

CMST 2120 • Small Group Communication

Department of Languages, Philosophy and Communication Studies

Fall 2018

Section: 002

Room: Old Main 326

MWF 2:30–3:20 PM

Instructor: Dr. Sidi Becar Meyara

Email: sidi.meyara@usu.edu

Office: Lundberg 202

Office Hours: MW 11:00 AM–1:00 PM

I am also available by appointment.

Required Reading

The two textbooks below are required and necessary for successful completion of the course. You may purchase the text from local bookstores as well as online book resellers.

Keyton, J. (2006). *Communicating in groups (3rd ed.): Building relationships for group effectiveness*. New York: Oxford University Press.

Black, L. W. (2010). *Group communication: Cases for analysis, appreciation, and application*. Dubuque, IA: Kendall Hunt Publishers.

Course Description/Objectives

The purpose of this class is to introduce you to important theories, concepts, and skills related to competent communication in small group settings. In this course, we will discuss issues of theoretical importance and will explore how group communication theories apply to practical situations in a variety of contexts.

After completing this course, students should be able to:

1. Define and explain basic communication terms and principles that serve as a foundation for competent communication in small groups.
2. Demonstrate knowledge of small group theories and processes such as: verbal and non-verbal communication, cultural differences, leadership, active listening, effective decision-making and problem solving, power, and conflict management.
3. Apply knowledge of group communication theories and concepts by analyzing, adjusting, and improving their own communication in groups.
4. Analyze and critically evaluate small group communication processes and outcomes in examples provided and/or real-life situations.

COURSE POLICIES

Written Assignment Format: All written assignments will be in typed in 12-point Times New Roman font with 1-inch margins on all sides of the document. No extra spacing should be added between paragraphs or before or after lines. Everyone is expected to follow APA 6th edition manual (unless otherwise negotiated) when citing sources for your written assignments.

Late Work/Missed Assignments:

- Late work will not be accepted unless a valid reason is provided. When accepted, you may receive a 5-point deduction per 24 hours for up to 5 days after the due date (including weekends). No papers will be accepted beyond 5 days and will result in a zero on that assignment.
- If you miss **any assignment** due date because of a documented illness or emergency situation, you **MUST** provide me with an official note (doctor, police, etc.) justifying why you were not able to make the due date. All notes must be accompanied by a contact number, as this number will be called to verify your illness or emergency.

Special Needs and Accommodations

Disability Resource Center at Utah State University will work with students needing additional accommodations to academically succeed in this class. Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible.

24/7 Rule Regarding Assignment and Grade Discussions

You are encouraged to discuss assignments and course grades with me frequently to assess your progress throughout the semester and so we can discuss ways to achieve your goals in this course. In general, grades will not be discussed via email or phone. If you should have a question or complaint regarding a grade, please wait 24 hours before bringing it to my attention. After 24 hours, call or email me with a brief description of your concern. As a general approach, please review any assignment feedback in detail and prepare specific questions and concerns you have before our meeting. In essence, develop your argument before you set up the meeting. You must, however, address the issue within one week of receiving the grade/feedback. After one week, the issue is no longer open for discussion (this time will obviously be truncated for the end of semester assignments). This policy ensures that you think through the points you wish to make, review feedback against assignment criteria, and make improvements for future assignments.

Attendance and Participation

You are required to attend class and participate in different activities with your peers. Failure to miss class with greatly affect your participation grade for both the class and group. You have two excused absences that you can use for family emergencies. Any subsequent absences will result in lowering your participation grade 4 points (this will come from either your class participation grade or your project participation grade). You will receive a ZERO = for anything done in your absence unless your absence is excused (a result of a documented illness or a university sponsored travel).

Professionalism

Professionalism includes respecting others' opinions, being respectful to those who are speaking during lectures and discussions. It also includes working together in a spirit of cooperation. This is an extremely interactive class, and it is important that we all respect one another, participate to

the best of our abilities, and learn to feel comfortable with one another. I will not allow you to be disrespectful toward others.

Class conduct

- No student is permitted to create a threatening, intimidating, or harassing environment in this course. Classroom civility is a part of the Student Code, and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be first given a verbal warning about the behavior. If said behavior persists, the student will be asked to leave the class and will not be able to return until the case is settled to the satisfaction of the professor.
- Cellular phones and other electronics are not to be utilized during class time as they distract both the user and the rest of the class. Laptops are permitted for note taking and collaboration, so you should not have your laptop open unless it is time to take notes.

Course Requirements: *All assignments are due through canvas by 11:59 PM on their due date.*

- 1) *Class Participation:* Because this is a discussion and activity-based course, your active participation is essential. At a very minimum level, “participation” means attending class regularly, being on time, reading the assigned material before class, and being ready to engage in the class activities. Participation will be assessed a variety of ways throughout the semester.
- 2) *Discussion Leadership:* **TWICE** during this semester, you will be required small group in a discussion of a case study related to the chapter. The discussion should last 20 – 25 minutes, and the goal is to help your group members make connections between the concepts in the chapter and the events in the case study.

