search bar in their website or app.

***COURSE POLICIES***

**Syllabus Statement:**

If supports like extended testing time in an alternate location, audio books or note-taking assistance would be helpful to you, please contact Disabled Student Programs & Services (DSP&S) for an “interest” appointment. I believe the DSP&S staff will determine if you may have a qualifying condition. The DSP&S is located in the DSP&S Building on the Reedley College campus and can be reached by telephone at (559) 494-3032 or by TTY at (559) 638-0382.

**Accessibility Statement:**

This course is designed to maximize accessibility to the curriculum, assignments, and content. If any part of the class is not accessible to you (easy to use, obtain, or retrieve), please inform the instructor to discuss possible solutions and/or alternatives.​

**Changes to the Syllabus:**

The instructor reserves the right to make changes to the syllabus and the course schedule throughout the semester. Any changes made to the course syllabus or schedule will be done in the best interest for students. I will do my part and communicated changes, but it is also your responsibility to make sure you are informed about any changes that occur.

**Contact Policy:**

Student emails (use the inbox in Canvas and not the “reedleycollege.edu” inbox) are answered as soon as possible. I will respond to text messages everyday including nights, early mornings and weekends. I am happy to answer questions and give feedback as needed. Please let me know who you are and the class and the college you attend (I teach and work at other locations).

**Drop Date:**

Be advised that after the drop date you will be issued a letter grade “A” through “F” if you are still enrolled in class. It is *your responsibility to drop*. However, I might drop you from the course if you do not type “here” in Attendance for the first four weeks of class (see page 2, **Attendance)** and if you have not been actively using the course shell in Canvas.

**Group Responsibility:**

It is essential that each group member take their responsibility seriously. Everyone needs to be aware a student cannot pass this class without a group. It is imperative that each group has rules, everyone in the group follows those rules and that you do your share of the work in order to avoid losing a group. Members of the group may remove unproductive, uncooperative members with proper documentation and with permission from the instructor.

The instructor also reserves the right to disband groups and place responsible members in the other groups or create new groups. I do not need a group’s permission. This action can be done at any time including right before a presentation. In addition, the instructor reserves the right to adjust responsible members’ presentation points. For example, the group may earn 90/100 points but a person or persons in the group may earn additional points; not everyone in the group may end up earning the same points on the same group assignment.

**NOTE**

The number one rule is YOU MUST PRESENT WITH YOUR GROUP; otherwise, you are an absentee presenter. An absentee presenter will receive no points for the group presentation unless the group members who did present allow the absentee presenter to receive some points. Never all the points.

**Attendance:**

I will take attendance the first 4 weeks of school leading up to the college’s census. In the first four week’s Modules, you will find a Discussion Board titled “Attendance”. Please click on “Attendance, then click “reply” and type "here". After the census date, attendance will be based on the assignments submitted in Canvas.

**Makeups, Late Work, Extra Credit, etc.:**

Late work will always result in a deduction of points even as much as half of the assignment’s worth. No work will be accepted a week past the due date (this does not include group presentations; group presentations are due on the scheduled day/night).

**FYI:**

It is your responsibility to monitor your progress in this course and to know when assignments are due. I am capable of making mistakes, so you need to be aware of dates, times, grade points, etc. Let me know of any errors and problems that might arise, so keep a watchful eye on Canvas especially the grade center.

***COURSE ASSIGNMENTS and POINTS***

**Assignments** ***point value***

1. Informative Mini Group Presentations:
   1. Chapters 1-4 120
   2. Chapters 5-8 120
   3. Chapters 9-12 120
2. Class Notes:
   1. Chapters 1-4 50
   2. Chapters 5-8 50
   3. Chapters 9-12 50
3. Full Group Persuasive Presentation:
   1. The Problem & How to Solve It 150
4. Graded Discussion 100
5. Papers:
   1. Meet-N-Greet (Dance Card) 15
   2. The High, Low, and Buffalo of Working in Groups 25
6. Comprehensive Examination 100
7. Participation 100

*Total Points* *1000*

**Readings (Mandatory):**

You are responsible for reading all the chapters in the OER textbook provided for you in Canvas.

**Informative Mini Group Presentations (360pts):**

You along with others will inform and lecture on several chapters from the OER textbook. You can access the textbook in Canvas. Make sure to provide the instructor with a copy of the group outline the day/night of the presentation. Also, make sure to email the PowerPoint slides to the instructor by Canvas email

**Class Notes (150pts):**

You will be required to turn-in the notes you took during the *Mini Group Presentations*. You may scan your notes, but typed notes are encouraged. I just need to be able to read and understand your notes. Write clearly! Submit in Canvas.

**Full Group Persuasive Presentation (150pts)**

This last presentation is designed to strengthen students’ understanding of the process of working in groups. The main objective is to persuade the audience. First, answer the question “What is wrong with the world?” Second, explain and prove how to solve “What is wrong with the world”

Group Outline must be submitted to the instructor the day of the assigned presentation (dates/schedules will be announced in class and posted in Canvas). You mustgive the instructor the group outline before presenting; otherwise, points will be deducted. All members’ work must be included.

Reference Page is required. This presentation is to be properly researched. APA style format is preferred. If you do not submit a reference page, points will be deducted, and again, all members’ work must be included. Your name must be next to the source(s) you researched.

**Graded Discussion (100):**

Only for the last Full Group Persuasive Presentations, you will comment on each of the group videos. You will not comment on your own group’s presentation.

**Papers (40):**

F*irst*, you will fill out the Meet-N-Greet Dance Card by talking to each of your classmates and find out one thing about each person. *Second*, you will write a one-page paper reflecting on your working in groups experience.

