

***Communication 8 – Small Group Communication – Spring 2020***

**(55849) MW 12:30-1:45 SOC39**

**INSTRUCTOR: Jennifer Peters**

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**Last Drop Days:** w/Refund: 1/24 w/o a W: 1/31 (in person) or 2/2 (online) Final drop date: 3/13



**Required Materials:**

Rothwell, Dan J. (2019) In Mixed Company. 10TH Edition. New York, NY: Oxford University Press.

ISBN: 978-0-19-091990-0

ISBN: 9781319102784

**1) TEXT**

**2) 882 Scantron (1)**

**3) Notecards**

***COURSE DESCRIPTION, OUTCOMES, AND OBJECTIVES*:**

**Course Description**

Group communication is a course that introduces students to how communication can be used as a vehicle for solving problems and making decisions. Students will study and practice theories, behaviors and the process of group interaction. As a result of taking this course students will develop skill in the use of communication in small group contexts. Specifically, students will enhance their competency in the production and management of communication behavior in task oriented groups. Additionally, students will enhance their ability to construct and deliver informative and persuasive public presentations. Students will develop a conceptual understanding of small group principles and concepts and putting this knowledge into action through a variety of experiential activities. 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.

**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/deliver dynamic, competent and ethical presentations adapted to the purpose and the audience.

 3. utilize organizational patterns and research materials that incorporate sufficient, credible, relevant evidence.

 4. explain the principles of human communication by critically evaluating public speeches through constructive

 critique and self-analysis.

**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, 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.

***COURSE REQUIREMENTS:***

 **Attendance: is required.** Attendance is crucial in a communication course. Not only does attendance count toward your participation grade, it also shows respect for other speakers and has been proven to increase your overall course grades. Roll will be taken at the start of each class. Absences will be excused for verified school events or documented illness only. If you are a member of a team or club on campus that will take you away from class, you must make arrangements with me prior to your absence. If you are ill, verification must be submitted within one class period of the absence. Absences for doctor’s appointments, work schedules, vacations, etc. will not be excused. Please plan in advance. It is *your* responsibility to notify me by email if you will be absent and to make arrangements to get notes from a classmate and/or turn in the days assignments. A grade of “0” will be assigned if you miss a speech or exam without an acceptable excuse (which may lead to you failing the class-see “Speeches” section).

Knowing that sometimes “life happens,” you will receive one free absence. Each unexcused absence after that will result in a reduction of 15 participation points. More than four days of unexcused absences may result in you being dropped from the course.

**Participation**: In addition to attending class, you are expected to actively participate in all classroom activities and group discussions. Class participation is essential in a course of this nature where we work in groups, pairs, etc. You are expected to listen to both the instructor and your fellow classmates. You will also be asked to give peer evaluations on speech days; both oral and written. therefore, **plan on arriving to class on time and remaining until class is dismissed**. If you arrive late or leave early, you will have participation points deducted for the day. If you arrive late or leave early on a day an assignment is due, you will receive a 0 for that assignment. If you must regularly leave early or arrive late, you should enroll in another section.

Disruptive and rude behavior will not be tolerated. **Please silence all phones for the class period and leave in your bag** unless otherwise directed. Earphones/ear buds should also be removed before class. When you are in the classroom, you are here to learn principles of Small Group Communication. **When someone is speaking, your desk must be cleared of all other materials**; including homework, laptops, etc. Students may not take pictures of slides or record (audio or video) in this class except in accordance with ADA accommodations or as permitted by the instructor.

**Computer Access:** Since you will be spending considerable time researching and collecting sound evidence, you **must** have access to a computer (either in the RC library or at home). You should also have a basic knowledge of Word and Power Point.

**Canvas:** You will use Canvas to access the course syllabus, complete course assignments/quizzes, ask questions and much more. It would be wise to become familiar with Canvas early on in this class. ***It is your responsibility to check Canvas for announcements, schedule changes, grades, instructor absences, etc.*** To log in, go to http://www.reedleycollege.edu and click on the "instructions for using Canvas link." Please note that percentages on Canvas don’t accurately reflect course grades. I calculate scores based on total points.

