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Office Hours: MWF 11:00-2:00
*Make appointment
Office: Admin 24B

Course Materials:

Rothwell, J. D. (2016). *In mixed company: Communicating in small groups and teams* (9th ed.). Boston, MA: Cengage Learning.

Additional readings may be given which will be disseminated via email, Blackboard, or in class.

Description

COMM 320 is an upper level course that examines communication in small groups. The course will be focusing on theoretical and pragmatic aspects of leadership and small group communication. In short, this course is designed to help you develop a basic understanding of small group communication concepts and theories, an understanding of how to lead, facilitate, and participate in group meetings, group discussions, group decision-making, group problem solving, and managing conflict. The format for this course is primarily lecture-discussion. You are expected to participate in a variety of activities, discussions, and complete various readings and assignments to successfully master the content area. Students will obtain course information through lectures, readings, class discussions, and group work. To do well in this class it is imperative that you do the following: 1.) BUY THE BOOK and bring it to class every day, 2.) attend class and take accurate notes during lectures, 3.) participate in class and group discussions, 4.) study for the exams, and 5.) do not wait until the last minute to begin the projects for this class.

Course Objectives

The student will be able to :

1. Explain a broad range of research, theories, and concepts of small group communication.
2. Identify and define small group communication, skills, and processes.
3. Apply knowledge of small group communication skills and processes.

Program Learning Objectives

1. Students will demonstrate an ability to integrate self-knowledge and communication principles in order to evaluate the effectiveness and appropriateness of communication.
2. Students will demonstrate competence in using planning skills to organize and implement communication programs to further client goals.
3. Students will develop effective ethical, legal and theoretical self-knowledge as it concerns mediated communication.

Policies:

Attendance: I expect you to attend all class sessions. I expect you to be on time for class. If you miss a class session, you are responsible for all content, announcements, etc. that occurred in class that day. You should attempt to find out what you missed in class from several classmates before you ask me what you missed.

Should you have cause to miss a class in which an assignment is due, it is still your responsibility to make sure that the assignment gets to the instructor—one way or another—prior to the start of class.

If you become ill or have an emergency that will prevent you from attending class, you should contact me immediately. In worst case, send word with another student and contact me as soon as you can. If you wait to talk to me after an absence, then I must assume your absence was not legitimate. Your attendance in class will be a function of your final grade (see "Class Participation" under "Grading").

Late Policy: Papers must be turned in at the start of the class period in which they are due. As all assignment due dates are in the syllabus calendar, be sure to allocate enough time during the semester to complete assignments of the appropriate quality by their due date. Late points will be deducted if the paper is not turned in at the beginning of class time. You will receive no credit for assignments turned in after the assignment has already been graded for the rest of the class.

Technology Policy: All non-class related technological devices should be off when class begins and should remain off until class ends unless otherwise stated.

Academic Integrity: Academic integrity violations (including cheating, plagiarism, and facilitating either) are serious matters and will not be tolerated. See the West Virginia Wesleyan College Student Handbook for further discussion. Any violations of academic integrity in will result in, at minimum, failure of the assignment and likely failure in the course. All incidents are reported to the Dean of the College.

Citation of Outside Sources/APA Format: The Department of Communication at WVWC utilizes the American Psychological Association style guide (APA). Citations in APA format are required when you paraphrase or directly quote from someone other than yourself. In text citations for direct quotations require quotation marks, name of author, year, and page number. Paraphrases (ideas or concepts discussed by an author expressed in your own words) require name of the author and year. A reference page is required anytime you are required to do an in-text citation in your paper. Grade reductions will occur for in-text and reference page citation errors for all assignments.

Grading Philosophy: You have the opportunity to earn up to 500 points in this course. Below are the details of the allocation of those points. At the conclusion of the semester, your earned point total will be totaled and divided by the number of points possible. The resulting percentage will determine your final course letter grade, based on the scale below. Students are responsible for keeping track of their own grades.

Special Concerns: If you have any type of disability or health problem that may have an impact on you or your classmates' learning, please let me know immediately. If you are a person with a disability and anticipate needing any type of accommodation to participate in this class, please let me know as soon as

possible. You must provide the appropriate documentation from the learning center to let me know your specific needs.

Academic Integrity/Plagiarism Policy: “A true community requires that all participants share common goals and respect the particular contributions that each member makes toward achieving them. The common enterprise of a college is learning. Learning is a discipline of the mind, not merely a manipulation of assignments, activities, and information. This process involves interaction with teachers and fellow learners on the one hand and personal reflection and critical inquiry on the other. In all cases, it demands integrity. At Wesleyan, as in all academic communities, claiming another person’s work as one’s own is a serious offense which is subject to disciplinary action.

