

COMM 320: Small Group and Team Communication

Fall 2018
Section #20505

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I usually respond to emails quickly. However, responses can take up to 48 hours from the time of receipt.

Class Meeting Time: Monday and Wednesday 10:00 – 11:50am

Class Location: Wallis Annenberg Hall, ANN 210

Office Hours: Unless stated otherwise, I can be found in my office every Monday and Wednesday from 9:15 – 9:45am and 3:30 – 4:00pm. I am also available by appointment.

Office: ASCJ G21B

4 units

Course Description

Welcome to COMS 320, Small Group and Team Communication. In this class, we are all learners and teachers, and the course is designed to provide you with plenty of opportunities to assume both roles. This course will help you become a more effective and confident communicator within a group structure, and it emphasizes the development of skills that will enable you to contribute to a collective message. Theories of group decision making and leadership will be explored to analyze group interaction. Preparation for organizational communication contexts will be highlighted through critical thinking and problem-solving projects.

Learning Objectives

This course is designed with these objectives in mind:

- Compare and contrast theories of small group dynamics.
- Effectively prepare, practice, and deliver oral presentations in small group settings.
- Apply critical thinking skills when listening to, analyzing, and evaluating oral messages.
- Explain the psychological, social, and cultural basis and significance of oral communication as it occurs in dyads, small and large groups, and public settings.
- Examine aspects of persuasion and present information and viewpoints with persuasive force.
- Develop effective problem-solving communication skills.
- Demonstrate successful conflict management strategies.
- Engage in sound reasoning to reach a well-reasoned decision.
- Delineate communication skills that contribute to effective leadership.
- Discover, evaluate, and accurately report information.
- Organize effective presentations.

Upon completion of this course, students should improve their effectiveness in small groups, increase their ability to describe and explain small group phenomenon, and learn facilitation and consulting skills.

Required Text and Supplementary Materials

Hirokawa, R. Y., et al. (2003). *Small Group Communication: Theory & Practice: An Anthology (8th Edition)*. Oxford: Oxford UP. ISBN: 9780195330007

All supplementary materials, including assignment prompts, will be posted on Blackboard (<https://blackboard.usc.edu>) and/or emailed to you.

Course Requirements

Response Papers (25 points each, a total of 150 points): You will compose a total of six (6) response papers that share your thoughts about the content of the assigned reading. In each paper, you will answer at least three of the following questions. In each answer, offer a detailed argument and explanation using specific examples and citations from the assigned reading, video, and/or outside source (see italicized note below).

- Do you agree with the author(s)? Do you disagree?
- How might you use the content from this reading/video in your future career? In your relationships? In other words, how might you apply these ideas in the “real world”?
- What theory or theories are discussed and/or applied in the reading?
- How has this assigned reading and outside source contributed to the work you are doing on the hiring committee project, group service project, and/or et cetera project?
- What new questions has the assigned content sparked for you?

In addition to answering three of the above questions, find at least one credible outside source addressing the topic at hand, and use it to support your claim regarding the assigned reading.

Each response paper requires the following:

- Back up your claims with strong reasoning and source material. *As mentioned earlier, you are required to cite at least one scholarly source outside of what is assigned in class, and you must cite it using a proper MLA or APA style (Choose one style and stick to it).*
- The paper itself should be at least three full pages, double-spaced (not counting the Works Cited page), and you should use 12-point, Times New Roman font. Be sure to reach the bottom of page three; 2.5 pages of writing is not enough.
- *The papers should be turned in on Blackboard by 10:00am on the date listed on the syllabus calendar.*

Use this as an opportunity to actively engage with the course material, and share your thoughts about the issues raised in class. You are welcome to be creative in your response, but the assignment length should be equivalent to a three-page, double-spaced paper.

Hiring Committee Project (100 points): The hiring committee exercise serves as a formal introduction of yourself to the class and an opportunity to serve on a mock hiring committee. You will complete this project in a series of steps:

- Individually, you will find a real job posting, and you will practice applying to this position as part of this assignment. All job postings must be printed and turned in on the day noted on the course calendar.
- I will organize groups based on job similarities and announce them in class. After the announcement has been made, your new group will have an opportunity to meet and exchange contact information. You will also share your selected job posting with your group.
- With my help, your group will formulate specific questions for each interviewee. Every member of your group will serve in this role, in addition to serving on the hiring committee.
- On the day of the mock interview, the seats in the room will form concentric circles, with the hiring committee and interviewee in the center and rest of the class on the outer ring. The interview begins with a prepared pitch by the interviewee, where he/she/they discuss their experiences and qualifications. The pitch will last no more than 2 minutes.
- After the interviewee’s pitch is over, the members of the hiring committee will take turns asking prepared questions of the interviewee. This will last 10 minutes.