**COURSE POLICIES:**

**Cheating and Plagiarism**: Cheating and Plagiarism will not be tolerated in this class. Any act of cheating or plagiarism, whether large or small, will be treated the same. Students who are caught cheating or plagiarizing will receive an “F” on the assignment in question and will be reported to the dean.

**Changes to the Syllabus**: the instructor reserves the right to make changes to the syllabus throughout the course of the semester. Any changes made to the course syllabus will be done in the best interest of the students. Changes may be announced verbally or online. It is your responsibility to make sure you are informed about any changes that occur.

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

**COURSE ASSIGNMENTS:**

**Introduction Speech-Me In A Bag**: You will introduce yourself to the class in a fun way. there are NO Make-Ups. Further details will be given in class.

**Readings**: You will be responsible for all of the readings assigned from the text. Weekly reading assignments are posted on the class calendar and **should be read before class**.

**Speeches**: This class fulfills the oral component for general education requirements. therefore, four speeches are REQUIRED! Students who miss a speech will deplete all participation points and will earn a 0 on the missed speech, which will cause the student to only be able to earn a D in the course overall. **I do not allow any late speeches due to the Group element – they cannot be made up**. Groups must go on without the absent member. Mathematically students who miss a speech would have a difficult time passing this course. If you are more than 15 minutes late on the day you are scheduled to speak you will not be allowed to give your speech. **The door will be locked when speeches begin in order to avoid interruption.** After you complete your speech you are required to stay until class is dismissed. If you give your speech and leave, you will receive a 0 on the speech. Keep this in mind and do all four of the graded speeches.

**Group Responsibility**: It is essential that each group member take his or her responsibility seriously. Groups will create rules early on and group members will have the right to remove another group member for not adhering to the rules. Problems must be documented and both the group member and instructor must be informed of the problem. Procedures will be discussed in class as to how a group member can be “voted off the island” – everyone needs to be aware that a student cannot pass this class without a group. It is imperative that you follow the rules and do your share in order to avoid losing your group. Any group member who does not have their work completed when an assignment is due will be dismissed from the group by the instructor.

Due to the nature of this course your work is due “to the instructor” on the due dates not to each other. If your group has to assemble the work prior to submitting, then the group will have to set due dates PRIOR to the instructor due dates. When outlines and reference pages are due – they are due at the beginning of class or the entire group may receive a zero on the assignment.

**Outlines/References:** Outlines must be submitted to me before the assigned speech date (dates are on the schedule). **No one will be allowed to give their speech without giving me their group outline** ON TIME. 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.

Outlines must include references in APA style format. If you do not have references with your outline you will NOT give a speech. Speeches must have credible sources cited orally as well as listed on the outline.

**Quizzes**: There will be three 50 point quizzes and a final exam. **Quizzes will be completed online**. For the final, you will need a scantron 882-E. Quizzes and exams will include, but not be limited to, multiple choice, true/false, and matching questions.

**Reflection Papers:** You will comment on your strengths, weaknesses and plan for future improvement. Papers must be submitted on Canvas. I will not accept emailed papers. Plan ahead and be responsible for your work.

**Extra Credit**: There may be opportunities for extra credit assignments. This is your opportunity to make up any missed work. Further details will be discussed in class. Remember, extra credit means “extra effort, extra work, and extra care.” ***Late assignments will not be accepted for any reason. Additionally, if you have more than a week of unexcused absences, you will not be eligible for extra credit.***

**Final note from the Instructor**

As your instructor, I am always happy to meet with you. If you have questions regarding an upcoming assignment or presentation, I recommend you read the syllabus/calendar first. If you still have a question, contact me by email and before the day the assignment is due so you have time to complete the work. I am here to help you in any way I can and my goal is for you to have a rewarding experience in Communication 1.

This syllabus serves as a contract between you and I. By reading and discussing this syllabus, you agree to knowing what it contains and abiding by my student “ABCs”:

1. **A-Ask questions** about assignments or policies early on.
2. **B-Be responsible** for your grades, for knowing The syllabus, for attendance, etc.
3. **C-Come to class** every day and on time.