On the day you lead discussion, you should turn in a 1-page paper with an agenda, a one-paragraph summary of the events and major dilemmas in the case, and a list of questions you plan to ask.

Your questions should be open-ended and designed to help your group members really analyze the events in the case in order to figure out how the group communicated, how they faced challenges, and what they did well/poorly that influenced the outcome of the group interaction. Do NOT simply rely on the questions at the back of each case. Those are more general discussion questions and do not focus specifically on the concepts from our textbook.

At the end of the discussion, your group will be asked to share one key insight gained from your analysis of the case. Although this assignment requires group interaction, it is an individual assignment in that only the leader of the discussion is assessed.

GRADING: You are graded based on your ability to create a clear agenda for the discussion, write a concise summary of the case highlighting the major issues the group is dealing with, and lead a lively discussion. As a leader, you should take this discussion seriously. If I could see that your group is not engaged in a lively discussion, this would mean that you were not prepared.

NOTE: EVERYONE IS EXPECTED TO READ THE CASE STUDIES AND COME READY TO DISCUSS THEM. I WILL RANDOMLY CHECK TO MAKE SURE THAT YOU ARE READING THE CASES. FAILURE TO READ THE CASES WILL AFFECT YOUR PARTICIPATION GRADE.

AS A DISCUSSION LEADER, YOU SHOULD KNOW THAT MISSING YOUR DISCUSSION DAY WITHOUT A VALID EXCUSE IS AN AUTOMATIC ZERO ON THE ASSIGNMENT.

- 3) *Examinations:* Examinations assess student comprehension of basic course material provided in the readings and class lecture/discussion. The exam format will consist of short answers, multiple-choice, and true-false items. CMST 2120 is a group-based course. As a result, the tests will consist of both an individual and cooperative group assessment.

Group Portion: All group members will be given a copy of the exam, but only one copy will serve as the group's official answer sheet. All group members will receive the same score on the group portion of the exam. The Group Portion will count for 70% of the points on the exam. Any group member not present for the cooperative group exam or arriving after the exam has begun must take the cooperative version of the exam separately from the group, receiving whatever grade is earned (often significantly lower than the group score on the same exam).

Individual Portion: After completing the group exam, each person will be given an individual exam, which will be similar in format to the group exam. The Individual Portion will count for 30% of the points on your exam score.

We will have in-class exam review sessions with activities designed to help you synthesize materials prior to the exams. Because this is a group exam, it is highly recommended that you study together with your group. However, because there is an individual component to your exam, I also recommend that you do not simply divide up materials: all group members will be assessed on their knowledge of all of the material.

- 4) *Individual Papers:* You will also be responsible for two short writing assignments during the semester. Papers should be typed, double spaced, with 12-point font and normal (approx. 1 inch) margins. Papers should be clearly written, well organized, and free of grammar and spelling errors.

Paper 1: Skill Assessment and Goals (3 pages)

The purpose of this paper is to have you reflect on your own skill level in groups and set goals for your skill development this semester. Your paper should answer the questions below. You must use data to support your conclusions, especially for the first two questions.

1. What are my strengths as a group member?
2. What areas of my group interaction can I improve?
3. What three specific skill goals do I need to set to improve my group effectiveness?
4. What steps will I take to accomplish these goals? What help do I need from others?
5. How will I know when I accomplish these goals? What feedback will I get from others?

You may use examples from your past experience in groups as data to support the claims you make in your answers. However, you should also complete the following activities from the textbook and use them as evidence for your answers.

Ch. 2: *Skill builder: What Did You Say?* (p. 24)

Ch. 2: *Skill Builder: How Well Do You Listen?* (p. 37)

Ch. 5: *Mastering Group Skills: How Competent Are You?* (p. 109)

Ch. 5: *Mastering Group Skills: Determining Your Communicator Style* (p. 114)

Paper 2: Skill Analysis and Reflection (5 pages)

The purpose of the second paper assignment is to have you reflect on and critically analyze your own communication in your small group this semester. In your Analysis Paper you should

- Reflect on your experience leading your group's case study discussion (as described in the "Participation" section above)
- Revisit the skill goals that you set for yourself in the Assessment Paper
- Discuss the extent to which you reached these goals
- Describe what aspects of the group processes helped and/or hindered your skill development.

You must use specific course concepts and examples from your group interaction (meetings, projects, exams, etc.) throughout the semester to help describe your answer.

- 5) *Group Project*: You will be assigned to a small group of 4-6 students, and you will work with this group throughout the semester. The group project is designed for you to experience group decision making and teamwork through practical application. As a group, you will need to select a social problem for which to design a plan of action. I want you to focus on a problem related to our USU campus, Logan, or the Cache Valley. It is expected that the problem is within reason of your group's ability to develop an action-based plan that demonstrates effective problem-solving skills.

