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| **Instructor:** Ms. Dana Duckering | **Office Hours:** Appointment only. |
| **Times:** Tuesdays/Thursdays 3:30-4:45pm | **Phone—(GoogleVoice):** (559) 797-1270 |
| **Location:** Social Science, Room 36 | **Email:** dana.duckering@fresnocitycollege.edu |

**Required Materials:**

* Staller, M., Thorson-Hevle, A., & Hirayama, B. (2014). *Small group work in the real*

*world: A practical approach*. Dubuque, IA: Kendall Hunt. **ISBN: 978-1-4652-6940-9**

* Access to a computer, printer, and Canvas
* (2) #882-E Scantrons

**Recommended Materials:**

* *Current* edition of either **APA** or MLA Style Guide or access to PurdueOwl (online)
* Useful note-taking system.
* Folder to keep all of your work in.

**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. This is a 3 unit class.

**Course Advisory**

There are no prerequisites for this course; however, it is highly recommended that you be eligible to take English 1A (already completed English 125) at the time you take this course. This course involves reading, analysis, and organization skills that may be a challenge for you if you are not eligible for this English level.

**Student Learning 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**
In the process of completing 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.

**\*\*Important Dates\*\***

**Adding/Dropping Deadlines:**

Aug 26: Last day to drop a full-term class for a full refund

Sept 2: Last day to add a full-term class **in person** with authorization code.

Sept 2: Last day to drop a full term class **in person** and avoid a “W” on your transcript

Sept 4 : Last day to drop a full-term class to avoid a “W” on WebAdvisor.

Sept 16: Last day to change a class to/from a Pass/No-Pass grading basis

Oct 14: Last day to drop a full term class **in person** (letter grades assigned after this date)

Dec 12-16: Final Exams Week

Dec 16: Fall Semester Ends

**Holidays:**

Monday, Sept 5: Labor Day (No Classes)

Friday, Nov 11: Veterans Day (No Classes)

Thursday/Friday, Nov 24-25: Thanksgiving Day Holiday (No Classes)

Dec 19-Jan 4: Winter Break—Campus Closed

**Exam Dates:**

Tuesday, October 4: Midterm Exam (in-class)

Thursday, December 15: Final Exam (in-class; **3-4:50pm**)

**\*Grading Scales**

 **Assignment Breakdown of Points**

|  |  |  |
| --- | --- | --- |
| **Graded Items** | **Points Possible** | **Your Score** |
| Group Rules | 50 |  |
| Introduction Speeches | 50 |  |
| Informative Speech [Problem] Individual 50Group 120Outline 30 | 200 |  |
|  |
|  |
| Persuasive Speech [Solution] Individual 70Group 140Outline 40 | 250 |  |
|  |
|  |
| Peer Evaluations (2 @ 25) | 50 |  |
|  |
| Reflection Papers (2 @ 50) | 100 |  |
|  |
| Midterm Exam | 100 |  |
| Final Exam | 100 |  |
| In-class Activities/Quizzes/Participation | 100 |  |
| **Total Points Possible** | **1000** |  |

The following numerical guidelines will be used in the assignment of final grades:

**\* Grading rubrics for speeches and essays will be posted on Canvas.**

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

599 or less = F

 **Course Requirements**

 **\* *Course Assignments:***

**Group Rules** At the beginning of the semester you will be assigned to a group. The groups will be generated by the instructor and consider things such as diversity and individuals availability. You will remain in the same group the whole semester. To help prevent negligent group members, each group will right up a set of rules that each group member will sign. The rules will then be used in cases of absent group members or non-participating group members

**Introductory Speech** Each student will present a 2-3 minute speech at the beginning of the semester about him/herself. The speech must incorporate the use of stories and be engaging. Though students will be presenting themselves to the class, it is important that the speech be organized and interesting.