- All members of the group will rotate to serve as interviewees on the same day.
- When all interviews are complete, the rest of the class will have a discussion about the interviewing process and group hiring practices.

Group Service Project (150 points): In a group of 3-4, you will perform a service project of some kind. This project will involve the following:

- Your group will be responsible for locating a group/organization, and the primary objective is to engage the group in planning and coordinating the needed service.
- By the date noted on the calendar, your group will turn in a written proposal (one proposal per group). The proposal will identify the organization receiving the service, and it will discuss a detailed plan describing what your group will do. Include dates and locations as part of your plan as well. The proposal will be 2-3 pages, double-spaced.
- Your group will carry out the plan after you receive my feedback on the proposal. One person in the group is responsible for photographing the event.
- Your group will give a 7-8 minute presentation on the project, and your group will include the event photos in a PowerPoint, which will be displayed during the presentation. A formal paper is not required for this assignment.

Et Cetera Project (200 points): In groups of 4, you will research a topic of the group's choosing. Your group will complete this project in a series of steps:

- After getting the input of all group members, your group will share a list of ranked topics with me. By the next class meeting, I will have a brief meeting with your group to discuss the approved topic.
- Research Prospectus: After your topic has been approved, your group will begin researching. The prospectus will have a preliminary literature review and an overview of your research agenda. The prospectus will be turned in on the day noted on the course calendar. More details on this will be discussed in class.
- Presentation: Your group will deliver a 15-20 minute presentation, which will focus on your topic and what your group has learned. You are welcome to use technology as part of the presentation, but you are required to email the files and/or links to me no later than 24 hours in advance.
- Outline: In addition to the presentation, your group will turn in a general outline (One outline for the whole group). This outline will be submitted electronically, and it will be dispersed to the rest of the class. There will be questions on the final exam that pertain to each group's outline and presentation.

We will be framing all presentations in a professional environment, so you will gain practice in a skill that you will use in the future. You should plan to dress accordingly on your scheduled presentation day. How might you dress for a job interview? Basically, dress to impress! Presentations are graded on substance, organization, language, and delivery. I am here to help you, and work in this class will be collaborative as much as possible.

Exams (100 points for the Midterm Exam; 100 points for the Final Exam): The exams are based on the course readings, lecture material, and discussions in class. The midterm covers the first half of class, and the final covers the second half. Although the final is not cumulative, general knowledge of earlier material is expected. The questions are a mix of multiple choice and short answer. Further details will be provided in class.

Participation (200 points): Participation in building block assignments that we complete in class is integral to your success and understanding of the practice of effective team-building. In-class participation assignments include but are not limited to the following:

- Feedback to classmates

- Group and/or pair exercises
- Written responses to lecture content
- Impromptu speeches

Lectures, presentations, and class discussions are not possible without you! Please be punctual. If you are late, please do not walk in while another student is speaking. Furthermore, you should be willing to offer constructive feedback and receive it. Respect everyone in the room, and be willing to listen to a side of an argument with which you might not agree. See the class policies for more information on in-class conduct.

Grading

Pts. Possible	Assignment	My Grade
150 points	Response Papers (6 papers at 25 points each)	
100 points	Hiring Committee Project	
150 points	Group Service Project	
200 points	Et Cetera Project	
100 points	Midterm Exam	
100 points	Final Exam	
200 points	Participation	
1000 points	Total Possible Points	_____/1000

We will use the +/- system, and course grades will be determined using the following scale:

Earned Points	Percentage (%)	Grade
940-1000	94-100%	A
900-939.99	90-93.99%	A-
870-899.99	87-89.99%	B+
840-869.99	84-86.99%	B
800-839.99	80-83.99%	B-
770-799.99	77-79.99%	C+

