

Spring 2021

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

Section 20505

Meeting Location: Online via Zoom (Access information will be provided via email and Blackboard)

Instructor: Julianna Kirschner, Ph.D.

Email: jjkirsch@usc.edu

I usually respond to emails expeditiously, but there are times when I may need 48 hours to get back to you.

Office: I am planning to meet with students on Zoom during the COVID-19 pandemic. When on campus meetings become possible, my office is located in ASCJ, suite G21B.

Office Hours: Unless stated otherwise, I am available to meet with you on Zoom on Monday from 11:00am-12:00pm. I am also available by appointment, so feel free to send me an email to set that up.

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

The primary delivery of the course will be on Zoom. You can access our Zoom meetings through Blackboard (<https://blackboard.usc.edu>) by clicking on the menu option called, "USC Zoom Pro Meeting." All supplementary materials, including outside readings and assignment prompts, will be posted on Blackboard. Most assignments for this course will also be submitted on Blackboard.

IV. Description and Assessment of Assignments

Response Assignments (35 points each, a total of 140 points): You will compose a total of four (4) response assignments to the reading that share your thoughts and interpretations. You may complete these assignments in any of the following forms:

- 2-3 page paper, double spaced.
- Infographic/artistic response (also include a brief written narrative, about 1-page double spaced, to address the requirements noted below)
- Recorded video

If you have additional ideas for unique forms of this assignment, you may also propose an alternative form; however, you will have to email me at least a week before the deadline to propose this alternative form. My approval is required.

In each response assignment, you will answer (or illustrate your 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).

- What is unique about the argument made by the author?
- Do you agree with the author(s)? Do you disagree?
- Are there common fallacies associated with the topic discussed in the reading? (Use your outside source to support this claim.)
- 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 or will be doing on the argument analysis paper, letter to the editor, presentation of advocacy, and/or spontaneous argumentation?
- 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 (this applies regardless of the form you chose to complete this assignment: paper, infographic/artistic response, or recorded video).

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).
- If you are writing a paper, the paper itself should be at least two 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; 1.5 pages of writing is not enough.
- If you are approaching this assignment as an infographic/artistic response or as a recorded video, the content should be developed enough to convey what you would have written in a comparable paper. More details will be discussed in class.

- *The response assignments should be turned in on Blackboard by 3:30pm 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 2-3 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.

Consulting Project (150 points): In a group of 3-5 people, you will develop a plan of action for an organization of your choice. Your group will choose an organization with which someone in the team has an existing connection (e.g., an organization where a teammate is currently interning or have previously interned, an organization where a teammate has worked part-time or full-time, etc.). The primary objective is to engage the organization as informal communication consultants and provide recommendations to improve business operations.

- Consulting Project Proposal: By the date noted on the course calendar, your group will turn in a written proposal on Blackboard. Only one proposal per group should be turned in, and it will be 2 full pages, double-spaced.
- Organizational Research: After receiving feedback on your team's proposal, investigate the areas for improvement your team already identified. Find materials to help you assess possible recommendations. Your team should locate 5 credible sources total to guide this process.
- Presentation and PowerPoint: Your team will give a 7-8 minute presentation on the project through Zoom. In the presentation your team should discuss the following: An overview of the plan developed by the group in the proposal, the research your group collected and connect it to the organization in question, the team's recommendations, and additional courses of action you would have taken if more time was available.
- Feedback to Group Members: After your presentation has concluded, you will be asked to evaluate each group member and the group as a whole. These will be anonymous.

Et Cetera Project (200 points): This is a culminating project that allows you to conduct a comprehensive research agenda. 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 make an announcement about group topics.
- 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 (200 points): In-class assignments include but are not limited to the following:

- Check-in responses
- Group and/or pair exercises
- Problem-solving exercises
- Research scaffolding exercises
- Written responses to lecture content
- Impromptu speeches
- Extemporaneous and impromptu debates
- Creative collaborative assignments

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

Lectures, presentations, class discussions, and class exercises are not possible without you! There will be opportunities to complete in-class assignments if your time zone does not permit synchronous completion of in-class assignments.