**Informative Presentation [Problem]** Each group will be asked to present a **creative, interesting, well-rehearsed** panel discussion in which the group will inform the class about a serious **problem** facing our local community. The presentation will be formatted as a local “Talk Show” addressing the concerns for our community. The problem may also exist in other communities (i.e. air pollution, school violence, and undocumented workers) but each speaker *must include a significant amount of researched and cited information* that zeros in on the ***local aspects*** of the problem. An interesting introduction and conclusion should be part of the presentation and audio-visual materials should be used. **Individuals** 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.

**Panel speakers** should inform the class about:

1. The magnitude of the problem. (How large is it? How serious is it?)
2. The costs of the problem (What are the financial consequences of the problem? What are the human costs? What are the costs to the community?)
3. The populations which are most impacted by the problem (Does it impact certain groups in the community more than others? Tell us their stories.)
4. The reasons the problem exists. (Is the problem a result of human frailty or natural occurrences?)
5. What are the barriers to solving the problem? (Lack of revenue? Lack of will power? Lack of technology?)

**Persuasive Presentation [Solution]** In the second presentation, student groups will produce a creative, well-rehearsed problem-solving discussion that will unveil a number of brainstormed **solutions** that the group believes will help solve the problem locally. The “package of solutions” may include ideas (found through research) that are being used in other communities. The presentation should include an interesting introduction and conclusion. Again, **individuals** 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.

**Panel speakers** should inform the class about:

1. What is the basic idea behind the solution including the Pros/Cons?
2. Who and how will the solution be implemented?
3. How the solution will be financed?
4. Who will the solution serve?
5. How and why the solution will help alleviate the problem?

**Peer Evaluation** Each group member will be given an opportunity to provide anonymous feedback on the participation and contributions of their fellow group members. Peer evaluations will be completed for group members following both group presentations; I cannot stress enough the importance of completing these peer evaluations by the deadlines.

**Reflection Paper** Students will be required to write two, 2-3 page papers in which they discuss group aspects and applications that have been observed in their group work experience. Each paper should be Times New Roman, size 12-point font, and should have 1’ margins.

**Exams (Midterm & Final)** Students will be given a midterm and a final exam that will cover lecture material and material from the textbook. The test may include true-false, multiple-choice, matching, and short essay questions. Emphasis will be placed on assigned readings and material discussed in class. The purpose of each exam is to provide an opportunity for the students to demonstrate that they understand the theoretical concepts covered in the course.

**In-Class Activities/Quizzes/Participation Points** Throughout the semester there will be various in-class group activities and each activity is worth 5-10 points. Note: you must be present on these days to receive participation points. There will be no make-ups on in-class activities.

**Extra Credit** At the end of the semester, an extra credit speech opportunity will become available for those students who have submitted and attempted **all** assignments and who do not have excessive absences. Extra credit is not to take the place of other work.

\* Specific assignment guidelines and rubrics will be provided on Canvas.