**GRADE TRACKING SHEET**

I have provided you with this sheet so you can keep track of your grades as the semester progresses. By recording your grades on this sheet, you will always know what grade you are currently achieving. To figure out your grade, add up the total points possible at any given time and then multiply that number by 90%, 80%, 70%, and so on. then add up your actual points and see where you fall on the grading scale. For example, if by mid semester there are 50 points possible, 90% (A) would be 45-50; 80% (B) would be 40-44;etc. If you had 42 points, you would be in the “B” range.

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Possible** | **Your Score** |
| Introduction Speech-MIB | 25 |  |
| **SA** Group Puzzle Speech  | 100 (50 individual / 50 group) |  |
| …Outline/References  | 20 (one per group) |  |
| …Peer Evaluation | 10 |  |
| …Reflection Paper | 20 |  |
| **SA** Informative Speech | 150 (50 individual / 100 group) |  |
| …Outline/References | 40 (one per group) |  |
| …Peer Evaluation | 10 |  |
| …Reflection Paper | 20 |  |
| **SA** Persuasive Speech | 200 (100 individual /100 group) |  |
| …Outline/References  | 50 (one per group) |  |
| …Peer Evaluation | 10 |  |
| …Reflection Paper | 20 |  |
| Participation/Audience Evals | 75 |  |
| Quiz 1 | 50 |  |
| Quiz 2 | 50 |  |
| Quiz 3  | 50 |  |
| Final | 100 |  |
| Total Points Possible | 1000 |  |

***SIGNATURE ASSIGNMENTS are indicated with “SA” - these assignments are REQUIRED in order to earn any extra credit, take the final quiz and pass the class***

Final Grading Scale:

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

599 or less = F

**Comm 8: Speech of Introduction - Me In A Bag**

You will prepare and present a short speech based on the theme, “Me In A Bag.” You are to fill “any old bag” with three items. The bag and each item chosen should symbolize something about your life.

1. The first item should describe something about your past.
2. The second item should relate something about your present.
3. The third item should explain something about your future.

Remember, the bag should also symbolize you in some way.

Everyone will have an opportunity to share their items and explain how each item and the bag exemplifies their life. Be innovative. Choose items that give us insight into your interests, hobbies, career, goals, etc. Make sure the item is not too small or too common. Be creative and have fun! You will have 2 minutes to show your bag and items to the class

Reflection Papers

Reflection papers are due the class period following your speech. they must be submitted on Canvas before class starts. Complete one for each speech; Puzzle, Informative and Persuasive.

Goals:

• Recognize and be prepared to capitalize on your strengths as a speaker

• Identify areas of improvement with a prescription for making those improvements

• Discuss the successfulness and difficulties in your group

Requirements:

- At least one full page, but not more than two.

- Typed, double spaced, in 12 point font

Things to consider:

Group

• Did every group member contribute equally during the presentation?

• What were the group strengths/weaknesses in the presentation?

Individual

• How often did you practice? Where? Did you practice in front of anyone?

• How did you prepare for the presentation?

• What do you think you did well? What could you improve upon?

• How did you feel during the speech?

• How did you feel about the content of your speech? How could you improve the content?

• How did you feel about the delivery of your speech? How could you improve the delivery?

**Communication 8:** **Group Puzzle Speech**

This assignment is designed to introduce students to the process of working as a group. The task is to present a series of separate speeches (3-4 minutes each) on a central theme. (i.e. vacation spots, coffee drinks, music genres, wonders of the world, desserts from foreign lands, theme parks, colors, etc.) The central theme should emerge as elements important to your identity.

Try to utilize your cultural background or personal interests as common ground to show the audience the diversity and similarity of your group members. Culture is not only connected to ethnicity but to language, values, foods, music, traditions, holidays and styles of dress. Each member should pick several topics that are important to them, then as a group list your topics to see if there is a central theme that will work for a group presentation. Hopefully this presentation will allow you to get to know each other on a deeper level.