The College considers academic dishonesty a serious offense as it diminishes the quality of scholarship and defrauds those who eventually may depend upon our knowledge and integrity. The penalties for violation of academic standards are applied in the context of our firm stance on academic integrity” (Student Handbook, p. 6). <http://www.wvwc.edu/students/pdf/StudentHandbook.pdf>

Any violation of academic integrity is subject to disciplinary action, including failure of this course.

Course Grading Scale

Final grades will be assigned on the following basis:

93% and above = A	90-92.99% = A-	87 – 89.99% = B+
83 – 86.99% = B	80-82.99% = B-	77 – 79.99% = C+
73 – 76.99% = C	70 – 72.99% = C-	67 – 69.99% = D+
63 – 66.99% = D	60 – 62.99% = D-	59.99% and below = F

Evaluation

Final grades in the course will be determined by performance on the following assignments:

(SQ) Syllabus Quiz	10	(VP) Video Project*	150
(PCE) Pop Culture Examples	25	(CGP) Collaborative Game Project*	150
(PCR) Pop Culture Responses	25	(DPP) Discussion Panel Project*	150
(CP) Class Participation	40	(CO) Cooperative Exams	200
		Total	700

***Keep copies of these projects for use in the internship course**

Description of Assignments

(CP) Class Participation [40 points]

Participation and involvement in class is crucial to achieving your learning outcomes. This entails more than just “talking” in class. It involves actively listening, taking notes, using critical thinking skills in discussions, reading and outlining the textbook, as well as reviewing notes (all *before* class). It means caring about learning and not just the grade you receive at the end of the semester. **Unless otherwise stated, laptops are not permitted during class time.**

Criteria for Class Participation:

1. Class preparedness—on time, assignments and presentations prepared and complete.
2. Contributions to class discussion and exercises that indicate that assignments have been read.
3. Involvement in in-class discussion groups/activities and always on task.
4. Promotion of a congenial and supportive classroom environment.
5. Class attendance—participation in class is impossible if you are not present.

Grading Scale for Class Participation:

--Student is always prepared, having read the assigned material and always ready for discussion. Assignments are complete. Very involved and on time for class. Zero to one absence.

(40 points)

--Student sometimes participates in class. Often appears to know text material, indicating some reading. Interacts with peers in a positive manner. A good and productive student. Assignments fairly complete. Rarely late for class. No more than two absences. **(30 points)**

--Student exhibits only minor involvement in class. Rarely obvious whether text has been read beforehand. Good class participation in some activities and discussion. Occasionally distracted by phone during class. Assignments often complete. Supportive to peers. No more than three absences. **(20 points)**

--Student rare, if ever, participates. Seems unprepared or uninterested. Frequently appears “off the subject” during class interactions. Frequently distracted by phone during class. Lack of quality preparation in assignments. No more than four absences. **(10 points)**

--Student does not participate. Appears unprepared and/or uninterested. Is disrespectful of peers and/or the instructor. Assignments are incomplete. No more than five absences. **(0 points)**

(PC) Examples of Small Group Communication from Popular Culture (25 points: 5 points each)

You will need to provide the class with an example of small group communication as demonstrated in popular culture (TV show, YouTube, BuzzFeed, movie, etc.) for five of the following areas:

- Communication Competence in Groups (Chapter 1)
- Groups as Systems (Chapter 2)
- Group Development (Chapter 3)
- Developing the Group Climate (Chapter 4)
- Roles in Groups (Chapter 5)
- Group Leadership (Chapter 6)
- Developing Effective Teams (Chapter 7)
- Group Discussion: Defective Group Decision Making & Problem Solving (Chapter 8)
- Group Discussion: Effective Decision Making & Problem Solving (Chapter 9)
- Power in Groups: A Central Dynamic (Chapter 10)
- Conflict Management in Groups (Chapter 11)
- Technology and Virtual Groups (Chapter 12)

You need to post a description and link of your example in the course Blackboard Discussion section. Provide a few sentences describing how your video demonstrates the concept you are trying to demonstrate. If someone presents the same example you chose, choose another example. So, this

means you need to be prepared with more than one example to make your life easier. The goal of this assignment is to give us discussion points as the example relates to the textbook. Keep this in mind as you choose your examples for class. In other words, review the chapter and know where your example fits into it so you can share it with the class accordingly. You will be graded on your description posted in Blackboard, preparedness and presentation, as well as the example's appropriateness. More information will be discussed in class to answer your questions about this assignment. In order to allow your classmates to respond to the video, submit your post by the Friday at midnight prior to discussing the chapter.

(PCR) Pop Culture Responses (25 points: 5 points each)

You need to respond online to five separate videos provided by your classmates on four separate small group communication concepts BEFORE the video is presented in class. Go beyond just saying, "I like this post" or "I agree." Instead, talk about what you agree with, why you like it the post, or how it relates to class. If you don't understand the concept, ask in the discussion posts. Use the rubric provided on Blackboard to guide your writing.