***General Assignment Guidelines***

* Readings should be completed *in their entirety* by the first class for which they are assigned
* **Speeches:** This class fulfills the oral component for general education requirements. Therefore speeches are REQUIRED! I take this very seriously. Students who miss a speech will earn a 0 on the missed speech, and will deplete participation/peer evaluation points, which will make it near impossible to complete this course with a passing grade. **I do not allow any late speeches due the group element – they cannot be made up**. If the group is unable to present on the assigned date they will take a 0. Groups must go on without the absent member. After you complete your speech you are required to stay until class is dismissed. If you give your speech and leave, you will be receiving a 0 on the speech.
* **Outlines:** Outlines must be submitted to me by the last class period before the first date in which speeches start. This will provide groups time to actually practice/plan out speeches. **No one will be allowed to give their speech without giving the instructor their outline ON TIME**. So without an outline, that student will receive a 0 on their outline, speech, and reflection grade. Keep in mind this affects the individual AND it will also affect the group. Outline format will be taught in class. All outlines must be typed and in the proper format. Group outlines must contain outlines from each individual – students whose work is not included in the group outline will not be allowed to speak.
* There are absolutely **no make-ups** for group work. Additionally, make-up work for individual assignments (such as essays) is not accepted *without an* ***excused*** *absence.* The instructor must be informed **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. Make-up work is conducted at the convenience of the instructor and the class.
* All written assignments must be typed, double-spaced, single-sided, 12pt font, standard size, and stapled. **Your instructor reserves the right to refuse to accept papers that do not conform to this format.** The minimum page length on written assignments is *a minimum*; below the minimum, assignments will receive a corresponding deduction in credit (e.g., 1 page of a 2 page paper = original grade x 50% [1/2]). *Keep a copy of all of your work.*
* Stylistic form and bibliographies are to be consistent with MLA or APA style manuals. Spell-check and proofread your work.
* The class will be asked to submit all papers and speech outlines in hard copy *and* through Turnitin’s service. Turnitin will use student’s work for plagiarism detection and for no other purpose. You may indicate in writing that you refuse to participate in the Turnitin service, in which case the instructor may use other electronic means to verify the originality of your work. Notification of such withdrawal must be given to the instructor by the end of the first week of class. Turnitin Originality Reports will be available for student viewing.
* Study Expectations: It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class (6 hours per week outside of class lectures in this case). For free tutoring on campus, contact the Tutorial Center in the library building, Room LRC 111. You may visit their website (<http://www.reedleycollege.edu/index.aspx?page=269>), call (559) 638-0358, or e-mail the Tutorial Center Coordinator to gain additional information.

**Course Policies**

* **Classroom Deportment**: Each student is expected to respect the rights of the other students in the class and the instructor. The exploration of controversial ideas is an essential component of this class. Students who do not behave in a respectful manner will be asked to drop the class. When presentations are in progress students arriving late are to stay outside until the presentation is complete. Interrupting a presentation for any reason other than a severe emergency is inconsiderate and will not be tolerated.

 ***Attendance***

* Your presence in class (both physically and mentally) is expected. I will take attendance daily, so it is important to show up on time and be prepared to participate. I will drop anyone who misses the first day of class. **Also, students who miss any class period during the FIRST TWO weeks of school will automatically be dropped from the class**. If you miss **4** consecutive class periods after the census date, but before the final drop date, I will drop you. If you are still officially enrolled in the class after the final drop date at week 9, you will receive a grade in the course even if you quit attending.
* Each student is allowed to have 2 absences throughout the course (*after the first two weeks of class).* I will deduct 25 points for **EVERY** absence after 2 if it is not excused. These points will come from your participation points first. If your absences exceed the participation points, then I will deduct points from your reflection paper or peer evaluation points.
* In order for an absence to be excused, verifiable documentation must be given to the instructor within one week of the absence. Verifiable documentation could be something as a doctor’s note. Notes from parents or vacation plans are **unacceptable**. Students who participate in sports or clubs on campus must provide documentation prior to the absence.
* **Arriving late to class and leaving early is unacceptable and will result in a reduction of participation points.** **If a student comes into class after the instructor has already taken attendance, or leaves class before the instructor has dismissed everyone, then the student will be marked as tardy. Two tardies will be equal to one absence, four tardies will equal two absences, etc. These absences will count just like other absences and will go towards a grade reduction.** Classroom visitors will not be allowed except for those who have verifiable reasons (DSP&S aid, interpreter, etc.).
* **It is the student’s responsibility to keep track of their absences**. If you know in advance that you will be absent, please inform the instructor so that accommodations can be made for speeches prior to your absence. Also understand that notifying the instructor does not excuse the absence and any assignment due during that absence. Assignments MUST be made up prior to—not after the fact. Please be aware that I WILL enforce this policy and will not make exceptions! It is your responsibility to keep track of your absences and tardies. I will not give warnings.
* **It is your responsibility to keep track of your grade.** At any time during the semester you may check Canvas to see where you stand. If you are absent it is your responsibility to find out all announcements made during your absence. PLEASE do not approach the instructor and ask, “What did I miss?” Instead, make an effort to ask another student for missed assignments or announcements. In-class group activities CANNOT be made up. Missing class during any graded in-class activity will result in lower points. Again, please note that work schedules, lost keys, car trouble, parking trouble, or vacations are not excused absences. Also understand that **notifying the instructor does not excuse the absence**.