Earned Points	Percentage (%)	Grade
740-769.99	74-76.99%	C
700-739.99	70-73.99%	C-
670-699.99	67-69.99%	D+
640-669.99	64-66.99%	D
600-639.99	60-63.99%	D-
0-599.99	0-59.99%	F

Course Policies

Before I share what is expected of you, let me first share how I see my role. I consider it my responsibility, indeed higher education's responsibility, to guide you to mastery of the professionalism you need to get, keep, and excel in the jobs you seek. In my work within and outside of academia, I have seen many talented people passed up for promotions, and others who have lost their positions because they did not know what was needed to succeed. I don't want that to be you. My policies are consistent with workplace standards, and they are meant to help you avoid ending up like those who did not know how to work with rigor, adhere to standards, and/or comply with job requirements. I want you to succeed, so please contact me if you need further clarification on course concepts, assignments, and/or policies.

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. Ignorance of these policies does not excuse their violation.

Due Dates

It is important that you keep up with the due dates, because we work together best when everyone is on the same page. Assignments are due on assigned days. Documented illnesses or emergencies are the only exception to this policy, and you will need to contact me *before* class begins whenever possible. Please bring documentation when applicable.

Presentation Due Dates: When announced in class, you will have the opportunity to sign up for the dates you (or your team) will deliver presentations based on the syllabus schedule. As a class, we will try to accommodate everyone's request, but it is not guaranteed. The schedule will be provided after the sign-up process is complete. If a presentation is not delivered when scheduled due to an extenuating circumstance (see the absences policy below), the highest percentage one can earn is 50% (e.g., if a student misses the Et Cetera Project, which is normally worth 200 points, a maximum of 100 points can be earned for late delivery. Also, this example assumes we will have time in class for make-ups, which is not always possible).

Late Written Assignments: Assigned papers not turned in on the day due will be given one grade lower than the one deserved for each day the paper is late (for example, a "B" for an "A" quality paper if the paper is one day late, a "C" for an "A" quality paper if it is two days late). If you are missing class, you may email it to me only to document the time at which it came in. You should print your own hard copy after that to submit to me, because I will write comments on them that will help you in the future.

Missing an Exam: The midterm and final exams need to be completed when scheduled, and they cannot be made up.

Attendance and Participation

Although I recognize that we all have other obligations outside of class, we will all benefit from everyone attending regularly. Changes in work schedule, personal celebrations (e.g., birthdays), transportation problems, etc. are *not* considered legitimate reasons to excuse an absence. *If you do miss a class, it is important for your success to catch up on anything you might miss. Your success is partly due to having knowledge of all material covered in class, whether an absence is excused or not.* Make friends with classmates, and get in contact with them should you miss a class for any reason to gain a copy of notes.

Regular attendance is essential to success in this course, and you must make an effort to be on time for class. We only meet twice a week so your presence is important. Attendance will be taken at the beginning of each class via sign-in sheets. If a student is present during class but does not sign the attendance sheet, the student will be marked absent for that day. Signing in for another student not present is not allowed, and it will result in an automatic zero for the participation grade for the person falsifying the attendance sheets.

Acceptable excused absences are the following and must be corroborated in writing by the proper authority:

- Personal illness that requires a doctor's visit
- Death of a close family member
- Natural disaster such as fire, earthquake, or civic unrest
- Military deployment
- Court related obligation such as jury duty, appearance, deposition, or subpoena
- Traveling on university related business as part of a university program or organization.

If religious observances will prevent you from completing assigned work on a scheduled date, you are responsible for discussing this matter with me, your instructor, as soon as possible, and no later than the second week of classes. For the University Office of Religious Life policy regarding religious observations, see: <https://orl.usc.edu/life/calendar/absences/>. Accommodations will be made for such circumstances in accordance with University policies and guidelines. If you have a health condition or disability that may interfere with your attendance or your ability to complete course requirements, you should take the following steps as soon as possible:

- First, contact the Academic Counseling Services (ACS) and Disability Services and Programs (DSP) and arrange to meet with an ACS and DSP counselor, who will help you determine whether your

condition qualifies you for accommodations and to complete a form describing the approved accommodations.

- Second, you should inform your instructor of your need for accommodation and provide the instructor with a copy of the completed accommodation form.