Please be punctual. If you are late, please be careful to mute your microphone as soon as you login, so you don't interrupt the in-progress activities. Furthermore, you should be willing to offer constructive feedback and receive it. Respect everyone in class 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.

V. Grading

Grade Breakdown

Pts. Possible	Assignment	My Grade
140 points	Response Assignments (4 assignments at 35 points each)	
110 points	Hiring Committee Project	
150 points	Consulting Project	
200 points	Et Cetera Project	
100 points	Midterm Exam	
100 points	Final Exam	
200 points	In-Class Assignments	
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 Timeframe and Missing or Inaccurate Score Inquiries/Disputes: I make a sincere effort to grade your assignments expediently. Every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying me, the instructor, within one (1) week of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify me of any

discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Grading Standards

Each assignment will have their own rubric, which will explain assessment in more detail how grades are calculated. In general, grades will generally reflect the following:

Grades	Quality of Assignment
A/A-	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B+/B/B-	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C+/C/C-	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D+/D/D-	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

VI. Course Policies

Before I share what is expected of you, let me first share how I see my role. My goal is to help you reach your potential and fully realize your own humanity. Part of that realization also includes the acknowledgement of other people's agency. I want you to learn how to better communicate with other people and empathize with different positions than your own. I know these are lofty goals, but I see this class as a piece of the ever-evolving puzzle that is your university experience. I am here to help you navigate it to the best of my ability.

I also 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 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.

Interview and Presentation Due Dates: The plan is to have interviews and presentations conducted synchronously. When announced in class, you will have the opportunity to sign up for the dates you (or your team) will deliver interviews and 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 an interview or presentation is not delivered when scheduled, the highest percentage one can earn is 50% (e.g., if a student misses the interview for the hiring committee project, which is normally worth 110 points, a maximum of 55 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 Response Assignments and Other Work: Assignments not turned in on the day due will be given one grade lower than the one deserved for each day the assignment is late (for example, a "B" for an "A" quality paper if a response assignment is one day late, a "C" for an "A" quality assignment if it is two days late). If you submit an assignment late, you will have to email it to me. Blackboard will not accept late assignments.

Missing an Exam: The midterm and final exams will be open for a long window of time, which will be announced in advance. You will have the opportunity to plan ahead and determine the right time for you to take the exam within its respective window. The exams need to be completed during the timeframe in which they are scheduled, and they cannot be made up. The exams must also be completed in one sitting, respectively. In other words, when you start the final exam, you should be prepared to finish it. Make sure that your internet connection is stable before beginning the exams. Please reach out to me in advance of taking an exam if you have any questions about logistics, so you can avoid the worst-case scenario of missing an exam.

Attendance and Participation

Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments. Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone. If you are in a time zone that will prevent you from attending class synchronously, please contact me as soon as possible: jjkirsch@usc.edu

Your religious practices are supported and honored. 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>

Participation is part of your grade, but it is measured through in-class assignments. These assignments may be completed synchronously or asynchronously. The current modality of teaching includes synchronous and asynchronous lessons, assignments, exercises, and evaluation processes, and each affords different types of participation. In a synchronous zoom environment, when proper, participation is synchronous. This may include talking, when appropriate, during a zoom meeting, or using the chat function to generate or participate in discussions. Blackboard offers different types of participation, including participating in forums and completing asynchronous assignments.

Courtesy to Others and Netiquette

If you should happen to be late on an interview or presentation day, please mute your microphone as soon as possible. Any disruption can make it challenging for presenters to continue. Public speaking in general can create a lot of anxiety for people, and the online classroom must remain a safe place for everyone. The distant nature of these learning environments may prompt us to forget that we are a community and that each of us and our ideas deserve respect. For this reason, it is imperative that you remember to respect the opinion of others, regardless of how much you disagree.