 ***Canvas (the “new” Blackboard”)***

* Canvas and email will be used to send out announcements to the class. Your grades will also be posted on Canvas. Please do not come up to me after class and ask “what is my grade” if you have not already checked.

***Courteous Behavior***

* COMM 8 is a lecture, discussion, and performance course, and 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 pagers should be turned off, tobacco is not to be used in the classroom, newspapers are not to be read during class, food and drinks are to be away, etc.). Students whom are texting during class will be given **one** warning to put their phones away. Failure to comply will result in students being asked to leave class.
* Out of politeness, students are also asked to serve as attentive audience members– therefore, you are asked not to read, sleep, do homework, or talk to your neighbor, while others are presenting. If you must leave class, please be discrete and try to leave between class presentations.

***Email Etiquette***

* When emailing me, please provide me with your full name, campus location, and class time in the subject line. Also, please include a body and a closing remark. Sometimes students send me emails without identifying who they are and the emails get put in my trashcan. I have up to at least 90 students in any given semester, so please identify who you are and what class you are enrolled in. When you email me, please use proper English and spelling. IMPORTANT NOTE: The average response time is between 24-48 hours, so do not wait until the last minute for assignment questions. Also, emails received after 5 pm on Friday may not be answered until Monday morning.

***Cheating and Plagiarism***

* Cheating and plagiarism is **never** acceptable and **will not be tolerated**. Students will receive a zero for the assignment which they cheated/plagiarized and further, more severe actions may take place, such as being dropped from the class. The following is from the Spring 2015 Community College Course Schedule (p. 218):

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

**Plagiarism is a specific form of cheating:** the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify contributors to work done in collaboration, submitting duplicated work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

* Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents. For more information, contact the Vice President of Student Services’ Office or the Vice President of Instruction’s Office.

***Disabled Students Program & Services (DSP&S)***

* If you have a disability that may require classroom or test accommodations, please contact Disabled Students Programs and Services (DSP&S) for verification **(559) 638-0332.** Then inform me of your approved accommodations. You will need to provide written documentation of your disability. If you think you have a learning disability but are not sure, DSP&S may also be able to assist you. All information will be kept confidential.

***Students’ Rights***

* So that students are fully aware of their rights and responsibilities they are encouraged to become familiar with the “Campus Policies” section of the Schedule of Courses. This material includes information regarding cheating and plagiarism, disruptive classroom behavior, and other instructional issues. Students with disabilities should identify themselves so that appropriate accommodations can be made.

***Tutorial Center***

* Since there are no prerequisites for this course, it is wise for students to visit our campus’ Tutorial Center if you feel that you are not a strong writer or would like additional guidance/help. The center offers three modes of tutoring—small group, one-on-one, and/or online. Scheduling a one-on-one appointment may be beneficial for you as writing tutors are able to help during every stage of the writing process. I highly encourage you to give them a call and make an appointment as soon as you receive any writing or speech prompts. The sooner you get help, the more time you will have to get feedback and make changes! **The Tutorial Center is located in the Library, Room LRC 111.**

**Please call (559) 638-0358** **or e-mail the** **Tutorial Center Coordinator** **to ask questions, schedule appointments, and learn about their hours of operation**.

***Changes to Syllabus***

* The instructor reserves the right to make changes to this syllabus and to the class calendar if extenuating circumstances arise. This right extends to assignments, evaluations, and all other aspects of the course. Denying that you have heard an oral assignment change or evaluation process change is not a basis for appealing the information contained in this syllabus.

**COMM. 8 – Fall 2016 Tentative Schedule**

The schedule may change at the discretion of the instructor.