The thrust of the speeches is to be informative (descriptive) rather than persuasive (tell us about something, not how something is better). While the majority of this information should be personal knowledge, you are required to have at least one source per person that is both cited orally and listed on your outline. Each presentation should have an introduction which contains an attention getting device and a thesis statement. The body of each speech should be divided into a minimum of three main points with sufficient support for each point. There should be a conclusion that pulls the entire presentation together.

Each group should select an individual(s) who will serve as moderator introducing and concluding the overall presentation. the moderator(s) should point out both diversity and commonalities the group discovered in the process of this presentation. Keep in mind that the moderator(s) MUST present their portion of the presentation in addition to the overall group introduction and conclusion.

Groups should consider how they are connected and implement a way to show that to the audience. For example maybe all of the speakers will have the same first main point (history of a genre of music or background of their chosen wonder of the world), then the rest of the speech can be totally different. the “theme” the group chooses should be represented by the “puzzle.” Puzzles can be any visual way of connecting the groups. Some suggestions would be making a giant puzzle from poster boards, having a bowl of candy with each candy representing a student in the group or playing a song play list with each song representing a specific member. Have fun and be creative.

More information on the outline format and the grading criteria will be given in class.

**Communication 8:** **Informative Group Speech**

**Assignment:** The informative group speech seeks to provide distinctive awareness about a person who has had a significant impact in the Central Valley: i.e., Derek Franks is a from Kingsburg and has made quite a name for himself as the Executive Managing President of the Fresno Grizzlies. He was the youngest G.M. in the PCL and helped guide the Grizzlies to their national win. You can select whoever you’d like (*from Reedley, Kingsburg, Dinuba, Sanger, etc.*), whether that is a person who played a significant role in our area in the past, or someone who is currently making an impact.

**Speech Length:** 5-6 minutes for each group member.

**Outline:** Each group must have a typed outline (introduction, body, conclusion, references) handed in at the beginning of their presentation. Your group outline must clearly identify each group member’s part.

**Sources:** Every speaker must cite at least **2 *different sources*** which support their part of the presentation. the group must also list all sources/references in APA or MLA format on the group outline.

**Dress:** Professional attire or “themed” clothing. In other words, look the part.

**Presentation Aid**: Some form of PowerPoint (or Prezi) must be utilized to assist each of you in your speech You may also use other visual aids to help get your message across.

**Speaking Style:** Each member of your group should use an extemporaneous speaking style during the course of this presentation. NO Reading!

More information on the outline format and the grading criteria will be given in class.

**Communication 8 Persuasive Speech Project**

For this presentation groups will be involved in selling a particular product, service or company. Each group will be a business/company pitching a product, service or company idea. Groups will develop a marketing strategy to draw consumers in. Remember creativity counts and the approach to marketing is critical. You may use power points, videos, commercials, or any other selling tactic deemed necessary. Grading will be based on research, delivery, the involvement of each group member, cohesion, creativity, marketing tactics, and whether the company receives funding or not. Presentations should be 25-30 minutes in length and each group will turn in a clear group outline with a group reference page attached. Every group member must participate and speak for at least 4-5 minutes.

Groups will present based on the following criteria-Use this as a checklist.

\_\_ Choose a company name

\_\_ Develop a product or service

\_\_ Create a product/service name and slogan for the product

\_\_ Determine marketing strategy: consider target audience, product need, and competition.

\_\_ Establish a budget for the product; cost to make and sell, raw materials, labor, etc.

\_\_ Include credible research and statistics to verify the need for this product (2 minimum per person)

At the end of the presentation an investor will determine whether or not the company will receive funding or not. Remember presentations need to be professional and clearly organized. Audience members will also ask for clarification on the information presented. Responding to those questions is a graded component of this presentation.

Questions to ask yourself when considering ideas:

- What is something that I would use?

- How much would I pay for something like this?

- What is already out on the market?

- How can I benefit from a product like this?

- Would I buy this product?

- Does this product solve a problem common to consumers?

- How can I use research in my presentation?

- What areas would be best to market?

- What are some marketing strategies used by others? Have those strategies been successful?