(CGP) Collaborative Game Project (150 points)

As a group, develop at least one (you may do more) original cooperative game. Choose participants from outside of class to play your cooperative game. Record the activity to show in class. The objective of the game must be to reach a challenging goal as a group, NOT to defeat anyone.

- A. Develop a competitive version of the game (winners and losers). Record the activity. Interview participants afterward, soliciting from them which version of the game they preferred and why. The group will turn in a paper describing the game.
- B. Presentations:
 1. Explain the types of ideas for a game discussed by your group.
 2. Why did you choose this particular idea?
 3. Discuss how you developed the game together as a group.
 4. Any difficulties in designing the game?
 5. Explain the game in detail. Show videotape of an outside group playing the game. Identify positive aspects of game, then discuss any negative aspects of the game.
 7. Would you make any changes in the game? Explain in detail.
 8. Show a videotaped comparison of your cooperative game played by an outside group and a competitive version of the same game (winners and losers) also played by an outside group. Which version was preferred by the players? Why?
 9. What conclusions would you draw about cooperative games?

(VP) Small Group Video Presentations Group Project (150 points)

You will work in groups of five to six people to make one 5-7 minute video presentation on a small group communication topic/concept from class for the COMM 211 classes. You will receive individual grades based on your classmates' and the instructor's evaluation of your performance. You will also receive a group grade that will be factored together with your individual grade for your overall grade on each part of the project. It is your job to do the following:

- a.) As a group, you need to **make an educational video**. This video should include small group communication information on a topic the group thinks is important for the COMM 211 students (e.g., small group communication online, small group communication during a

meeting, small group communication in class, etc.) and should be based on actual small group communication research.

- b.) **Think about your audience**, and make it content appropriate. In a written report, describe your target audience and the overall goal of what your group hopes to teach. I will provide more information about the paper in class.
- c.) Each group member will **provide their own evaluation of the individuals in their group** (including themselves). A specific form for the evaluation will be provided in class. This will help me understand how each individual worked in the group.

Discussion Panel Project (150)

For this project, **choose your groups**. Choose your Project Manager who will coordinate the group project. *You should consider leadership abilities as well as experience when choosing your manager.* The project manager will be responsible for coordinating the project and keeping the instructor informed about the progress of the project. S/he will also be responsible for turning in the assignments on the appropriate due dates. This manager will be able to earn extra credit for the class, based on his/her performance.

Your small group will be applying information studied in class to develop and present a discussion panel on a topic of the group's choosing to hold on campus. This discussion panel should focus on either 1) creating a solution to a campus problem, or 2) producing change in the local community. The discussion panel should consist of 5-10 panelists. A short paper describing the rationale for choosing the topic and the panelists, as well as the discussion prompt will be turned at the end of the project. After the panel, the group will be responsible for the following presentation:

For creating a solution to a campus problem:

1. Explain and document the nature of the campus problem.
2. What are the causes of the problem? Discuss possible solutions.
4. Choose and defend the solution deemed by the group to be the strongest and most promising.
5. Discuss any disadvantages of the solution chosen as the best.
6. Discuss any problems implementing this solution on campus.
7. How would you proceed implementing your solutions?

For producing change in the local community:

1. Why did the group choose this particular problem to change?
2. Explain the nature of the problem (use evidence).
3. What are the causes of the problem? What are possible solutions?
5. Why did the group choose this particular solution?
6. Explain how the group attempted to institute the plan for change.
7. Videotape the plan in action. Show excerpts to class.
8. How successful was the group in producing change?
9. Would you do anything differently? Explain.

*All presentations will follow the general guidelines provided at the end of the syllabus.

Cooperative Exams (200 points: 100 points each)

Cooperative testing allows students to work together in a group (5 to 7 members) on examination questions that check knowledge of key concepts and points presented in the text. This is a unique approach to testing students. Study guides for each exam will be distributed at least one week prior to the exam.

SPRING 2018: SMALL GROUP COMMUNICATION COURSE SCHEDULE FOR SECTION COMM320

Alterations to this schedule due to unforeseen circumstances will be announced in class.

Exams include all readings, lectures, and notes since the previous exam, unless otherwise indicated by your instructor. Readings are to be completed before coming to class.