*Note: Students should read the scheduled chapter* ***before*** *they come to class.*

**Date Day Topic Required Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| 8/16 | Tuesday | Course Introduction & Syllabus | 1. Print Syllabus 2. Buy Textbook |
| 8/18 | Thursday | Team Building Activity“What kind of leader are you?” |  |
| 8/23 | Tuesday | Communication Apprehension *Assign Introduction Speech* |  |
| 8/25 | Thursday | **Introduction Speeches** |  |
| 8/30 | Tuesday | **Introduction Speeches (cont.)** |  |
| 9/1 | Thursday | “Small Groups as the Heart of Society” | Chapter 1 |
| 9/6 | Tuesday | Team Building Activity/ “What **is** a group?” |  |
| 9/8 | Thursday | “Groups as Structured Open Systems”Information Sheets/Meet Your Group | Chapter 2 |
| 9/13 | Tuesday | “Managing Conflicts Productively”Problem Solving*Assign Group Rules* | Chapter 9 |
| 9/15 | Thursday | Team Building Activity*Assign Informative Presentation-“Problem”* |  |
| 9/20 | Tuesday | “Communication Principles for Group Members” | Chapter 3 |
| 9/22 | Thursday | Group Work Day | **Group Rules Due** |
| 9/27 | Tuesday | “Using **Verbal**/Nonverbal Messages in a Group” | Chapter 4 |
| 9/29 | Thursday | “Using Verbal/**Nonverbal** Messages in a Group” (cont.)/ Midterm Review Day | Chapter 4 |
| 10/4 | Tuesday | **Midterm: Ch. 1, 2, 3, 4 and 9** | **Bring 882-E scantron** |
| 10/6 | Thursday | “Becoming a Group” | Chapter 5 |
| 10/11 | Tuesday | “Becoming a Group” (cont.)Writing an Effective Outline—Preparing Introduction/Body/Conclusion | Chapter 5 |
| 10/13 | Thursday | “Working with Diversity in the Small Group” | Chapter 6 |
| 10/18 | Tuesday | “Working with Diversity in the…Group” (cont.) | Chapter 6 |
| 10/20 | Thursday | Group Work Day**\*Outlines due by 11:59pm to Turnitin tonight.** | \***Note:** if the outline is not turned in, the group does not present |
| 10/25 | Tuesday | **Informative Presentations** | **Peer Evaluations 1 Due** |
| 10/27 | Thursday | **Informative Presentations (cont. if needed)***Assign Reflection Paper #1* | **Peer Evaluations 1 Due** |
| 10/31 | Tuesday | “Creative and Critical Thinking in the Small Group” | Chapter 7 |
| 11/1 | Thursday | “Creative and Critical Thinking in the Small Group” (cont.)*Assign Persuasive Speech—“Solution”* | **Reflection Paper 1 Due**Chapter 7 |
| 11/3 | Tuesday | Team Building Activity  |  |
| 11/8 | Thursday | “Group Problem-Solving Procedures” | Chapter 8 |
| 11/15 | Tuesday | Research Day |  |
| 11/17 | Thursday | Final In-Class Group Meeting\***Outlines due by 11:59pm to Turnitin tonight.** | \***Note:** if the outline is not turned in, the group does not present |
| 11/22 | Tuesday | **Persuasive Speech Day** | **Peer Evaluations 2 Due** |
| 11/24 | Thursday | **NO CLASS: Thanksgiving Break** |  |
| 11/29 | Tuesday | **Persuasive Speech Day (cont.)** | **Peer Evaluations 2 Due** |
| 12/1 | Thursday | **Persuasive Speech Day (cont.)** | **Peer Evaluations 2 Due** |
| 12/6 | Tuesday | **Extra Credit: Ceremonial Speeches** | **Reflection Paper 2 Due** |
| 12/8 | Thursday | **Final Group and Exam Review** |  |
| 12/15 | Thursday | **Final Exam: Ch. 5, 6, 7, and 8****\*\*\* 3-4:50pm\*\*\* 🡨Different class time.** | **Bring 882-E scantron** |