Here are some additional ways that we can support each other:

- Camera on Zoom: Although you are not obligated to turn your camera on, I highly recommend it.
- Please wear appropriate clothing.
- Please keep your microphone on mute during class on Zoom, except when you're asked to unmute for discussion or questions.
- Please use appropriate virtual backgrounds.
- Raise your virtual hand when you have a question or comment.
- Use the chat, and feel free to message me directly during class. I will check the chat as often as I can.
- Be focused on the class content, and don't distract yourself with social media, online shopping, etc. during synchronous class meetings.
- Active breaks: We will take active breaks when and if needed.
- Need help during breakout room time? Click ask for help, so I can come into your room.

Developing netiquette norms is an ever-evolving process, so we will add to this list as a collective. As the netiquette list grows, an update will be provided on Blackboard for your reference. Have you thought of more netiquette items to add? If so, please email me at any point in the semester: jjkirsch@usc.edu

Recording

Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are

responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Guest Speakers

Whenever 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. Please focus on the guest speaker when they are present. Ask them questions and participate in discussion, which will count toward your in-class assignments grade.

Gender Pronouns and Language Use

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

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 February 1, 2021, 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.

Grade Calculations

See grading breakdown in the earlier section on grading. More details about grade calculations are provided below.

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, students with a final grade of 89.99% may be given an A- if they have 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. Grades and feedback will be available on Blackboard.

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 presentation? If the work was an oral assignment, did you complete the presentation within the allotted time limit? Did you read your presentation as opposed to presenting it?
- Did you credit your sources? Are your references properly formatted?
- Did you wait until the last minute to complete the assignment?
- If you are missing in-class assignment points, were you absent the day of the classroom activity? If you are in a time zone where synchronous attendance is not reasonable according to USC standards, did you complete the alternative assignment?

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

Statement on Academic Conduct and Support Systems

Academic Integrity Policy: The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

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, policy.usc.edu/scientific-misconduct.

In addition, it is assumed that you have produced the work for these assignments entirely by yourself, and this work has not been previously produced by you for submission in another course, without the approval of the instructor.

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.

Emergency Preparedness, Course Continuity in a Crisis, and Going back to Campus

Although our class is scheduled to be fully online this semester, the information below will be useful to you if you have other classes scheduled for hybrid delivery.

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines and safety protocols. These are listed in the Trojans Return page (<https://coronavirus.usc.edu/students/>). Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

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 Campus Support and Intervention - (213) 821-4710

campussupport.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.

VIII. Important University Dates to Note

Spring Semester 2021 (15 weeks: 1/15/2021 – 4/30/2021; Final Exam Period: 5/5-12/2021)

January 15	Spring semester classes begin for Session 001
January 11-15	Late registration and change of program for Session 001
January 18	Martin Luther King Day, university holiday
February 5	Last day to register and add classes for Session 001
February 5	Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001
February 9	Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001
February 15	Presidents' Day, university holiday
March 5	Last day to drop a course without a mark of "W" on the transcript for Session 001. Mark of "W" will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]
March 5	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.]
March 12	Wellness Day
March 23	Wellness Day
April 7	Wellness Day
April 9	Last day to drop a class with a mark of "W" for Session 001
April 22	Wellness Day
April 30	Spring semester classes end
April 30	Wellness Day

