Fayetteville State University  
College of Arts and Sciences  
Department of Performing and Fine Arts  
COMM 321/SPEE 321 Group Discussion  
Fall Semester 2015

I. LOCATOR INFORMATION

Instructor: Dr. Eugenie Almeida  
Course # and Name: COMM 321-01 Group Discussion  
Semester Credit Hrs: 3  
Room, Bldg.: Lyons Science 109  
Day/Time Class Meets: MWF: 3:00-3:50  
Office Location: 206 Telecomm Bulding  
Total Contact Hours For Class: 45  
Office Hours: MWF: 10-12, 1-2*  
Email: ealmeida@uncfsu.edu  
Office Phone: 672-2031

*Office hours at 1-2 PM on MWF are in Lyons Science Lobby.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

Group Discussion provides training and practice in the effective exchange of opinions on selected topics, with emphasis on studying group interaction during the process of discussion and observing the effects of parliamentary procedures on the conduct of groups in discussion.  
Prerequisite: SPEE 200 or consent of the instructor.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf
Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Spaulding Building, Room 167
(910) 672-2167
dhall9@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator
Barber Building, Room 242
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. TEXTBOOK


VI. SPECIFIC COURSE OBJECTIVES

Upon completion of the course, the student will be able to:

(1) Demonstrate an understanding of the process of small group communication and small group discussion including:
   a) the small group as a system
   b) verbal and nonverbal communication within small groups
   c) the effects of culture on small group communication
   d) group norms and roles
   e) factors that build group cohesiveness
   f) leadership within the small group

(2) Demonstrate knowledge of small group communication research focusing on:
   a) participant-observation research
   b) survey and interview research
   c) field experiments

(3) Demonstrate knowledge of fundamental principles of effective communication within the small group

(4) The student will acquire facility in small group discussion techniques.

(5) Apply new technologies to learning and research including:
   a) using the Web to enhance library searches
b) setting up e-groups to conduct small group discussions

(6) Understand the differences that exist among people and their cultures and the ways in which these differences affect individuals’ view of the world, their values, and their interpretations of the events of their lives by:

(7) Collaborate with colleagues, parents, local schools, agencies and the community to support learning and achievement for all students.

(8) Collaborate in small group task team workshop.

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA

GRADE DISTRIBUTION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Research Project</td>
<td>55%</td>
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<tr>
<td>Group Paper</td>
<td>45%</td>
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<tr>
<td>Panel Presentation</td>
<td>10%</td>
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<tr>
<td>Journals of group project</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scale
A= (90-100)
B= (82-89)
C= (70-82)
D= (64-69)
F= (63 or below) (Failure)

COURSE REQUIREMENTS/STUDENT RESPONSIBILITIES

Take-home Midterm Exam (25%)
Prepared questions will be given to students in advance of due date on chapters of the text already covered in class. Students should write thoroughly on each question selected to answer and should cite the text where necessary. As this exam is worth 25% of your grade, it is essential that you do a good job.

Group Research Project (55%)
Students will form groups of 3 or more members and design a small group research project to be written up in the form of a group paper and to be presented to the class in a panel presentation. The purpose of the research project is to provide students with a task that requires a good deal of group discussion and to further students knowledge of small group communication by focusing the research project on a small group communication topic. Methods for doing the research project may vary: library research may be selected as the group’s method for investigating a topic of importance in small group communication; the group may design a survey and administer the survey to members of small groups, analyze the results and draw conclusions about small group processes based on their research; members may choose an observational study wherein members observe a small group in discussion over a period of time and draw conclusions about the
functioning of this small group; members may combine methods, for example, observation and interviews, library research and observation. Chapter 15 contains information about observational small group research. Appendix B contains general information about conducting a research project.

A group paper is required to summarize the group’s research. Each group member should contribute to the group paper. Group Papers should contain the following parts:
1) a title page listing names of group members
2) an introduction wherein the rationale and purpose of the study is presented
3) literature review of research and articles relevant to the study
3) method selected and implemented to conduct the project
4) data collected for the study
5) conclusions of the study
6) bibliography of literature used, interviews conducted.
7) appendix in which sample questionnaires, interview sheets, etc can be placed.

Students should also design a panel presentation in which they present the results of their research study to the class. Panel presentations should be about 30 minutes so that each panel member can speak about the project to the audience. Appendix A contains instructions on how to design a panel presentation.

The group paper should be finished and handed in by the last day of class. It should be typed and well-written.

Panel presentations are scheduled to occur during the last week of class.

Journals (10%)  
After forming small groups, students are required to keep a journal of their group meetings. What I am interested in is your ability to use concepts, terms and theories from the textbook when you write about your group meetings. You can take notes during meetings and then rewrite them and “theorize” about them or write them up the evening or the following day after the meeting. Don’t wait too long after a meeting before you hand them in. I will collect your journals every 10 days or so, critique them, and hand them back. They need not be typed, but, if not typed, they must be legible so print, rather than handwrite, or use very legible handwriting. You must have at least five journal entries of about 1 page per entry.

