**Reedley College**

**COMM 8 (53078)**

**Group Communication**

**SPRING 2023**

# COURSE INFORMATION

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| **Semester: SPRING 2024** | **Department of Communication**  **Reedley College** |
| **COURSE NAME: Group Communication** | **INSTRUCTOR: Miranda Chapman** |
| **COURSE TIME:**  **12:30-1:45 PM** | **INSTRUCTOR EMAIL:**  **Miranda.chapman@reedleycollege.edu** |
| **CLASS LOCATION: Social Science, 39 Lecture** |  |

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## 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:

Upon completion of this course, students will be able to:

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.

## Course Objectives:

Upon completion of this course, students will:

1. Identify roles individuals play in groups and understand how those roles relate to the group goals.

2. Utilize team-building strategies to strengthen group dynamics, leadership skills and reasoned decision making.

3. Analyze and employ effective conflict management strategies that will assist with problem solving

4. Identify barriers to listening and incorporate effective strategies.

5. Learn and apply key aspects of verbal and nonverbal communication to small group situations.

6. Learn how perceptions, values and culture can affect communication.

7. Incorporate goal setting, planning, decision making and implementation into group projects.

8. Develop skill in extemporaneous speaking for informative, and persuasive presentations. (may also include ceremonial presentations)

9. Utilize practical assignments and exercises that will reinforce theoretical group concepts.

10. Present a variety of speeches and will be expected to present for approximately 25 minutes each during the course of the semester

**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 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.

**Title:** An Introduction to Group Communication (2021)

**Authors:** LibreText

https://socialsci.libretexts.org/Bookshelves/Communication/Public\_Speaking/An\_Introduction\_to\_Group\_Communication

# 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.

## Drop Policy

You will be considered a No Show if you do not show up for class during the first week as well as if you do not complete week 1 activities and will be dropped from the course to make room for students on the waitlist. You will be considered a non-participant if you fail to complete all assignments in Modules 1 and 2 by week 2 and will be dropped from the course. If there are extenuating circumstances for non-participation, please contact me as soon as possible.

## 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 (SP24)

* January 8th - Start of SPRING 2023 semester
* January 15th - Martin Luther King, Jr. Day observed (no classes held, campus closed)
* January 19th - Last day to drop a Spring 2023 full-term class for a full refund
* January 26th - Last day to register for a Spring 2024 full-term class in person with add authorization.
* January 26th - Last day to drop a Spring 2023 full term class in person to avoid a “W”
* February 16th - Lincoln Day observance (no classes held, campus closed)
* February 19th - Washington Day observance (no classes held, campus closed)
* March 1st - Deadline to apply for graduation for Spring 2024 completion
* March 8th - Last day to drop a Spring 2023 full term class (letter grades assigned after this date)
* March 25th-29th – Spring recess
* May 17 - End of Spring 2024 semester/commencement

## 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. You may contact the DSPS office Monday’s through Friday’s 8AM to 5PM. The building is located on our campus at Reedley college, across from the student center.

Phone: (559) 494-3032

Fax: 800-624-1499

Address: Reedley College

Attn: DSP&S

995 N. Reed Ave

Reedley, CA 93654

More information on DSPS to view certain accommodations made for students and identify if should such adjustments be made: <https://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/dspands-eligibility-and-disability-verification.html>

**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 [miranda.chapman@reedleycollege.edu](mailto:miranda.chapman@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, 12:30 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 Professor Chapman., 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

* “Pick-Me” Speech: Our very first speech of the semester will essentially be your opportunity to market yourself to your classmates while also helping you to determine who you would like to work with the duration of the semester. In this 2-minute speech, students will introduce themselves and portray their qualities representative of a group member. Different qualities can include leadership, communication, experience with PowerPoint, etc. After seeing all your classmates present their “pick me” speech, you will be instructed to list your top choices for group members and as the instructor I will try to accommodate everyone’s choices to the best of my ability. **This speech will be about 2 *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 20-25 *minutes* long.**
* 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 25 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 50 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.
* Participation: Participation in class is 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. Exceptions are documented excused absences and college-sponsored activities that can be verified (it is the student’s responsibility to inform me).
* Class Activities: These will take place through the duration of the semester and will be facilitated in class exclusively. Some components may be turned in outside of class however it is important that students are present the day of an activity to expect to receive full credit. Our schedule will outline when and where these activities are located.
* Quizzes: Instead of a midterm or final exam, students will have three 100-point quizzes throughout the duration of the semester. Quizzes will only account for whatever material we as a class had gone over but there will be no overlap between each quiz. For example, you will not see content from chapter 1 all the way in quiz 3. Quizzes will be unlocked for three days total and will be completed online. Quiz dates are located in the syllabus as well as in Canvas. Reminders will be set in class.
* 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

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| **Assignment** | **Points** |
| “Pick Me” Speech | 50 |
| Group Informative Speech & Outline | 100 |
| Group Persuasive Speech & Outline | 150 |
| Group Evals | 50 |
| Informative Reflection Paper | 25 |
| Persuasive Reflection Paper | 50 |
| Final Self-Reflection Paper | 75 |
| Quiz 1 | 100 |
| Quiz 2 | 100 |
| Quiz 3 | 100 |
| Class Activities | 100 |
| Participation | 100 |
| **TOTAL** | **1000** |

