

**Group Communication – COMM 8**

**Spring 2018 – Course #52765**

**3 units**

­­­­­

|  |  |
| --- | --- |
| **Instructor:** Elise Barba**Times:** TTH, 8 – 9:15**Location:** SOC 36 | **Email:** elise.barba@reedleycollege.edu**Preferred Method of Contact:** Canvas |
| **Office Hours:** by appointment |

**Required Textbook:** ISBN 978-1-5249-2365-5

Staller, M.L., Thorson-Hevle, A.D., & Hirayama, B.R. (2017) *Small group work in the real world: A practical approach.* (3rd ed.). Dubuque, IA: Kendall Hunt.

**Dates to Note:**

*January 19 (F):* Last day to drop a Spring 2018 full-term class for full refund

*January 26 (F):* Last day to register for a Spring 2018 full-term class in person

*January 26 (F):* Last day to drop a Spring 2018 full-term class in person to avoid a “W”

*January 28 (SU):* Last day to drop a Spring 2018 full-term class on WebAdvisor to avoid a “W”

*March 9 (F):* Last Day to drop a full-term class (letter grades assigned after this date)

**Course Description:**

# **Advisories/Prerequisites:**

Eligibility for English 1A or 1AH.

Knowledge of word processing and presentation programs

**Student Learning Outcomes (SLO):**

1. Identify and apply effective communication strategies within the context of group process.
2. Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience
3. Utilize research materials that incorporate sufficient, credible, and relevant evidence.
4. Choose appropriate organizational patterns.
5. Analyze the effectiveness of communication through constructive critique.

**Classroom Policies\*:**

Attendance:

* Students who miss the first week of class will automatically be dropped.
* You are allowed *four* unexcused absences without penalty. *Use them wisely.* For every additional absence, your final grade will be lowered by 5%.
* Every *two* tardies will be considered an absence.
* *It is your responsibility to get any missed notes or assignments*. It is also your responsibility to provide documentation of an excused absence – I will not ask.

Participation:

* COMM 8 is a lecture, discussion, and performance course, and your participation is expected and encouraged in all of these areas.
* Open participation requires respect and tolerance for the presentation of diverse ideas and experiences. Differences in viewpoints should be offered in a manner that promotes the free exchange of ideas and the development of mutual understanding.
* Readings should be completed *in their entirety* by the beginning of the class for which they are assigned (Reading quizzes comprise 10% of your overall grade!)

**IMPORTANT NOTE**: If it becomes apparent that students are consistently failing to complete assigned readings, students will be expected to turn in assigned chapter outlines at the beginning of each period in order to earn daily attendance points.

* **Electronics:** Behaviors that distract from the learning environment will not be tolerated, as such I invite you to unplug when you enter the classroom. Students that have phones out during class will be asked to leave.

Missed Assignments & Late Work:

* *NO LATE OR EMAILED PAPERS* will be accepted.
* *NO LATE QUIZZES* will be proctored.
* This class fulfills the oral component for the general education requirements. You CANNOT pass this class if you miss a speech.

Written Assignment Expectations:

* All written assignments must be typed, double-spaced, single-sided, 12-pt standard font, 1-inch margins, and *stapled*. This includes outlines.
* The minimum page length on written assignments is *a minimum* – you need to hit the BOTTOM of 1 page in order to meet the minimum requirements for a 1-2 page writing assignment. Anything shorter than 1 full page will receive a corresponding deduction in credit.
* *Spell-check and proofread your work.*

Group Responsibility:

* It is essential that each group member take his or her responsibility seriously. Each student must be aware that one cannot pass this class without a group; thus, it is imperative that each student follow the rules and do his/her share in order to earn a passing grade for the course.
* *In regards to group work and cohesion*: If it becomes apparent through Peer Reviews or group discussions with the instructor that all group members are not equally contributing to completion of group assignments, offending group members will be asked to meet privately with the instructor to discuss the issue. If the instructor becomes aware that the behavior is continuing, be informed that *the instructor reserves the right to evaluate and score the offending student independent of their group.*

Email/Canvas Etiquette:

* You will be expected to check your Canvas inbox and school email daily for announcements and as the main source of outside communication from your instructor. Please use the following template when emailing me:

Dear Ms. Barba,

Greeting, identification of who you are, statement of specific question

Sincerely,

Student name

**IMPORTANT NOTE**: The average response time for email 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.

University Policies:

**Student 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.

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

**Changes to Syllabus:** As the semester progresses, there may be changes or alterations to the schedule and class 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. Announcements will be posted or said aloud in class if need be; it is your responsibility to keep up with the class changes. I strongly recommend exchanging phone numbers and/or emails with at least two people in class.