Keep in mind the fundamental forms of proof – how can you persuade your audience that your product/service is a viable idea? **Utilize ethos, logos and pathos** when doing your presentation. Information should be ethical and logical but your group should also include a passionate appeal. the use of visual aids will also be a graded portion of this presentation.

More information on the outline format and the grading criteria will be given in class.

**DAILY SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **January** |  |  |
| Mon 1/13 | ~Syllabus/Icebreaker/Explain MIB | ~Bring 2x2 picture of yourself |
| Wed 1/15 | ~Introduction Speeches (Me In A Bag) | ~**MIB Due** |
| MON 1/20 | NO CLASS – MLK Day Observed |  |
| WED 1/22 | ~Communication Competence | ~Read C1 |
| MON 1/27 | ~Comm Comp continued/Explain Puzzle Speech |  |
| WED 1/29 | ~Groups as Systems/Select Puzzle groups | ~Read C2 |
| **February** |  |  |
| MON 2/3 | ~Group Development | ~Read C3 |
| WED 2/5 | ~Group Climate | ~Read C4 |
| MON 2/10 | GROUPWORK/Tips on giving a speech | ~**Quiz 1** (1-4) due on Canvas |
| WED 2/12 | ~Group Roles | Read C5/**Puzzle Outlines due on Canvas** |
| MON 2/17 | NO CLASS Washington’s Birthday observed |  |
| WED 2/19 | **PUZZLE SPEECHES** (**Refl due before next class)** | ~MUST have outline/peer evaluations |
| MON 2/24 | **PUZZLE SPEECHES** (**Refl due before next class)** | ~MUST have outline/peer evaluations |
| WED 2/26 | **PUZZLE SPEECHES** (**Refl due before next class)** | ~MUST have outline/peer evaluations |
| **March** |  |  |
| MON 3/2 | ~Leadership | ~Read C6 |
| WED 3/4 | ~Leadership contd. |  |
| MON 3/9 | ~Developing Effective Teams | ~Read C7 |
| WED 3/11 | ~…Teams contd./Explain Inf Speech/Assign Groups |  |
| MON 3/16 | ~Defective Decision Making/Prob Solving |  ~Read C8 |
| WED 3/18 | GROUPWORK | ~**Informative Outlines due on Canvas** |
| MON 3/23 | ~Effective Decision Making | ~~Read C9/**Quiz 2** (5-8) due on Canvas |
| WED 3/25 | **INFORMATIVE SPEECHES** (**Refl due before next class)**  | ~MUST have outline/peer evaluations |
| MON 3/30 | **INFORMATIVE SPEECHES** (**Refl due before next class)** | ~MUST have outline/peer evaluations |
| **April** |  |  |
|  WED 4/1 | **INFORMATIVE SPEECHES** (**Refl due before next class)** | ~MUST have outline/peer evaluations |
| 4/6 – 4/10 | SPRING BREAK |  |
| MON 4/13 | ~Power in Groups | ~Read C10 |
| WED 4/15 | ~Power contd./Explain Pers Speech/Assign Groups |  |
| MON 4/20 | ~Conflict Management/Negotiation | ~Read C11 |
| WED 4/22 | ~Conflict Management/Negotiation |  |
| MON 4/27 | ~Virtual Groups/Social Media | ~Read C12 |
| WED 4/29 | GROUPWORK | ~**Quiz 3** (9-12) due on Canvas/ **Informative Outlines due on Canvas** |
| **May** |  |  |
| MON 5/4 | Review for Final/GROUPWORK | ~come prepared to work in groups |
| WED 5/6 | **PERSUASIVE SPEECHES** (**Refl due before next class)** | ~MUST have outline/peer evaluations |
| MON 5/11 | **PERSUASIVE SPEECHES (Refl due before next class)** | ~MUST have outline/peer evaluations |
| WED 5/13 | **PERSUASIVE SPEECHES** (**Refl due before next class)** | ~MUST have outline/peer evaluations |
| MON 5/18 | **Final - (55849 from 12-1:50)** | ~Bring Scantron 882E – BE ON TIME |

 **DATE TOPICS READING/ASSIGNMENTS**