

Teamwork and Leadership in Organizations

COM 581-001 Course Syllabus ~ Fall 2020

Course Website: **Canvas LMS** [<https://uk.instructure.com>]

“The field of group communication has never been healthier: There is a developed body of knowledge about group communication theories, methods, and practices that reflects the maturity of the field . . . The maturity of the field is, thus, accompanied by a vitality that is producing a wealth of new and diverse views of group communication.” (Frey, 2002)

Small group communication is defined as communication among a small group of people who share a common purpose, who feel a sense of belonging to the group, and who exert influence on one another (Beebe & Masterson, 2020, p. 2).

Teamwork and collaboration refer to people with different views and perspectives coming together, putting aside their narrow self-interests, and discussing issues openly and supportively in an attempt to solve a larger problem or achieve a broader goal. (LaFasto & Larson, 2001, p. xvii).

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable (Katzbach & Smith, 2015, p. 41).

A group is a human communication system composed of three or more individuals, interacting for the achievement of some common purpose(s), who influence and are influenced by one another. In order to be called a group, a collection of individuals must succeed or fail as a unit in a quest to achieve a common purpose. If group members work independently by completing individual assignments on their own and the group merely compiles the results without the benefit of group discussion, no synergy will occur (Rotbwell, 2019, p. 36).

GENERAL COURSE INFORMATION

COM 581-001 Class meets: 8:00 a.m. - 9:15 a.m. Monday and Wednesday WT Young Library 1-62

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.

Email: Derek.Lane@uky.edu

Office: 859.219.0468

Zoom Office Hours: Monday - Thursday 11:00 a.m. – 12:00 noon (And by appointment)

Office Location: 235 Blazer Dining, 343 S. Martin Luther King Blvd.

Communication Department Office: 859.257.3622

<https://uky.zoom.us/my/drlane>

COURSE DESCRIPTION

Teamwork and Leadership in Organizations examines **theory** and **research** on the nature and development of small group communication. Topics include leadership, interpersonal relations and roles, goals, and decision-making in multiple organizational contexts.

The cornerstone of the fall 2020 semester will be on **leadership as counteractive influence**. We will explore theoretical explanations and strategies that have been empirically tested to improve the quality of small group interaction and problem solving in organizational teams.

The primary purpose of this course is to extend students' theoretical understanding of teamwork and leadership in organizations. Specifically, this course is designed to (1) sharpen the students' understanding of the role of small group communication in organizations; (2) familiarize students with group methods as they relate to the communication process; (3) involve students in **major creative term projects which incorporate current teamwork and leadership theory and research**; and (4) enhance students' understanding of published research in team and leadership communication. Topics include: a) scientific, relational, structural, psychological, and hybrid theoretical orientations to small group theory; b) types and functions of groups and group tasks; c) cohesiveness and team-building; d) interpersonal and inter-group conflict; e) power; f) conformity and deviance; g) social influence; h) group process; i) imposed group structures; j) leadership; k) decision theory; and l) formal procedures for group decision making.

As an advanced course in Teamwork and Leadership, COM 581 is designed to give students exposure to essential theories and concepts for analyzing, understanding, and leading teams. This course examines components that comprise teams, highlights key factors that influence team effectiveness, develops skills in **diagnosing opportunities and threats that teams will face**, and enhances teamwork expertise.

REQUIRED COURSE MATERIALS

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Pavitt, C. , & Curtis, E. (2001). *Small group discussion: A theoretical approach* (3rd ed.).

(online only: http://www.uky.edu/~drlane/teams/final_pavitt_combined_textbook.pdf)

This semester your primary textbook is available online only. This is an outstanding book and was originally published as a print book in two editions, in 1990 and 1994; the current edition was published in 1998 and updated in 2001. The copyright is now in the possession of the author, who has chosen to place the book in the public domain. The electronic copy has been made available to us by Professor Emeritus Charles Pavitt of the University of Delaware. You can download it directly from the link above or from the Canvas shell.

In addition to the free required online textbook, students will need to read one additional **“popular press” team/leadership book** (to be approved by the professor before October 5, 2020)

Other **supplemental readings** will be provided throughout the course. Required reading material will be available on the Canvas course website (<https://uk.instructure.com>) in the “files” section.

All students are expected to have an active official UK email account and to check their email regularly.

NOTE: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively participating in class to build trust, cooperation, support and mutual respect.