IX. 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. 18	<i>Martin Luther King, Jr. Holiday (No Class)</i>		
	Wed., Jan. 20	Course Introduction		
2	Mon., Jan. 25	Group Practices & Approaches	<i>When Small Teams Are Better than Big Ones</i> , Wang & Evans*	
	Wed., Jan. 27	Systematic Thinking	<i>Groups as Systems</i> , Linda D. Henman	
3	Mon., Feb. 1	Solving Problems	<i>Effective Decision-making and Problem-solving in Groups: A Functional Perspective</i> , Dennis S. Gouran & Randy Y. Hirokawa	
	Wed., Feb. 3	Small Group Theories	<i>Symbolic Convergence Theory</i> , Ernest G. Bormann	Copy of Job Posting Due
4	Mon., Feb. 8	Preparing to Collaborate & Hiring Committees Announced	<i>Group Communication and the Structuring Process</i> , Marshall Scott Poole	Response Assignment 1 Due
	Wed., Feb. 10	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. 15	<i>President's Day (No Class)</i>		
	Wed., Feb. 17	Group Development & Workshop Interviewee Pitch	<i>Multiple Sequence Model of Group Development</i> , Marshall Scott Poole	Resume and Cover Letter Due
6	Mon., Feb. 22	Mock Interviews	<i>Communication and Group Decision-making Efficacy</i> , Randy Y. Hirokawa	
	Wed., Feb. 24	Mock Interviews	<i>Feedback Processes in Task Groups</i> , Beth Bonniwell Haslett & John R. Ogilvie	
7	Mon., Mar. 1	Mock Interviews	<i>Influencing Others in Group Interaction: Individual, Subgroup, Group, and Intergroup Processes</i> , Renee A. Meyers & Dale E. Brashers	

	Wed., Mar. 3	Remaining Mock Interviews, Spatial Relationships & Form Groups for Consulting Project	<i>Spatial Relationships in Small Groups</i> , Judee K. Burgoon	
8	Mon., Mar. 8	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 Assignment 2 Due
	Wed., Mar. 10	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. 15	Leadership & Gender Form Et Cetera Groups & Rank Topics	<i>Leadership and Gender: Challenging Assumptions and Recognizing Resources</i> , Susan B. Shimanoff & Mercilee M. Jenkins	Midterm Exam Due
	Wed., Mar. 17	Leadership and Gender (Continued) Confirm Et Cetera Topics	<i>Sex, Gender, and Communication in Small Groups</i> , Nina M. Reich & Julia T. Wood	Consulting Project Proposal Due
10	Mon., Mar. 22	Leadership and Culture	<i>Communication in the Multicultural Group</i> , Richard E. Porter & Larry A. Samovar	
	Wed., Mar. 24	Leadership and Culture (Continued)	<i>Cross-Cultural and Intercultural Work Group Communication</i> , John G. Oetzel, Mary Meares, & Akiko Fukumoto	Response Assignment 3 Due
11	Mon., Mar. 29	Consulting Project Presentations	<i>Distinguishing Characteristics of Virtual Groups</i> , Robyn E. Parker	Consulting Project PowerPoint Due (for those presenting)
	Wed., Mar. 31	Consulting Project Presentations	<i>Exploring Member-Leader Behaviors and Interaction in an Online Support Group</i> , Emily A. Paskewitz & Stephenson J. Beck*	Consulting Project PowerPoint Due (for those presenting)
12	Mon., Apr. 5	Online Case Studies of Groups and Teams	<i>Computer-Mediated False Consensus: Radical Online Groups, Social Networks and News Media</i> , Magdalena E. Wojcieszak*	
	Wed., Apr. 7	USC Wellness Day (No Class)		
13	Mon, Apr. 12	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. 14	Observing Groups	<i>Narrative Analysis of Group Communication</i> , Randy Y. Hirokawa, Kathleen Clauson, & Juliann Dahlberg	
14	Mon., Apr. 19	Evaluating Group Discussion	<i>Evaluating Group Discussion</i> , Steven A. Beebe & J. Kevin Barge	Response Assignment 4 Due
	Wed., Apr. 21	Class Selected Topic	To Be Determined	All Et Cetera Videos and Outlines Due
15	Mon., Apr. 26	Discussion of Selected Et Cetera Videos, Q&A Sessions		
	Wed., Apr. 28	Discussion of Selected Et Cetera Videos, Q&A Sessions		
Study Days	Saturday, May 1 – Tuesday, May 4, 2021			
Finals Week	Friday, May 7 11:00am-1:00pm	Discussion of Selected Et Cetera Videos, Q&A Sessions		Final Exam Due