You are expected to complete these steps within the first two weeks of class or as soon as possible after learning of the need for accommodation, unless legitimate circumstances prevent you from doing so. Please contact an ACS and DSP counselor as soon as possible with any questions. For university policies regarding students with accommodations, please see: <https://undergrad.usc.edu/services/counseling/> and <https://dsp.usc.edu>.

Much of the learning in a communication class comes from observing presentations and participating in class discussions, so it is very important that you attend class. The University of Southern California prohibits the awarding of points solely on a student's physical presence in a class. However, they allow the use of unexcused absences and excessive tardiness to count against a grade. This includes leaving class early.

Tardies and Reverse Tardies: Being late is easily preventable, so plan ahead! Arriving late to class is known as a tardy. Reverse tardies refer to instances when a student leaves class early. It is not enough to sign the attendance sheet; you have to be here for the whole class in order for it to count! Bear in mind that **3 tardies and/or reverse tardies = 1 absence**.

The figures below assume that the student has participated regularly while in attendance; a lack of participation can further impact the scores listed below.

Absences	Applicable Deductions
0-2 absences	No Deduction
3 absences	-30 points
4 absences	-40 points
5+ absences	-50 points (increases by increments of 10 per additional absence, up to -100 points)

Courtesy to Others

Promptness is expected as a general rule, but especially on presentation days. If you should happen to be late on a presentation day, wait in the hall until you hear applause and then enter. I cannot stress this enough—DO NOT walk in during another group's presentation. If we are having a lecture or discussion, come in only when appropriate. Public speaking in general can create a lot of anxiety for people, and the classroom must remain a safe place for everyone.

Courteous Technology Use: For this class we will use what might be called the Harvard Business School Rule: during the class, students will *not* be allowed to use laptops, mobile phones, or wireless connections. Unless permitted by the instructor, cell phones must always be turned off or silent during class.

To understand the reasons for this policy, you may want to read the following: a study called "Why you should take notes by hand – not on a laptop"; a *New Yorker* piece called "The Case for Banning Laptops in the Classroom"; and the studies of the late Stanford University Professor Cliff Nass that show the dangers of multitasking (summarized in this NPR segment. Or, read Nicolas Carr's piece in the *Wall Street Journal* last year called "How Smartphones Hijack Our Minds: Research suggests that as the brain grows dependent on phone technology, the intellect weakens." The *Los Angeles Times* published an article on this "off the grid" policy in 2015.

Laptops and tablets are allowed only for DSP approved purposes; however, I reserve the right to adjust this policy for in-class research. Please be respectful of others when they are giving their presentations.

All devices should be put away during student presentations, unless I have stated otherwise. *If you elect to utilize these devices to supplement your presentation, you must give advance notice.*

Cell Phone/Computer/Electronic Device Policy: If ALL cell phones, computers, and electronic devices are stowed away and do not audibly disrupt the entire time we meet as a class, everyone will be awarded 5 extra credit points. If a phone/computer/device is disruptive, or otherwise disturbs class, extra credit points for *everyone* will be reflected by the following:

5 points = No cell phone interruptions

4 points = 1 cell phone interruption

3 points = 2 cell phone interruptions

2 points = 3 cell phone interruptions

1 points = 4 cell phone interruptions

0 points = 5+ cell phone interruptions

Basically, for every interruption, the extra credit points for *everyone in the class* will go down by 1. The only exception to this is an electronic aid approved by DSP. If this is the case, please contact me as soon as possible.

As mentioned before in the attendance policy, please be courteous to the whole class, and come to class on time. Avoid in engaging in disruptive behavior, which includes but is not limited to the following: cell phone interruptions, walking in the room during a speech, heckling the professor or other students, etc. This will affect your participation grade!

Guest Speakers: Guest speakers take time out of their schedules to come speak with you on important topics related to this class. Many of these people are busy executives whose time is very valuable. They cannot be expected to take time to speak if students are online or text messaging on cell phones while they speak. Any time we have a guest speaker, you are also expected to turn off your computers and cell phones and focus on the speaker. Students found on their computers during guest speaker sessions will be lose 20 points from their participation grade. As we may have several guest speakers, this can add up fast.