LEARNING OBJECTIVES*

1. Master the concepts, variables, and technical vocabulary of group communication research, and be able to use that language appropriately
2. Recognize and develop a more complex understanding of the theories and principles of group communication that are the basis for a variety of group communication situations and contexts
3. Improve critical thinking, overall judgment, reasoning, and logic in group research issues by assessing the ethical choices of researchers in conducting research and presenting research results consistent with professional standards
4. **Plan, design, execute, interpret, and critically evaluate the conclusions of an original creative group communication research term project (e.g., research paper, website, training video, series of podcasts)**
5. Clearly communicate and interpret the findings of original communication research to a lay audience
6. Become an intelligent consumer of research—able to read, understand, explain and critically evaluate communication and other empirical/behavioral/scientific research reported in scholarly journals.
7. Improve formal procedures for problem solving and decision-making.
8. Understand how social influences impact the group communication process.
9. Learn multiple leadership perspectives.
10. Improve conflict management skills based on theory involving interpersonal and inter-group conflict.
11. Develop skills in understanding, analyzing, and evaluating small group communication.
12. Understand the impact of conformity and deviance as they acquire skills necessary for group communication in instructional and organizational settings.

**Objectives will be assessed using written assignments (research article critique, popular press book report/critique, creative term research project), the midterm examination, and oral presentations (theory presentation, progress reports, and the oral presentation of their original group communication creative term project).*

PEFORMANCE CRITERIA

To accomplish these objectives, students will:

1. Prepare individual assignments
2. Read and respond to required course readings
3. Participate in class discussions, problem solving, and decision-making exercises.
4. Complete a midterm examination.
5. Research, analyze, and synthesize small group communication theories and principles as they apply to various group contexts.
6. Write and present findings from a major, original research project.

CLASS ORGANIZATION & INSTRUCTIONAL MODES

The class is designated as a “hybrid course” which has a blend of in-person and both synchronous and asynchronous online instruction. We will combine a variety of instructional models, including, but not limited to alternating attendance, flipped classroom, discussion, group activities and exercises, lectures, readings, research, multimedia technologies, and other teaching models. A combination of instructional modes will contribute to your overall understanding of and appreciation for small group communication concepts, contexts, theory, and research.

In the hybrid model, some content delivery (lectures, readings, etc.) will take place asynchronously (outside of class time), while in-class time is spent interacting with the content by way of practice problems, group work, simulations, role-plays, discussions and labs. Our plan is to meet every class period face-to-face (as long as it is safe to do so—we all wear masks, watch our physical distance, and wash our hands). If it is not safe to meet in person (e.g., if the Coronavirus cases spike in our campus community), we will hold class synchronously from 8-9:15 AM through Zoom every Monday and Wednesday. For now, I am hoping to meet face-to-face as often as possible (assuming you can all stay safe and social distance).

The method of instruction to be employed is based on the following assumptions:

The major function of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward small group communication theory and research.

Consistent with this rationale, **you will be given considerable freedom to select what you will study**, how you will study, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

I fully expect that we will remain flexible as we work together to make Fall 2020 a successful academic term!

POLICIES AND PROCEDURES

GENERAL CLASS REQUIREMENTS

Students are expected to:

1. Be on time for all class and team meetings.
2. Interact productively in class discussions and small group activities.
3. Be prepared daily for discussions by reading all assigned material BEFORE the day it is listed on the course schedule. **Be certain to say something smart and improve on the silence.**
4. Successfully deliver a major group project/presentation.
5. Submit all written assignments TYPED through the canvas shell at the designated due date and time.

FACE COVERING/DISTANCING POLICY: In accordance with University guidelines, **students must wear UK-approved face coverings in the classroom and academic buildings** (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). **If UK-approved face coverings* are not worn over the nose and mouth, students will be asked to leave the classroom.**

Students should complete their daily online wellness screening before accessing university facilities and arriving to class.

Students should not move chairs or barriers in classrooms and should physically distance at all times, leaving a six (6) foot radius from other people. Masks and hand sanitizer can be found if needed.

Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.

The instructor may choose to remove a mask when pedagogically necessary at the front of the classroom and behind a clear barrier. The instructor's mask will be replaced when it is no longer necessary to have it removed, or when the class meeting is complete—but he will also wear either a face shield, mask, or both.

*After consultation with the UK START Team, the infectious disease experts at UKHC, and the Emergency Operations Center (EOC), the University has concluded that face shields, clear masks, and face masks are allowable forms of face coverings. A growing amount of research indicates both shields and clear masks are effective.

ATTENDANCE/PARTICIPATION: *Attendance is not required—but any student receiving federal financial aid funds must demonstrate that they are actually enrolled and engaged in coursework (see Title IV policy on page 8).* However, you will earn your points through class attendance and engagement over the course of the semester. Class participation includes activities, role-plays, simulations, discussions of class readings, reflective writing, etc. and may be graded as complete/incomplete or graded based on a rubric. **All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities.** The University code for classroom behavior and academic misconduct will be enforced in this course.

