

Spring 2020

Monday & Wednesday 12:00pm-1:50pm

Section: 20505

Location: ASCJ 228

Instructor: Julianna Kirschner

Email: jkirsch@usc.edu (I usually respond to emails expeditiously, but there are times when I may need 48 hours to get back to you.)

Office: ASCJ G21B

Office Hours: Unless stated otherwise, I can be found in my office every Monday and Wednesday from 2:15pm-3:15pm.

I. Course Description

Welcome to COMM 320, Small Group and Team Communication. This course will cover the following: *Group process theories relevant to communicative behavior in small group/team settings, including information exchange, decision making, leadership, and meetings; student team projects testing theoretic propositions (University Catalogue).*

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.

II. Student Learning Outcomes

This course is designed with these objectives in mind:

- Compare theories of small group and team dynamics.
- Apply career building strategies in a team context.
- Cultivate communication skills that contribute to effective leadership.
- Discover, evaluate, and accurately report information about small group and team experiences.
- Effectively prepare, practice, and deliver oral presentations in a team setting.
- Design a research agenda and convey results as a team.
- Evaluate the role of small groups and teams in connection with living and working in a diverse world.

III. Required Readings and Additional Course Notes

Required Textbook:

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

This course is web-enhanced. In other words, the primary delivery of the course will be in the classroom, but additional materials will be available online. All supplementary materials, including outside readings and assignment prompts, will be posted on Blackboard (<https://blackboard.usc.edu>). Most assignments for this course will also be submitted on Blackboard.

IV. Description and Assessment of Assignments

Response Papers (35 points each, a total of 140 points): You will compose a total of four (4) 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? Why?
- 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 12:00pm 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 (110 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.
- Literature Review: After your topic has been approved, your group will begin researching. This part of the assignment will have a preliminary literature review and an overview of your research agenda. This assignment will be turned in on Blackboard on the day noted on the course calendar. More details on this will be discussed in class.
- Presentation Video: Your group will develop a 10-minute video, which will focus on your topic and what your group has learned. Be as creative as possible! Think about the delivery formats of your favorite online videos: What makes them stand out? Why are they so engaging?
- Outline: 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 video.

- Q&A Session: We will view your videos during the last week of class. After your video is shown, the class will ask your group questions about the video and the topic.

We will frame all presentational elements (e.g., interviews for the hiring committee project, presentations for the group service project, Q&A session for the et cetera project, etc.) 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 interview/presentation day.

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.

In-Class Assignments (100 points): In-class assignments include but are not limited to the following:

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

These building block exercises we complete in class will be integral to your success and understanding of the practice of effective team-building.

Participation (100 points): Participation refers to your engagement in class. Participation includes raising your hand to answer a question, responding to classmates' questions, and providing feedback to peers, etc. 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 participation.

V. Grading

Grading Standards

Grades generally reflect the following:

| | |
|-------------|--|
| A/A- | Outstanding, thoughtful and enthusiastic work |
| B+/B | Above average work, demonstrating good insight into assignment |
| B-/C+ | Needs improvement on ideas, argument and follow through |
| C and below | Fulfilling the bare minimum and showing little understanding of the material |

Grade Breakdown

| Pts. Possible | Assignment | My Grade |
|--------------------|--|--------------|
| 140 points | Response Papers (4 papers at 35 points each) | |
| 110 points | Hiring Committee Project | |
| 150 points | Group Service Project | |
| 200 points | Et Cetera Project | |
| 100 points | Midterm Exam | |
| 100 points | Final Exam | |
| 100 points | In-Class Assignments | |
| 100 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+ |
| 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 |

Grading Timeline

My goal is to provide grades and feedback to you as soon as possible. For most assignments, I generally have feedback and grades available within a week. If grading is more feedback intensive, the process can take up to 1-2 weeks. All grades will be posted on Blackboard for your convenience.

Assignment Rubrics

In addition to the information provided in the assignment descriptions above, handouts will be provided for all team projects. These handouts will discuss the standards for a successful collaborative outcome.

VI. Course Policies

Before I share what is expected of you, let me first share how I see my role. I have designed this course to give you opportunities to work with other people and learn what it takes to succeed. I will adapt this course to your own learning preferences as much as possible.

I consider it my responsibility to guide you to mastery of the professionalism you need to succeed in the future. 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 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 your team will deliver presentations and mock interviews 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 presentation for the group service project, which is normally worth 150 points, a maximum of 75 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.