Language Use: Another form of respect is how we speak to and about one another. Please use sex-neutral language in your speaking and writing. Because the language we speak and write leads us to perceive in certain ways, sex-neutral language will help all of us perceive women and men on equal terms, participating equally in the world. For example, use *he or she* instead of *he* when the person to whom you are referring could be of either sex. If it is grammatically correct, use *one* in reference to a general pronoun. Similarly, use *people* or *humanity* or *individuals* instead of *man* or *mankind*, *you* or *you people* instead of *you guys*, and *chair* or *sales representative* instead of *chairman* or *salesman*. If you need more clarification on this policy, please ask me! Here is a syllabus treat: If you see this message on or before August 27, 2018, send me an email listing the title of your favorite book and the author who wrote it. If you do this by the deadline, you will receive 5 extra credit points.

Written Standards

Academic writing is more formal than casual communication, and all of your writing in this course is expected to be error-free. Proof your writing, and correct your spelling, grammar, punctuation, word choice, and syntax errors before turning in work for a grade. Treat all writing, including e-mail to me, with the same rigor. Everything "counts;" errors will lower your grades.

Grade Calculations

If a student's final grade is on the cusp between one grade and another, I reserve the right to adjust grades up based on participation in class. For example, a student with a final grade of 89.99% may be given an A- if he or she has made a significant contribution in class activities and discussions. However, if that is not

the case, the grade will remain as is. I will never lower a student's grade below what he/she/they have earned. To protect your privacy, please note that I will not send grades or grade-specific information via email.

Also, it is important to remember that I will not negotiate grades. If you have a problem or question about performance on an assignment, you must contact me within a week of receiving your grade. I give you a great deal of feedback on your assignments, so please review these comments before attempting to dispute a grade. If you are disputing a grade for an assignment, you must reference the assignment guidelines I have provided, and put your concerns in writing. Consider also these questions:

- Was your assignment submitted on time?
- Did you follow the directions of the assignment?
- Did you turn in your best work? If it was a written assignment, did you use proper grammar and syntax? Did you misspell words? Is your work neat and professional? Did you use weird spacing to make the paper appear longer than it really is?
- Did you practice your speech? If the work was an oral assignment, did you complete the speech within the allotted time limit? Did you dress professionally? Did you read your speech as opposed to presenting it?
- Did you credit your sources? Is your bibliography properly formatted?
- Did you wait until the last minute to complete the assignment?
- If you are missing participation points, were you absent the day of the classroom activity? Do you contribute to class discussions?

Again, please come see me within a week of receiving feedback on an assignment if you have questions about how it was evaluated. In any case, I am more than happy to meet with you in person to discuss ways you can improve.

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

The work you complete must be original, and sources **MUST** be cited properly. MLA or APA are acceptable citation formats for this class, but if you would prefer another style, please notify me in advance. Also, if you are unclear about proper citation, please ask. It is better to ask than to assume, especially in this case.

Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

COMM 320: Small Group and Team Communication Fall 2018 Course Schedule (Subject to Change)

Week	Date	In-Class Activities and Topics	Required Reading	Assignments Due
1	Mon., Aug. 20	Course Introduction		
	Wed., Aug. 22	Group Practices and Approaches	<i>Moments, Mixed Methods, and Paradigm Dialogs</i> , Norman K. Denzin*	
2	Mon., Aug. 27	Systematic Thinking	<i>Groups as Systems</i> , Linda D. Henman	
	Wed., Aug. 29	Solving Problems	<i>Effective Decision-making and Problem-solving in Groups: A Functional Perspective</i> , Dennis S. Gouran & Randy Y. Hirokawa	Response Paper 1 Due
3	Mon., Sept. 3	<i>Labor Day (No Class)</i>		
	Wed., Sept. 5	Small Group Theories	<i>Symbolic Convergence Theory</i> , Ernest G. Bormann	Printed Copy of Job Posting Due
4	Mon., Sept. 10	Preparing to Collaborate Hiring Committees Announced	<i>Group Communication and the Structuring Process</i> , Marshall Scott Poole	
	Wed., Sept. 12	Anticipating Group Work Workshop Interview Questions	<i>Time and Transition in Work Teams: Toward a New Model of Group Development</i> , Connie J. G. Gersick	Response Paper 2 Due
5	Mon., Sept. 17	Group Development Workshop Interviewee Pitch	<i>Multiple Sequence Model of Group Development</i> , Marshall Scott Poole	
	Wed., Sept. 19	Group Processes Form Groups for Service Project	<i>Spatial Relationships in Small Groups</i> , Judee K. Burgoon	
6	Mon., Sept. 24	Offering Meaningful Feedback Mock Interviews	<i>Feedback Processes in Task Groups</i> , Beth Bonniwell Haslett & John R. Ogilvie	
	Wed., Sept. 26	Group Climate and Mutual Influence Mock Interviews	<i>Influencing Others in Group Interaction: Individual, Subgroup, Group, and Intergroup Processes</i> , Renee A. Meyers & Dale E. Brashers	Response Paper 3 Due
7	Mon., Oct. 1	Reliable Decision Making Mock Interviews	<i>Communication and Group Decision-making Efficacy</i> , Randy Y. Hirokawa	
	Wed., Oct. 3	Interpersonal Communication	<i>Teaming with Emotions: The Impact of Emotionality on Work-Team Collaboration</i> , Carolyn C. Clark & Richard W. Slone	Group Service Project Proposal Due
8	Mon., Oct. 8	Midterm Exam		
	Wed., Oct. 10	Leading Change Form Et Cetera Groups & Develop a List of Ranked Topics	<i>Leadership as the Art of Counteractive Influence in Decision-making and Problem-solving Groups</i> , Dennis S. Gouran	