**Plagiarism**: Plagiarism and cheating will not be tolerated in this class. Any student found to plagiarize, fabricate or otherwise submit dishonest work will automatically receive an F for the

assignment. This policy will apply regardless of the magnitude of the offense (i.e., how much

is plagiarized or fabricated) or the studentʼs intent (i.e., whether the offense is deliberate or a

mistake). I pursue any hint of plagiarism or fabrication that I detect in your work. If you are not

sure about something you are using in your writing/speech, or whether/how to attribute

information, always ask before proceeding.

“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 the contributors to work done in collaboration, submitting duplicate 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.”

Course Outline:

**Assignments:**

Introductory Speech: 5% of overall grade. Each student will present a 2-3 minute speech at the beginning of the semester about a classmate. Speeches will be timed and scored accordingly, so make sure to construct a rough outline ahead of time – this is not an impromptu speech! (Objectives 1-6)

Informative Presentation: 15% of overall grade, accompanying outline: 5%. Student groups must present a creative, interesting, well-rehearsed informative presentation in which the group will inform the class about an issue, practice, or event affecting the world, nation, region, or community. An interesting introduction and conclusion are essential parts of the presentation. Visual / audio-visual materials should be used to enhance information and interest. 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, strong eye contact, and professionalism. These presentations should run 30-35 minutes. An informative presentation guideline sheet is posted on Blackboard. (Objectives 1-6)

Problem-Solving Presentation: 20% of overall grade, accompanying outline: 5%. Groups will produce a creative, well-rehearsed problem-solving presentation on a problem or issue in the community that will share a few solutions that the group believes will help solve the problem locally. The presentation should include details as to how each solution will be implemented, who will implement it, who the solution will serve, how the solution will be financed (if applicable) and how and why the solution will help alleviate the problem. The presentation may include ideas (cited appropriately) 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 presentation skills. This presentation should run 40-45 minutes.

A problem-solving presentation guideline sheet is posted on Blackboard. (Objectives 1-6)

Group Chapter Lesson: 10% of overall grade. Students will be placed in small teaching groups to creatively and engagingly teach the class about one of the chapters in the textbook in a 45 minute presentation. These presentations should include a lecture/discussion component with a visual aid, and a class activity.

Peer Evaluation: 10% of overall grade. Each group member will be given an opportunity to provide 1-2 double-spaced pages of anonymous feedback on the participation and contributions of their fellow group members, accompanied by the provided score sheet, available on Blackboard. Peer evaluations will be completed for group members following both group presentations. (Objectives 5, 6)

Reading Quizzes: 10% of overall grade. In order to ensure students are completing and understanding course readings, ten scheduled quizzes will be given throughout the course of the semester.

Midterm Exam: 10% of total grade. This exam that will consist of objective questions on material from lectures, readings, and class discussions covered during the first half of the course; *material from required readings will be included whether or not discussed in class*. An 882-E Scantron is required.

Final Exam: 10% of total grade. This exam that will consist of objective questions on material from lectures, readings, and class discussions covered during the second half of the course; *material from required readings will be included whether or not discussed in class*. An 882-E Scantron is required.