For Fall 2020, the Department of Communication will distinguish between excused and unexcused absences (or in some courses where traditional in-person attendance is not taken, excused and unexcused reasons for missing work).

[S.R. 5.2.4.2](#) defines the following as acceptable reasons for excused absences: (a) serious illness (medical documentation may be required, see below), (b) illness or death of family member (documentation may be required), (c) University-related trips (see below), (d) major religious holidays (see below), (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the Instructor.

In order for an absence or missed work to be excused, students should contact their instructor **no later than a week following their return to classes.** In some cases, students may have official documentation to verify their excused absence/missed work (e.g., verification of a doctor visit, note from University Health Service, letter of accommodation from Disability Resource Center). However, students who are self-isolating or who choose not to attend class for precautionary reasons may NOT have official documentation. If no official documentation is available, instructors may accept emails from students as documentation for an excused absence or request another reasonable form of documentation. **Students MUST contact their instructor to be excused from class or missed work.**

EXCUSED ABSENCES: Academic policies regarding excused absences can be found in the Senate Rules under "Excused Absences." The Senate Council has interpreted excused absences for the Fall 2020 semester to include an excuse from **required in-person interactions if the student has been directed to self-quarantine by the University** (including its app), **a medical professional, public health professional, or government official.**

RESPONSIBILITY FOR MISSED INFORMATION, WORK AND/OR EXAMS: By definition, late assignments are below average. Missed or late assignments create major time and scheduling conflicts and are unfair to those who are prepared. For these reasons, any late assignment will have **10 percent deducted from the score** as a penalty for each day it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Thursday, deductions will begin immediately following the conclusion of class. The only exception to this policy will be documented and university accepted excuses (see Students Rights and Responsibilities Code). No make-up work is available for in-class exercises or exams unless prior arrangements are approved by the instructor.

If you miss a class, you are responsible for obtaining information presented during that class session (this includes videos or notes). **This is not the Instructor's responsibility.** For excused absences the Instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred [US:11/10/85 and RC: 11/20/87]. **The Instructor is under no obligation to provide the student an opportunity to make up the work and/or exams for unexcused absences.**

WITHDRAWALS AND INCOMPLETES: For Fall 2020, we would like to be flexible in the number of excused absences allowed for each student. **Although university policy states that students are strongly encouraged to withdraw (take a "W") from the class when a student's total EXCUSED absences exceed 1/5, or 20%, of the class periods scheduled for the semester,** each instructor may work with a student with more than 20% excused absences to make up work if feasible. However, if the instructor determines that a student cannot feasibly make up work after missing more than 20% of class/assignments, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.' [US: 2/9/87; RC: 11/20/87].

CLASSROOM CIVILITY: I want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned.

REASONABLE ACCOMMODATION POLICY: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC).** The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (**but no later than the end of the second class period**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

WRITTEN WORK AND PRESENTATIONS: While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the **Seventh Edition** of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by up to 10 percent.

POLICY ON INTELLECTUAL DISHONESTY: Intellectual dishonesty is a fancy term for cheating. Unless otherwise explicitly stated by the instructor, all work must be the original product of the student, and all materials taken from others must be properly cited. Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. This also includes submitting papers you have written for other classes to fulfill the requirements of this course. Any student whom the instructor has sufficient evidence to believe has cheated or plagiarized in the course will receive an automatic "E" (failure) in the entire course. There will be no exceptions. Additional penalties may involve suspension, dismissal, or expulsion from the University. As you can see, these are extreme measures for academic offenses that we believe are serious. Policies related to cheating/plagiarism (as well as excused absences, withdrawal, incompletes, final exams and common exams) can be found in your copy of Student Rights and Responsibilities. As students and faculty in the University of Kentucky, we are all responsible for adhering to these policies. You should be particularly familiar with Senate Rules 6.3.1 and 6.3.2, which are available online at www.uky.edu/StudentAffairs/Code/part2.html.

ACADEMIC INTEGRITY: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. See additional information for specific procedures for addressing academic offenses. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. **A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.** It is important that you review this information as all ideas borrowed from others need to be properly credited.