Week	Date	In-Class Activities and Topics	Required Reading	Assignments Due
9	Mon., Oct. 15	Leadership and Gender Announcement of Approved Et Cetera Topics	<i>Leadership and Gender: Challenging Assumptions and Recognizing Resources</i> , Susan B. Shimanoff & Mercilee M. Jenkins	
	Wed., Oct. 17	Leadership and Gender (Continued)	<i>Sex, Gender, and Communication in Small Groups</i> , Nina M. Reich & Julia T. Wood	Response Paper 4 Due
10	Mon., Oct. 22	Leadership and Culture	<i>Communication in the Multicultural Group</i> , Richard E. Porter & Larry A. Samovar	
	Wed., Oct. 24	Leadership and Culture (Continued)	<i>Cross-Cultural and Intercultural Work Group Communication</i> , John G. Oetzel, Mary Meares, & Akiko Fukumoto	Et Cetera Research Prospectus Due
11	Mon., Oct. 29	Virtual Groups	<i>Distinguishing Characteristics of Virtual Groups</i> , Robyn E. Parker	
	Wed., Oct. 31	Online Case Studies of Groups and Teams Group Service Project Presentations	<i>Exploring Member-Leader Behaviors and Interaction in an Online Support Group</i> , Emily A. Paskewitz & Stephenson J. Beck*	Response Paper 5 Due Service Project PowerPoint Due (for those presenting)
12	Mon., Nov. 5	Online Case Studies of Groups and Teams Group Service Project Presentations	<i>Computer-Mediated False Consensus: Radical Online Groups, Social Networks and News Media</i> , Magdalena E. Wojcieszak*	Service Project PowerPoint Due (for those presenting)
	Wed., Nov. 7	Online Case Studies of Groups and Teams	<i>100 million strong: A case study of group identification and deindividuation on Imgur.com</i> , Jude P. Mikal, Ronald E. Rice, Robert G. Kent, & Bert N. Uchino*	
13	Mon, Nov. 12	Observing Groups	<i>Narrative Analysis of Group Communication</i> , Randy Y. Hirokawa, Kathleen Clauson, & Juliann Dahlberg	
	Wed., Nov. 14	Evaluating Group Discussion	<i>Evaluating Group Discussion</i> , Steven A. Beebe & J. Kevin Barge	Response Paper 6 Due
14	Mon., Nov. 19	Class Selected Topic	To Be Determined	
	Wed., Nov. 21	<i>Thanksgiving Holiday (No Class)</i>		
15	Mon., Nov. 26	Et Cetera Presentations		Et Cetera Outline Due Today (for those presenting)
	Wed., Nov. 28	Et Cetera Presentations		Et Cetera Outline Due Today (for those presenting)
Study Days	Saturday, December 1 – Tuesday, December 4			
Finals Week	Mon., Dec. 10	Final Exam 8:00-10:00am		

*This reading is available on Blackboard.

Classmate Contacts

Name: _____ Phone: _____ Email: _____

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Name: _____ Phone: _____ Email: _____