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

Attendance and Participation

Much of the learning in a communication class comes from lectures, 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.

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.

Documentation of your presence will be taken at the beginning of each class via sign-in sheets. If a student is present during class but does not sign in, 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 sign-in sheets. Keep in mind that signing in is simply not enough; you must actively participate and complete in-class assignments (see the Participation assignment description above for more details).

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>

Tardies and Reverse Tardies: 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.**

| Unexcused Absences | Applicable Deductions |
|--------------------|--|
| 0-2 absences | No Deduction |
| 3 absences | -30 points |
| 4 absences | -40 points |
| 5 absences | -50 points |
| 6 absences | -60 points |
| 7+ absences | No points are earned for participation. The participation grade automatically becomes 0/100. |

The figures above assume that the student has participated regularly while in attendance. A lack of participation can further impact the deductions listed.

Courtesy to Others

Promptness is expected as a general rule. 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.

Recording: Recording audio or video of class sessions is not permitted unless you have my permission and permission of all students in the class (See Cal. Penal Code § 632).

Courteous Technology Use: For this class we will use what might be called the Harvard Business School Rule. During class, most students will *not* use laptops, cell phones, or wireless connections. During the first week of class, we will designate 3-4 students to take notes on laptops, which will then be distributed to the rest of the class. *Other than those 3-4 designated note takers, no one else may use a laptop or other electronic device. The only exception to this is an electronic aid approved by DSP. If this is the case, please contact me as soon as possible.* To understand the reasons for this policy, please review the optional readings on Blackboard.

Cell Phone/Computer/Electronic Device Policy: If ALL cell phones, computers, and electronic devices are stowed away (except for the designated note takers) and electronic devices 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 audibly disruptive, or otherwise disturbs class, extra credit points for *everyone* will be reflected by the following:

| Cell Phone Extra Credit Points | Cell Phone Interruptions |
|--------------------------------|-----------------------------|
| 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 point | 4 cell phone interruptions |
| 0 points | 5+ cell phone interruptions |

As your instructor, I reserve the right to temporarily adjust the device policy as needed. When this is the case, I will verbally announce the policy alteration during class and/or notify you in advance via email.

Guest Speakers: When possible, I have guests visit our class. 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 (again, except for designated note takers). Unless a student is a designated note taker, points will be deducted from participation if a student is found on an electronic device.

Gender Pronouns: I want to use the correct gender pronouns, nicknames, and pronunciations for every student. To ensure we do, please provide this information and do not hesitate to correct me or each other so we all address each other in ways that match our identities.

Language Use: Please use gender-neutral language in your speaking and writing. Because the language we speak and write leads us to perceive in certain ways, gender-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 January 24, 2020, 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 was 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 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 read your speech as opposed to presenting it?
- Did you credit your sources? Is your References section 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. The earlier you ask for help, the better!

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.

VII. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

Add/Drop Dates for Spring 2020 Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

Friday, February 28: Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 3: Last day to drop a class with a mark of “W” for Session 001

VIII. COMM 320 Course Schedule

Be advised that this calendar is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

All readings marked with an asterisk (*) are available on Blackboard.

| Week | Date | In-Class Activities & Topics | Required Reading | Assignments Due |
|------|------------------|--|---|---------------------------------|
| 1 | Mon., Jan. 13 | Course Introduction | | |
| | Wed., Jan. 15 | Group Practices & Approaches | <i>When Small Teams Are Better than Big Ones</i> , Wang & Evans* Optional: Notetaking Readings* | |
| 2 | Mon., Jan. 20 | <i>Martin Luther King, Jr. Holiday (No Class)</i> | | |
| | Wed., Jan. 22 | Systematic Thinking | <i>Groups as Systems</i> , Linda D. Henman | |
| 3 | Mon., Jan. 27 | Solving Problems | <i>Effective Decision-making and Problem-solving in Groups: A Functional Perspective</i> , Dennis S. Gouran & Randy Y. Hirokawa | |
| | Wed., Jan. 29 | Small Group Theories | <i>Symbolic Convergence Theory</i> , Ernest G. Bormann | Printed Copy of Job Posting Due |
| 4 | Mon., Feb. 3 | Preparing to Collaborate & Hiring Committees Announced | <i>Group Communication and the Structuring Process</i> , Marshall Scott Poole | Response Paper 1 Due |
| | Wed., Feb. 5 | 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 | |
| 5 | Mon., Feb. 10 | Group Development & Workshop Interviewee Pitch | <i>Multiple Sequence Model of Group Development</i> , Marshall Scott Poole | Resume and Cover Letter Due |
| | Wed., Feb. 12 | Mock Interviews | <i>Communication and Group Decision-making Efficacy</i> , Randy Y. Hirokawa | |
| 6 | Mon., Feb. 17 | <i>President's Day (No Class)</i> | | |
| | Wed., Feb. 19 | Mock Interviews | <i>Feedback Processes in Task Groups</i> , Beth Bonniwell Haslett & John R. Ogilvie | |