Grading scale

o 900—1000 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

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.\****

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|  | **Day** | **Topic(s)** | **Reading & Assignments** |
| WEEK 1 | MON  1/08 | Introduction to the course  Review of Syllabus | * Syllabus |
|  | WED  1/10 | Best and Worst Group Ever Q&A/Discussion  Group Icebreaker Activities | * **Syllabus quiz due by SUNDAY (1/14) at 11:59 PM** |
| WEEK 2 | MON  1/15 | **MARTIN LUTHER KING JR. DAY – NO CLASS** | * Read Chapter 1 by Wednesday |
|  | WED  1/17 | Intro to Group Communication  ***Assign “Pick Me” speech\**** | * READ: Chapter 1, section 1-4 * ***Jan 19th last day to drop for full refund\*\**** |
| WEEK 3 | MON  1/22 | Presentation Workshop Day – “Pick Me” Speech |  |
|  | WED  1/24 | **“Pick Me” Presentations** | * **Submit group member selections in Canvas by 11:59 PM TONIGHT** * ***Jan 26th last day to drop in person without “W” on transcript\*\**** |
| WEEK 4 | MON  1/29 | Listening  Meet your groups – Icebreakers | * READ: Chapter 7 |
|  | WED  1/30 | Groupwork/Meetings/Virtual Groups/Social Media  ***Assign Informative Speech\**** | * READ: Chapter 1, section 5 |
| WEEK 5 | MON  2/5 | ***APA Workshop\*\*\**** |  |
|  | WED  2/7 | Group Development & Roles  Workshop in class | * READ: Chapter 2 |
| WEEK 6 | MON  2/12 | Group Development & Roles (cont.) | * READ: Chapter 3 |
|  | WED  2/14 | Workshop Day - Informative Speech  ***Quiz Review\*\**** | * **Quiz #1 due in Canvas by SUNDAY (2/19) at 11:59 PM** |
| WEEK 7 | MON  2/19 | **NO CLASS – WASHINGTON DAY** |  |
|  | WED  2/21 | **Informative Problem Presentations** | **Informative Speech Outlines due by TONIGHT 2/22 at 11:59 PM** |
| WEEK 8 | MON  2/26 | **Informative Problem Presentations** |  |
|  | WED  2/28 | **Informative Problem Presentations** | * **Informative Reflection Paper Due SUNDAY (3/3)** **on Canvas at 11:59 PM!** * **Peer Evals due in Canvas SUNEDAY (3/3) by 11:59 PM** * ***March 8th last day to drop with a “W,” letter grades assigned from here\*\**** |
| WEEK 9 | MON  3/4 | Verbal Communication | * READ: Chapter 6 |
|  | WED  3/6 | Nonverbal Communication | READ: Chapter 6 (cont.) |
| WEEK 10 | MON  3/11 | Team Building | * READ: Chapter 8 (cont.) |
|  | WED  3/13 | Leadership  ***Assign Persuasive Speech\**** | * READ: Chapter 8 |
| WEEK 11 | MON  3/18 | ***Quiz Review\*\**** | * **Quiz #2 due in Canvas by Wednesday (3/20) at 11:59 PM** |
|  | WED  3/20 | Group Workshop Day |  |
| WEEK 12 | MON-FRI  3/25-3/29 | **SPRING RECESS – NO CLASS** |  |
| WEEK 13 | MON  4/1 | Groups and Problem Solving | * READ: Chapter 11 |
|  | WED  4/3 | Groups and Meetings | * READ: Chapter 12 |
| WEEK 14 | MON  4/8 | To the Moon Activity |  |
|  | WED  4/10 | Persuasive Solution Presentation Workshop Day | * **Speech Outline due SUNDAY (4/14) on Canvas at 11:59 PM!** |
| WEEK 15 | MON  4/15 | Persuasive Solution Presentation Workshop Day  ***Assign Final Self-Reflection paper\*\**** |  |
|  | WED  4/17 | **Problem Solving Presentations** |  |
| WEEK 16 | MON  4/22 | **Problem Solving Presentations** |  |
|  | WED  4/24 | **Problem Solving Presentations** | * **Persuasive Reflection due SUNDAY (4/28) on Canvas at 11:59 PM!** |
| WEEK 17 | MON  4/29 | Conflict | * READ: Chapter 10 * **Peer Evals due in Canvas TONIGHT by 11:59 PM** |
|  | WED  5/1 | Film – “The Sandlot” | * **Sandlot Worksheet due IN CLASS** |
| WEEK 17 | MON  5/6 | Film – “The Sandlot” |  |
|  | WED  5/8 | QUIZ #3 REVIEW |  |
| WEEK 19 | MON-FRI  5/13-5/17 | **FINALS WEEK!** | * **Quiz #3 due on Canvas by Wednesday (5/15) 11:59 PM!** * **Final Self-Reflection Paper due on Canvas by MONDAY (5/15) 11:59 PM!** |