**Course Grade Distribution:**

|  |
| --- |
| **\*Changes to Syllabus:** |
| The instructor reserves the right to make changes to this syllabus and to the class calendar in the event of extenuating circumstances. Denying that you heard an assignment change or evaluation process change is not a basis for appealing the information containedin this syllabus. |

Introductory Speech 5%

Informative Presentation 15%

Problem Solving Presentation 20%

Group Chapter Lesson 10%

Outlines 10%

Peer Evaluations 10%

Reading Quizzes 10%

Midterm Exam 10%

Final Exam 10%

**Tentative Course Schedule\*:**

Date Topic Due/Reading Assigned

|  |  |  |  |
| --- | --- | --- | --- |
| 1/9 | Tuesday | 1. Welcome to COMM 8!2. Interviews with Classmates |  |
| 1/11 | Thursday | 1. Overview of Syllabus/Course2. *Introductory Speeches* | **Self Introduction Speeches** |
| 1/16 | Tuesday | 1. Introduction to Small Groups 2. *Reading Quiz 1* | **Chapter 1** |
| 1/18 | Thursday | 1. Introduction to Small Groups (cont’d)2. Communication Apprehension |  |
| 1/23 | Tuesday  | 1. Getting a Productive Start 2. *Reading Quiz 2*3. Informative/PS Groups Assigned | **Chapter 2** |
| 1/25 | Thursday | 1. Getting a Productive Start (cont’d)2. *Assigned:* Informative Presentation |  |
| 1/30 | Tuesday | 1. Small Group Presentations2. *Reading Quiz 3* | **Chapter 9** |
| 2/1 | Thursday | 1. Using Technology Effectively2. *Reading Quiz 4*3. *Assigned:* Teaching Groups | **Chapter 10** |
| 2/6 | Tuesday | 1. *Assigned:* Teaching Chapters 2. Teaching Group Work Day |  |
| 2/8 | Thursday | 1. Outlining Workshop2. Final Informative Presentation Work Day |  |
| 2/13 | Tuesday  | *Informative Presentations (2 per day)* | **Outlines due on assigned day** |
| 2/15 | Thursday | *Informative Presentations*  |  |
| 2/20 | Tuesday | *Informative Presentations*  |  |
| 2/22 | Thursday | 1. Small Group Theories2. *Reading Quiz 5* | **Chapter 4** |
| 2/27 | Tuesday | 1. *Assigned:* Problem Solving Presentation2. *Group Chapter Lesson* (Chapter 4) |  |
| 3/1 | Thursday | “Pleasantville” as conformity/nonconformity | **Peer Evaluations due** |
| 3/6 | Tuesday  | 1. *Group Chapter Lesson* (Chapter 5)2. Group Work | **Chapter 5** |
| 3/8 | Thursday | 1. Small Group Formation/Development2. *Reading Quiz 6* |  |
| 3/13 | Tuesday | **MIDTERM EXAM** | **882-E Scantron** |
| 3/15 | Thursday | Group Cohesion Activity: Scavenger Hunt |  |
| 3/20 | Tuesday | Scavenger Hunt Slideshows/Debriefing | **Scavenger Hunt Slides** |
| 3/22 | Thursday | Final PS Presentation Work Day |  |
| 3/26-3/29 | Monday-Friday | **SPRING BREAK** |  |
| 4/3 | Tuesday  | *Problem Solving Presentations (2 per day)* | **Outlines due on assigned day** |
| 4/5 | Thursday | *Problem Solving Presentations*  |  |
| 4/10 | Tuesday | *Problem Solving Presentations* |  |
| 4/12 | Thursday | 1. Small Group Communication and Climate2. *Reading Quiz 7* | **Chapter 6** |
| 4/17 | Tuesday | *Group Chapter Lesson* (Chapter 6) | **Peer Evaluations due** |
| 4/19 | Thursday | 1. Group Leadership and Roles2. *Reading Quiz 8* | **Chapter 7** |
| 4/25 | Tuesday | *Group Chapter Lesson* (Chapter 7) |  |
| 4/27 | Thursday | 1. Power & Conflict2. *Reading Quiz 9*3. “Conflict Resolution” | **Chapter 3** |
| 5/1 | Tuesday | *Group Chapter Lesson* (Chapter 3) |  |
| 5/3 | Thursday | 1. Making Decisions and Problem Solving2. *Reading Quiz 10*3. “Lost on the Moon” | **Chapter 8** |
| 5/8 | Tuesday | *Group Chapter Lesson* (Chapter 8) |  |
| 5/10 | Thursday | FINAL EXAM REVIEW |  |
| 5/15 | Tuesday | **FINAL EXAM @ 8:00 AM – 9:50 AM** | **Bring an 882-E Scantron** |