The group project involves both group-level and individual-level outcomes. All group members will receive the same grade for the group products (presentation, portfolio, etc.), but each member will receive an individual participation score, which is included in the point total for this assignment. All group members will provide an assessment of their own and each other's contributions to the group project. These peer assessments will inform the instructor's decisions about each group member's group project participation score.

We will devote some in-class time to group meetings, but you will also need to work on your group projects outside of regular class hours. If there are extreme situations such as a group member who routinely misses meetings or failing to show up for the presentation, please work closely with the instructor to address these issues. In some cases, these situations will result in a point deduction for the non-contributing group member. A more specific assignment sheet will be provided in class.

Grading System

Assignment	Points
Participation	25 pts
Discussion Leadership (2 @ 25)	50 pts
Exam 1	50 pts
Exam 2	50 pts
Individual Paper 1	50 pts
Individual Paper 2	50 pts
Group Project	200 pts
TOTAL	475 pts

The following grading scale will be used in the course:

A = 93%-100%	A- = 90%-92%	
B+ = 87%-89%	B = 83%-86%	B- = 80%-82%
C+ = 77%-79%	C = 73%-76%	C- = 70%-72%
D+ = 67%-69%	D = 63%-66%	D- = 60%-62%

Tentative Course Schedule

This schedule provides an outline for our time together this semester. The schedule is displayed by week and day below. Please note that this schedule is subject to change at the instructor's discretion.

Week	Date	Topic	Reading Due	Assignments Due
1	Aug 27 th	Intro to the Course		
	Aug 29 th	Guidelines/Discussion Leadership		
	Aug 31 st	Intro to Group Project		
2	Sept 3 rd	LABOR DAY	NO CLASS–LABOR DAY	
	Sept 5 th	Basics of Group Communication	Textbook Ch.1	
	Sept 7 th	Your Communication in Groups	Textbook Ch. 2	
3	Sept 10 th	Managing Group Meetings	Textbook Ch. 11	<i>Milestone #1*</i>
	Sept 12 th	Communication That Structures	Textbook Ch. 3	
	Sept 14 th		Case # 11	<u><i>Discussion Leadership</i></u>
4	Sept 17 th	Group Tasks and Activities	Textbook Ch. 4	
	Sept 19 th	Building Group Communication Competence	Textbook Ch. 5	
	Sept 21 th		Case # 14	<u><i>Discussion Leadership</i></u>
5	Sept 24 th	Building Relationships in Groups	Textbook Ch. 6	
	Sept 26 th		Case # 9	<u><i>Discussion Leadership</i></u>
	Sept 28 th			<i>Milestone #2</i>
6	Oct 1 st	Solving Problems and Making Decisions	Textbook Ch. 7	
	Oct 3 rd		Case # 16	<u><i>Discussion Leadership</i></u>
	Oct 5 th	Assign Paper #1		

7	Oct 8 th	MIDTERM REVIEW		
	Oct 10 th		Exam 1- Group Exam	
	Oct 12 th		Exam 1- Individual Exam	
8	Oct 15 th			<i>Milestone #3*</i>
	Oct 17 th			<i>Milestone #4</i>
	Oct 19 th		NO CLASS-FALL BREAK	
9	Oct 22 nd	Assessing Decision Processes	Textbook Ch. 8	<i>PAPER # 1 DUE</i>
	Oct 24 th		Case # 21	<i>Discussion Leadership</i>
	Oct 26 th			<i>Milestone #5*</i>
10	Oct 29 th	Managing Conflict in Groups	Textbook Ch. 9	
	Oct 31 th	Assign Paper # 2		<i>Milestone #6*</i>
	Nov 2 nd		Case # 19	<i>Discussion Leadership</i>
11	Nov 5 th	Making Observations and Giving Feedback	Textbook Ch. 12	<i>Discussion Leadership</i>
	Nov 7 th		Case # 18	<i>Discussion Leadership</i>
	Nov 9 th			<i>Milestone #7</i>
12	Nov 12 th	Providing Leadership in Groups	Textbook Ch. 10	
	Nov 14 th		Case # 10	<i>Discussion Leadership</i>
	Nov 16 th		Case # 20 & 22	<i>Discussion Leadership</i>
13	Nov 19 ^h			<i>Milestone #8</i> <i>PAPER # 2 DUE</i>
	Nov 21 st		THANKSGIVING BREAK	
	Nov 23 rd		THANKSGIVING BREAK	
14	Nov 26 th		Introduce Portfolio Presentation	<i>Milestone #9*</i>
	Nov 28 th		Work On Presentations	
	Nov 30 th	FINAL REVIEW	Work On Presentations	

15	Dec 3 rd		Final Project Presentations	
	Dec 5 th		Final Project Presentations	
	Dec 7 th		Final Project Presentations	<i>TURN IN PORTFOLIO</i>

FINAL EXAM: Wednesday, December 12th, 2:30-4:20 PM.