| Week | Date | In-Class Activities & Topics | Required Reading | Assignments Due |
|------|------------------|--|--|---|
| 7 | Mon., Feb. 24 | Mock Interviews | <i>Influencing Others in Group Interaction: Individual, Subgroup, Group, and Intergroup Processes</i> , Renee A. Meyers & Dale E. Brashers | |
| | Wed., Feb. 26 | Remaining Mock Interviews, Spatial Relationships & Form Groups for Service Project | <i>Spatial Relationships in Small Groups</i> , Judee K. Burgoon | |
| 8 | Mon., Mar. 2 | Interpersonal Communication & Discuss Service Project | <i>Teaming with Emotions: The Impact of Emotionality on Work-Team Collaboration</i> , Carolyn C. Clark & Richard W. Sline | Response Paper 2 Due |
| | Wed., Mar. 4 | Leading Change & Midterm Exam Practice | <i>Leadership as the Art of Counteractive Influence in Decision-making and Problem-solving Groups</i> , Dennis S. Gouran | |
| 9 | Mon., Mar. 9 | Midterm Exam | | |
| | Wed., Mar. 11 | Leadership & Gender Form Et Cetera Groups & Rank Topics | <i>Leadership and Gender: Challenging Assumptions and Recognizing Resources</i> , Susan B. Shimanoff & Mercilee M. Jenkins | Group Service Project Proposal Due |
| 10 | Mon., Mar. 16 | Spring Recess (No Class) | | |
| | Wed., Mar. 18 | | | |
| 11 | Mon., Mar. 23 | Leadership and Gender (Continued) Confirm Et Cetera Topics | <i>Sex, Gender, and Communication in Small Groups</i> , Nina M. Reich & Julia T. Wood | |
| | Wed., Mar. 25 | Leadership and Culture | <i>Communication in the Multicultural Group</i> , Richard E. Porter & Larry A. Samovar | Response Paper 3 Due |
| 12 | Mon., Mar. 30 | Leadership and Culture (Continued) | <i>Cross-Cultural and Intercultural Work Group Communication</i> , John G. Oetzel, Mary Meares, & Akiko Fukumoto | |
| | Wed., Apr. 1 | Group Service Project Presentations | <i>Distinguishing Characteristics of Virtual Groups</i> , Robyn E. Parker | Service Project PowerPoint Due (for those presenting) |

| Week | Date | In-Class Activities & Topics | Required Reading | Assignments Due |
|-------------|--|--|--|---|
| 13 | Mon., Apr. 6 | Group Service Project Presentations | <i>Exploring Member-Leader Behaviors and Interaction in an Online Support Group</i> , Emily A. Paskewitz & Stephenson J. Beck* | Service Project PowerPoint Due (for those presenting) |
| | Wed., Apr. 8 | Online Case Studies of Groups and Teams | <i>Computer-Mediated False Consensus: Radical Online Groups, Social Networks and News Media</i> , Magdalena E. Wojcieszak* | |
| 14 | Mon, Apr. 13 | 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, et al.* | Et Cetera Literature Review Due |
| | Wed., Apr. 15 | Observing Groups | <i>Narrative Analysis of Group Communication</i> , Randy Y. Hirokawa, Kathleen Clauson, & Juliann Dahlberg | |
| 15 | Mon., Apr. 20 | Evaluating Group Discussion | <i>Evaluating Group Discussion</i> , Steven A. Beebe & J. Kevin Barge | Response Paper 4 Due |
| | Wed., Apr. 22 | Class Selected Topic | To Be Determined | |
| 16 | Mon., Apr. 27 | Viewing of Et Cetera Videos, Q&A Sessions | | All Et Cetera Videos and Outlines Due |
| | Wed., Apr. 29 | Viewing of Et Cetera Videos, Q&A Sessions Final Exam Practice | | |
| Study Days | Saturday, May 2 – Tuesday, May 5, 2020 | | | |
| Finals Week | Friday, May 8 | Final Exam (11:00am – 1:00pm) | | |