

SPCM 3322 Small Group Communication
The University of Texas at Tyler
(MWF 10:10-11:05 a.m.)

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Text

Engleberg, I. N., & Wynn, D. R. (2017). *Working in groups: Communication principles and strategies* (7th ed). Boston, MA: Pearson Education (online book)

Course Goals and Objectives

The main aims of this course are to better understand “how groups work *well*” and “how to *work well* in groups.” We are going to apply course concepts to better understand each task role of a person in a group setting (i.e. coordinator, information provider, opinion provider, questioner, etc.). We will learn “best” practices of the people who work well in groups. In the professional world it is extremely important to learn how to work together, even with people you might not enjoy working with initially. To that effect by the end of the semester, you should be able to:

1. Execute group meetings using effective scheduling, meeting times and spaces, agendas, and minutes.
2. Explain, evaluate, and use basic group concepts learned throughout our course.
3. Construct personal communication goals for future small group meeting(s).
4. Explain and differentiate group theories in an applied setting.
5. Produce and discern information that meets ethical standards of intellectual inquiry and discovery.

Course Description

Communication matters for both our personal and professional lives. One of the experiences that we all have (in different ways) is working with teams or small groups, whether we have enjoyed that experience or not. However, it is extremely important that we learn how to communicate effectively when we are working with others in these settings for both our personal and professional growth.

This class is designed to be very interactive so we can help each other learn how to work well within a group setting. All roles within a group are equally important and we will go over strategies to use within different group settings to have successful outcomes. We will learn together by reading from our book and other examples, applying materials we incorporate from outside of the classroom, attending class sessions, and participating in class discussions.

Course Evaluation:

Your final grade will be based on the following criteria:	<u>Maximum</u>
<i>Brown Bag Presentation</i>	20
<i>Concepts Presentation</i>	75
<i>Journaling (25 points per journal)</i>	75
<i>Mid Term</i>	100
<i>Movie Application</i>	50
<i>Chapter Presentation</i>	100
<i>Community Group Observation Report</i>	50
<i>Symposium</i>	100
<i>Attendance & Participation</i>	50
Total points	620 points

Grades: Standard Grading Scale

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
59% - ↓	=	F

Course Requirements (More information and detailed rubrics will be on canvas):**Brown Bag Presentation (20 points):**

To help us get to know each other better, each of you will give a 3-5-minute brown bag presentation that presents themselves to the class. Using a brown lunch bag (that I will supply you with), students will decorate the outside of the bag, and will fill the inside of the bag with items that help describe themselves to the class. The outside of the bag will represent information that can be gathered by seeing or briefly meeting a person, and the inside of the bag will represent information that can only be learned through disclosure or getting to know an individual on a deeper level. You will be graded on being an active listening audience member, perceived preparation for the project, and giving the actual presentation (you will not be graded on presentation skills).

Concepts Presentation (75 points): This small group assignment will provide a firm base for group understanding. You will be assigned to small groups that will decide on a topic to be presented to the class. Topics can include (but are not limited to Group Diversity, Virtual Groups, Types of Groups, Group Behavior, Group Motives, Group Conflict, etc.). Your group will give a 15-20 minute presentation of the concept. The first meeting agenda must be turned in to the instructor within a week of the formation of groups. You will submit an outline, reference page, agenda, and minute notes on your presentation day.

Journaling (75 points): You will write a journal about your group experiences after the Concept presentations, Chapter presentations, and symposium. These will only be seen by you and me and you'll submit them on canvas or if you'd rather hand write them you can—you'll just turn the handwritten copy in to me. After each one of your personal/group presentation, you are expected to write personal evaluations, evaluate your team members, and set personal goals for the next one or future presentation.

Midterm Exam (100 points): Reviewing course concepts we've learned thus far. To be completed in class.

Movie Application (50 points): This assignment is designed to allow you to apply the information learned during the Concepts Presentations to a major motion picture (or TV episode) that features a group attempting to complete a task. You will submit one 2-3 page double spaced paper per group.

Chapter Presentation (100 points): As a small group, you will be asked to lead/facilitate a discussion (25-30 minutes in length) on a chapter from the textbook. You can choose any chapter from Chapters 3-10. At least 3 concepts should be presented from the chapter and at least one must be a theory. The format for the discussion is open, so please do not simply use **ONLY** a PowerPoint presentation. You are encouraged to please be creative and use innovative formats, such as creating games, debates, role-playing, video clips, and other original learning techniques.