Week	Date	Topics	Presentations & Suggested Timeline	Readings
1	1/10	<ul style="list-style-type: none"> Course Introduction 		
	1/12	<ul style="list-style-type: none"> Communication Competence in Groups 		Ch. 1
2	1/15	<ul style="list-style-type: none"> Communication Competence in Groups 	DUE: Syllabus Quiz	
	1/17	<ul style="list-style-type: none"> Communication Competence in Groups 		
	1/19	<ul style="list-style-type: none"> Collaborative Group Project Group Oral Presentations 		
3	1/22	<ul style="list-style-type: none"> Groups as Systems 	<i>Game layout</i>	Ch. 2
	1/24	<ul style="list-style-type: none"> Groups as Systems 		
	1/26	<ul style="list-style-type: none"> Group Work 	<i>Film games</i>	
4	1/29	<ul style="list-style-type: none"> Group Development 		Ch. 3
	1/31	<ul style="list-style-type: none"> Group Development 	<i>Presentation sorted</i>	
	2/2	<ul style="list-style-type: none"> CGP Presentations 	<i>Game rules & video(s)</i>	
5	2/5	<ul style="list-style-type: none"> CGP Presentations 		
	2/7	<ul style="list-style-type: none"> Developing the Group Climate Review 		Ch. 4
	2/9	<ul style="list-style-type: none"> Developing the Group Climate 		
6	2/12	<ul style="list-style-type: none"> Roles in Groups 		Ch. 5
	2/14	<ul style="list-style-type: none"> Roles in Groups 		
	2/16	<ul style="list-style-type: none"> Midterm 	Covers chapters 1-5	
7	2/19	<ul style="list-style-type: none"> Video Project 	<i>VP Topic & Timeline</i>	
	2/21	<ul style="list-style-type: none"> Group Discussion: Defective Group 		Ch. 8
	2/23	<ul style="list-style-type: none"> Group Discussion: Defective Group 	<i>Research</i>	
8	2/26	<ul style="list-style-type: none"> Developing Effective Teams 	<i>Script</i>	Ch. 7
	2/28	<ul style="list-style-type: none"> Developing Effective Teams 		
	3/2	<ul style="list-style-type: none"> Group Work 	<i>Start filming</i>	
9	SPRING BREAK— March 5-9			
10	3/12	<ul style="list-style-type: none"> Group Leadership 	<i>Continue filming</i>	Ch. 6
	3/14	<ul style="list-style-type: none"> Group Leadership 		
	3/16	<ul style="list-style-type: none"> Group Work 	<i>Presentation sorted</i>	
11	3/19	<ul style="list-style-type: none"> VP Presentations 	<i>Videos for ALL groups</i>	
	3/21	<ul style="list-style-type: none"> VP Presentations 		
	3/23	<ul style="list-style-type: none"> Discussion Panel Project Critical Thinking Revisited 		
12	3/26	<ul style="list-style-type: none"> Group Work 	<i>DPP Topic</i>	

	3/28	<ul style="list-style-type: none"> Group Discussion: Effective Decision Making/ Problem Solving 		Ch. 9
	3/30	No Class—Easter Recess		
13	4/2	<ul style="list-style-type: none"> Group Discussion: Effective Decision Making/ Problem Solving 		
	4/4	<ul style="list-style-type: none"> Group Work 	<i>DPP Location & Time Confirmed</i>	
	4/6	<ul style="list-style-type: none"> Power in Groups 		Ch. 10
14	4/9	<ul style="list-style-type: none"> Power in Groups 	<i>DPP Panelists Confirmed</i>	
	4/11	<ul style="list-style-type: none"> Conflict Management in Groups 		Ch. 11
	4/13	<ul style="list-style-type: none"> Conflict Management in Groups 	<i>DPP Prompts</i>	
15	4/16	<ul style="list-style-type: none"> Technology and Virtual Groups 		Ch. 12
	4/18	<ul style="list-style-type: none"> Technology and Virtual Groups 		
	4/20	<ul style="list-style-type: none"> Group Work Review 		
16	4/23	<ul style="list-style-type: none"> DPP Presentations (OR Panels) TBD 		
	4/25	<ul style="list-style-type: none"> DPP Presentations (OR Panels) TBD 		
Exam #2 given during Finals: Monday, April 30 from 8:00-10:00 Covers chapters 6-12				

GENERAL PRESENTATIONAL REQUIREMENTS

- I. All members are introduced to us. Presentations have a short introduction and conclusion.
- II. All members speak during the allotted time (*20-30 minutes*). No one runs significantly longer or shorter than the time allowed.
- III. The workload is distributed fairly, and all members show equal knowledge of book material.
- IV. The presentation feels like a group effort rather than a bunch of individuals covering separate things.
- V. Members provide examples to make the material relevant and applicable to this particular audience.
- VI. The group’s overall presentation is creative, interesting, and fun. No one in the audience falls asleep.
- VII. The visual aids are thoughtful and engaging. The visual aids demonstrate a core idea or principle of group communication. The visual aids are well chosen.
- VIII. Speakers use an outline or brief notes, NO manuscripts. Speakers make eye contact with the audience. Verbal dysfluencies (such as “um,” “like,” “you know,” etc.) are kept to a minimum.
- IX. Video excerpts--keep short; narrate mostly