Class Participation (10%)  
Good class participation means good attendance, contributions to class discussion, effective listening behavior. All students are required to participate in in-class exercises and guided discussion groups. Students grades may be dropped if they accumulate too many absences, either from class or from their small groups (which usually meet in class). Recommendation: do not miss more than 3 lectures and more than 1 small group meeting.

ATTENDANCE POLICY

Students are required to attend class regularly and participate in class as a member of the audience or as a contributor. Students are required to behave in a polite and respectful manner towards the professor and fellow students. This includes: turning cell phones off during class, remaining seated during the whole class as a rule, paying attention to class lectures (and taking notes), listening attentively to class
discussions, not engaging in private conversation during class time, etc. The professor will talk to students if they transgress the attendance policy, privately if possible, publicly if necessary. If, after such discussion, the student’s behavior does not become more respectful, points will be deducted from either a paper grade or an exam grade or both. If the disrespectful behavior continues, the professor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

VIII. ACADEMIC SUPPORT RESOURCES

Students are encouraged to avail themselves of the services of the Writing Clinic to improve their writing. Students are also urged to use the services of Reference Librarians for their second theory paper. No excuses will be accepted for being unable to find original articles or books either in Chesnutt Library or on Inter-Library Loan which the Librarians will be glad to help you with.

It’s also a good idea for Communication majors to visit the departmental website and to join the departmental facebook major page. I have put the web addresses for these two sites below:

Departmental Website:  [Http://www.uncfsu.edu/communication_ba/](http://www.uncfsu.edu/communication_ba/)
or search for “FSU Communication Major”

IX. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

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<thead>
<tr>
<th>Date</th>
<th>Wk</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>8/19</td>
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<td>Overview of course</td>
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<td>8/21</td>
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<td>The Small Groups in Everyone’s Life</td>
<td>Ch. 1</td>
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<td>Ch. 1</td>
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<td>Last Day of Late Registration</td>
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<td>8/26</td>
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<td>Human Communication Processes</td>
<td>Ch. 2</td>
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<td>Ch. 2</td>
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<td>8/31</td>
<td>3</td>
<td>Systems Theory</td>
<td>Ch. 3</td>
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<td>Systems Theory</td>
<td>Ch. 3</td>
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<td>9/3</td>
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<td>Fall Convocation</td>
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<td>Diversity and the Effects of Culture</td>
<td>Ch. 4</td>
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<td>Diversity and the Effects of Culture</td>
<td>Ch. 4</td>
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<td>9/11</td>
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<td>Members and their Roles</td>
<td>Ch. 5</td>
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<tr>
<td>9/14</td>
<td>5</td>
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<td>Ch. 5</td>
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<td>9/16</td>
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<td>Communication and Group Culture</td>
<td>Ch. 6</td>
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<tr>
<td>9/18</td>
<td>5</td>
<td>Communication and Group Culture</td>
<td>Ch. 6</td>
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<td>9/21</td>
<td>6</td>
<td>Leading Small Groups</td>
<td>Ch. 7</td>
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<tr>
<td>9/23</td>
<td>6</td>
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<td>Ch. 7</td>
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<td>9/25</td>
<td>6</td>
<td>Leading Small Groups</td>
<td>Ch. 7</td>
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9/28  7  Managing Conflict  Ch. 11
9/30  7  Managing Group Conflict  Ch. 11
10/2  7  Leading Small Groups: Practical Tips  Ch. 8
10/5  8  Leading Small Groups: Practical Tips  Ch. 8
10/7  8  Review Take-home Midterm
10/9  8  Study Day
10/12  9  Take-home Midterm due
Instructions for Group Research Project  Appendix A & B
Form groups—start keeping journals
Group Observation and Evaluation Tools  Ch. 12
Group Observation and Evaluation Tools  Ch. 12
10/14  9  First Group Meetings  Ch. 12
10/15-16  Fall Break
10/19  10  Problem-Solving and Decision Making I  Ch. 9
10/20  10  Deadline for Is
10/21  10  Group Research Project
10/23  10  Group Research
10/26  11  Group Research
10/26  11  Deadline for Withdrawals from Class
10/28  11  Problem-Solving and Decision Making II  Ch. 11
10/30  11  Group Research Project
11/2  12  Group Research
11/4  12  Group Research
11/6  12  Group Research
11/9  13  Group Research Project  Group reports
11/11  13  Veteran’s Day Holiday
11/13  13  Group Research
11/16  14  Group Research Project  Group reports
11/18  14  Group Research
11/20  14  Group Research
11/23  15  Group Research Project  Group reports
11/25  13  Group Research Presentations
11/26-11/27  Thanksgiving Day Holiday
11/30  13  Group Research Presentations  Journals Due
12/2  14  Group Research Presentations  Group Research Results Due

Research Paper Due for Graduating Seniors on Wednesday Dec.2, 2015
Research Paper Due for seniors nor graduating on Wednesday Dec. 9, 2015
XI. TEACHING STRATEGY
A combination of learning techniques are used to involve students in the course: a lecture discussion approach which is less formal than a lecture approach; and an experiential approach wherein the students discover, through experience, fundamental principles of effective communication.

X. BIBLIOGRAPHY