Community Group Observation Report (50 points): This assignment is designed to allow you to apply the information learned during the Chapter Presentations to a community work group. You will observe a group meeting (can be a student organization, faculty council, school board meeting, job meeting, etc.). You **CAN** be part of the group and you will write a minimum 2-3 double-spaced pages reporting the relevant findings related to this class.

Symposium (100 points): In your groups, you will present a problem-solution symposium centered on an issue that relates specifically to UT Tyler students or students in general across Texas. Your group will define a problem, provide alternative solutions and ultimately suggest the proper solution to an audience composed of members outside of the class. You will be evaluated on your preparation, contribution, delivery, research, and visual aids along with peer reviews. Each group will have 20 minutes total for the presentation.

Participation/Attendance (50 points): Your presence in this class, both mentally and physically, is necessary for success. Small Group as a course is highly participatory by nature. You are expected to engage in discussion, participate in learning activities, provide audience feedback, and otherwise be active listeners. A student who comes to class late, is unprepared, is disruptive, or decides to text or play on their phone in class, will see these decisions reflected within the Participation/Attendance grade.

Course Policies:

Participation: Throughout the semester, you will be asked to partake in discussion and contribute to class. Please be ready, having read the course materials for that class period, with your own thoughts, questions, or insight. This type of participation is key in a small class like this; different point of views will also allow the class to understand the material better.

Attendance: Attendance is necessary in this class. However, you will be given THREE (3) "FREE" days to miss with no penalty for your absence(s). For each and every absence thereafter, 4 points will be deducted from your course point total. Eight (8) total absences earn an automatic "F."

For every speech day you miss, 5 additional points will be deducted. Arriving to class late or leaving class early is inconsistent with an efficient and productive class session. Students who consistently (i.e., more than twice) fail to arrive by the time designated and/or who leave class before the end of the period will receive an absence. Finally, an attendance sheet distributed at the beginning of class will record your attendance. If you do not sign in, you will be considered absent for that day. **You are responsible for signing your name on this sheet. At the end of the semester all questions concerning your attendance will be answered by recourse to this sheet.**

Elasticity Clause: I reserve the right to modify the existing course calendar and assignments. If changes must be made, I will notify students as soon as possible.

Classroom Civility: People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives.

Changes to the schedule: Changes may be made at my discretion and if circumstances require. I will do my best to notify you via email, in class, and with a hard copy of the changes. It is I your responsibility to note these changes when announced. Readings must be completed for the day they are assigned on the course schedule. Lectures are intended to complement the readings.

Plagiarism

Academic Honesty: The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values.

All students must adhere to the UT- Tyler Honor Code (“Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do”). Furthermore, students must complete their work with academic integrity outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student’s name to an attendance roster when he or she is not in class is academic dishonesty.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
 - copying from another student’s test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;

- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas

The “Common Knowledge” Clause: Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know. (E.g. Humans once painted in caves. Berlin is the capital of Germany. Etc.)

The “Textbook” Clause : Material does not have to be cited if both of these points are true:

1. If the information contained in a student’s work is found in a course textbook or other assigned reading

2. And if that information is presented in such a way that the work is not copying or nearly copying the reading material word-for-word.

For example, if a student's textbook lists the Stone Age as beginning in 3,000 BCE, then a student can simply include this date. But, if a student copied full sentences from the textbook, then that would be plagiarism.

The “10% Rule”: As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else's words, regardless of proper quotes or citation.

Intent: When reviewing a possible case of plagiarism, the student's intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

Mistakes & Accidents: The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

Appeal to Ignorance: A student's claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

Collaboration: Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment. Having someone proofread your work is ok, but that can only entail matters of style, grammar, and spelling.

Disciplinary Action for Plagiarism: Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in an F for the course and possible disciplinary action by the Dean (e.g. expulsion).

University Policies:

UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Classroom Diversity: It is my desire to create a stimulating work environment that challenges each student in this class to perform at top levels. In order for our learning community to succeed, each member must treat others that way that they would like to be treated. I expect students to respect the opinions and ideas of each individual. As an instructor, I am committed to providing an atmosphere of learning that is representative of a variety of diverse perspectives, including race, religion, gender, nationality, age, sexual orientation and physical abilities. In this

class, you will have the opportunity to express and experience culturally diversity as we discuss diversity issues as they pertain to the classroom environment and the course materials.