**Comprehensive Examination (100):**

The quiz will cover all the chapters in the OER Textbook. There will be 50 multiple choice questions and each question will be worth two points. The quiz will be in Canvas and will be opened for 24 hours.

*Note:*

*If the quiz is reopened for you, points will be deducted from your score.*

**Participation (100):**

**Two one-hour zoom sessions for live speeches are required.  Meaning, when you and your group present, you must remain in Zoom to listen to the other groups or lose 50 points per time.**

**Final note from the instructor**

As your instructor, I am always happy to meet with you. Please feel free to meet with me if you are confused about any of the information covered in class or in the textbook. If you have questions regarding an upcoming assignment or presentation, I recommend you contact me before the last minute. I am here to help you in any way I can and my goal is for you to have a rewarding experience. Nonetheless, remember it is your responsibility as the student to:

1. Read and understand this syllabus, course schedule, and the course shell in Canvas.
2. Ask questions when confused and seek help from me.
3. Be responsible for your grade
4. Talk with me before it is too late

**GRADE DISTRIBUTION:**

I give numerical scores to all work you do. I do not give letter grades on any assignment. There are 1000 points possible for the semester. Your points are added at the end of the semester to determine your grade. I strictly adhere to the below *Grading Scale*; however, a ten (10) point adjustment might be made if it will raise the final grade to the next highest letter grade.

***Grade Scale***

**A=1000-900**

**B=899-800**

**C=799-700**

**D=699-600**

**F=599-0**

**Total Points: 1000**

**Tentative Online Schedule (Could Be Changed!)**

**Weekly, you are required to look over each *Week’s Module* until the end of the semester!!**

**All students are required to do two one hour Zoom sessions for live speeches: Days and times to be announced. Might even include weekends!**

* **Presentation Schedule dates and times will be announced in Canvas and are on a first come, first serve basis.**

Week One: JANUARY 09-13

* Introduction to the course (my recorded discussion)
* Introduction to Group Communication & Forming Groups (my recorded lecture)
* Forming Mini Groups

(Make sure to click on “People” in Canvas to *meet* your group members!)

* **Chapters 1-4 Prep Week**: Let me know if your group is using another form of communication; example, Google Chat. I encourage your group using “People” in Canvas

Week Two: JANUARY 16-20

**01/16 (M): Holiday-No Classes Held**

* **Chapters 1-4 Prep Week**: Did you let me know the form of communication your group is using; example, Google Chat, People in Canvas, etc.?

Week Three: JANUARY 23-27

**Live in Zoom**

**Mini Group Chapter Presentations 1-4**

Week Four: JANUARY 30-FEBRUARY 03

**Live in Zoom**

**Mini Group Chapter Presentations 1-4**

Week Five: FEBRUARY 06-10

* **Chapters 5-8 Prep Week**:

Week Six: FEBRUARY 13-17

**02/17 (F): Holiday-No Classes Held**

* **Chapters 5-8 Prep Week**:
* **Due 02/15 (W) by 11:59pm Class Notes: Chapters 1-4**

Week Seven: FEBRUARY 20-24

**02/20 (M): Holiday-No Classes Held**

**Due 02/21 (T) & 02/22 (W) by 11:59pm Mini Group Chapter Presentations 5-8**

**(Upload Recording in Canvas Yourselves)**

Week Eight: FEBRUARY 27-MARCH 03

**Due 02/27 (M) & 03/01 (W) by 11:59pm Mini Group Chapter Presentations 5-8**

**(Upload Recording in Canvas Yourselves)**

Week Nine: MARCH 06-10

* **Chapters 9-12 Prep Week**:

**03/10 (F): Last day to drop a full-term class**

**Letter grade assigned after this date**

Week Ten: MARCH 13-17

* **Chapters 9-12 Prep Week**:
* **Due 03/15 (W) by 11:59pm Class Notes: Chapters 5-8**

Week Eleven: MARCH 20-24

**Due 03/20 (M) & 03/22 (W) by 11:59pm Mini Group Chapter Presentations 9-12**

**(Upload Recording in Canvas Yourselves)**

Week Twelve: MARCH 27-31

**Due 03/27 (M) & 03/29 (W) by 11:59pm Mini Group Chapter Presentations 9-12**

**(Upload Recording in Canvas Yourselves)**

APRIL 03-07

**Spring Break-No Classes Held**

Week Thirteen: APRIL 10-14

* Full Group Persuasive Presentation: The Problem & How to Solve It (my recorded discussion)
* Forming Groups
* **Prep Week:**

Week Fourteen: APRIL 17-21

* **Prep Week:**
* **Due 04/19 (W) by 11:59pm Class Notes: Chapters 9-12**

Week Fifteen: APRIL 24-28

* **Prep Week:**

Week Sixteen: MAY 01-05

**Live in Zoom**

**Full Group Persuasive Presentation: The Problem & How to Solve It**

* Make sure to do the Graded Discussion in this Week’s Module

Week Seventeen: MAY 08-12

**Live in Zoom**

**Full Group Persuasive Presentation: The Problem & How to Solve It**

* Make sure to do the Graded Discussion in this Week’s Module

Week Eighteen: FINALS WEEK MAY 15-19

DUE 05/15 (M) by 11:59pm: Meet-N-Greet (Dance Card)

DUE 05/15 (M) by 11:59pm: Graded Discussion “The Problem & How to Solve It”

DUE 05/16 (T) at 8:00am: Comprehensive Examination (Closes 05/17 (W) at 8:00am)

DUE 05/18 (TH) by 11:59pm: The High, Low, and Buffalo of Working in Groups

GOODBYE AND ALL THE BEST ☺