Tobacco-Free: All forms of tobacco will not be permitted on the UT Tyler campus or in my classroom or office. This applies to all members of the University community, including students, faculty, staff, affiliates, contractors, and visitors. This includes cigarettes, pipes, cigars, water pipes, e-cigarettes, smokeless tobacco, snuff, and all other tobacco products.

Campus Carry: We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 9th.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 9th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The

Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Course Calendar*

Week	Day/Date	Topic	Assignment & Due Dates
1	M Aug. 26 th	Go over Syllabus/Calendar	
	W Aug 28 th	Chapter 1: Intro to Group Communication	Read Chapter 1
	F Aug 30 th	Chapter 1: Intro to Group Communication	
2	M Sept 2 nd	No Class-Labor Day	
	W Sept 4 th	Brown Bag Presentations	Prepare your Brown Bag
	F Sept 6 th	Chapter 2: Group Development	Read Chapter 2
3	M Sept 9 th	Chapter 2: Group Development	
	W Sept 11 th	Chapter 3: Group Member Participation	Read Chapter 3
	F Sept 13 th	Chapter 3: Group Member Participation	
4	M Sept 16 th	Chapter 4: Diversity in Groups	Read Chapter 4
	W Sept 18 th	Chapter 4: Diversity in Groups	
	F Sept 20 th	Time in class to work on Concept Presentations	Work with Groups
5	M Sept 23 rd	Concept Presentations	
	W Sept 25 th	Concept Presentations	Turn in journals
	F Sept 27 th	Review for Midterm	Answer Study Guide
6	M Sept 30 th	Midterm	Prepare for Midterm
	W Oct 2 nd	Chapter 5: Group Leadership	Read Chapter 5
	F Oct 4 th	Chapter 5: Group Leadership	
7	M Oct 7 th	Chapter 6: Verbal and Nonverbal Communication in Groups	Read Chapter 6
	W Oct 9 th	Chapter 6: Verbal and Nonverbal Communication in Groups	
	F Oct 11 th	Work on Movie Application Papers/Time with groups	
8	M Oct 14 th	Chapter 7: Listening and Responding in Groups	Read Chapter 7
	W Oct 16 th	Chapter 7: Listening and Responding in Groups	Movie Application
	F Oct 18 th	Chapter 8: Conflict and Cohesion in Groups	Read Chapter 8
9	M Oct 21 st	Chapter 8: Conflict and Cohesion in Groups	
	W Oct 23 rd	Chapter 8: Conflict and Cohesion in Groups	Turn in Community Group Observation Report
	F Oct 25 th	Chapter 9: Decision Making and Problem Solving in Groups	Read Chapter 9
10	M Oct 28 th	Chapter 9: Decision Making and Problem Solving in Groups	
	W Oct 30 th	Chapter 9: Decision Making and Problem Solving in Groups	
	F Nov 1 st	Chapter 10: Critical Thinking and Argumentation in Groups	Read Chapter 10
11	M Nov 4 th	Chapter 10: Critical Thinking and Argumentation in Groups	

	W Nov 6 th	Chapter 10: Critical Thinking and Argumentation in Groups	
	F Nov 8 th	Time to work in groups/Catch up day	Turn in journals
12	M Nov 11 th	Chapter 11: Planning and Conducting Meetings	Read Chapter 11
	W Nov 13 th	NO Class NCA	
	F Nov 15 th	NO Class NCA	
13	M Nov 18 th	Chapter 11: Planning and Conducting Meetings	
	W Nov 20 th	Chapter 11: Planning and Conducting Meetings	
	F Nov 22 nd	In-Class time to prep for Symposium	
14	M Nov 25 th	NO Class-Thanksgiving Break	
	W Nov 27 th	NO Class-Thanksgiving Break	
	F Nov 29 th	NO Class-Thanksgiving Break	
15	M Dec 2 nd	Chapter 12: Group Presentations	Read Chapter 12
	W Dec 4 th	Chapter 12: Group Presentations	
	F Dec 6 th	In-Class time to prep for Symposium	
16	Wed Dec. 11 th 10:15-12:15	Symposium	Have your Group Poster Ready/Turn in journals at the end of the symposium

*Subject to change