PLAGIARISM: Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, **they are obliged to consult their instructors on the matter before submission.** When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, **but when the actual work is done, it must be done by the student, and the student alone.** When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. **If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin.** Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain. Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

CHEATING: Senate Rule 6.3.2: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. The Department of Communication also considers **presenting false documentation of an excused absence** (e.g., a falsified note from a doctor) **as cheating.**

PROCEDURES FOR ADDRESSING ACADEMIC OFFENSES

The Department of Communication will follow the procedures outlined by Senate Rules 6.3.0 and 6.4.0 to address academic offenses, summarized by the Ombud at http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php

First, the instructor and student should set up a meeting so both parties may explain and discuss concerns of cheating/plagiarism.

Second, after the meeting, if the instructor deems that NO academic offense has occurred, no further action will be taken. However, if, after the meeting, the instructor deems an academic offense HAS occurred, the instructor (with the help of the Director of Undergraduate Studies in COM) will inquire about a student's prior record of academic offenses from the Registrar's Office.

Third, depending on the student's prior record, the instructor (with the help of the Director of Undergraduate Studies) will determine the penalty. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense relates to a student's attendance (e.g., in the case of falsified documentation of an excused absence), the minimum penalty is an unexcused absence and a zero on any missed assignments made up using the falsified excused absence. The student may also be reported for a violation of the Student Code of Conduct through the Office of Student Conduct. If the offense is considered severe or the student has other academic offenses on record, more serious penalties may be imposed, starting with an E in the course and ranging up to suspension/expulsion.

Fourth, EVERY academic offense resulting in some penalty will be reported to the Ombud to be kept on the student's record with the Registrar's Office. The offense will be reported via a letter from the Director of Undergraduate Studies sent to the student's university email account (cc: instructor and Academic Ombud). The student has the right to appeal the department's determination by contacting the Academic Ombud within ten days. More information about this appeals process can be found at http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php

If the department determines a student has committed an academic offense (and that offense is upheld by the university in the case of an appeal), **the student may NOT withdraw from the course**. If the student does withdraw, **the Registrar will reinstate the student**.

GRIEVANCE PROCEDURE

If you have tried to resolve an issue with your instructor and are not satisfied, you should contact Dr. Kevin Real, Chair of the Department of Communication, at kevin.real@uky.edu for an appointment.

TEACHER AND COURSE EVALUATION (TCE) POLICY

If the response rate for the course reaches 80%. For this class **10 extra credit points** (1%) will be awarded to all students in the course **if the response rate for the course reaches 80%**. Note: Instructors do not have a record of who completes the TCE. Instead, the instructor has a record of the response rate for the TCE. In other words, instructors can monitor the percentage and number of students who complete the TCE **but they cannot monitor the names of the students who complete it**.

WRITTEN WORK AND PRESENTATIONS: While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Seventh Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by at least 10 percent. Please note that any assignment you turn in may be submitted to Turnitin (www.turnitin.com) for plagiarism comparison.

EMAIL POLICY: Electronic correspondence from the University, the College, the Department of Communication, your instructors, and advisors will be sent to your official University Email Address (UEA), as defined in the UK Account Manager. **It is your responsibility to regularly check this account or forward this address to an account that you will check regularly.** Log-in to the account manager (<http://ukam.uky.edu>) using LinkBlue to confirm your University Email Address and delivery location. **You are responsible for checking your UK email account frequently and consistently (at least once per day)** to remain current with university- and class-related information. Be sure that you carefully manage your email storage quota to ensure that your mailboxes are able to receive new messages. **I will make every effort to respond to email messages within 24 hours during the week and within 48 hours during the weekend.**

FEDERAL REGULATION REGARDING DISBURSEMENT OF FEDERAL FINANCIAL AID FUNDS (TITLE IV) POLICY FOR CONFIRMING STUDENT ENROLLMENT AND ENGAGEMENT IN COURSES

Federal regulation mandates that federal financial aid funds (Title IV) may only be disbursed to students who are **actually enrolled and engaged in coursework**. This regulation mandates that **institutions provide evidence of engagement early in each semester**. Failure to provide evidence includes sizeable fees and fines.

To comply with this mandate, all instructors of undergraduate and graduate courses (including lab sections, online courses, internships, independent studies, and research credits) in the College of Communication and Information will be **required to confirm student attendance or engagement in classes during the two-week period following the last day to add a class**.

CLASS RECORDING NOTIFICATION: The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for **educational use by students in this class only**. They are available only through the Canvas shell for this course and **are not to be copied, shared, or redistributed**.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. **Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.**

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is **prohibited**. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

DIVERSITY AND INCLUSION

The College of Communication and Information is committed to fostering a diverse, welcoming, empowering, and inclusive community. **We believe that diversity and inclusion are drivers of excellence, collaboration, creativity, and success.** We strongly support intellectual freedom and the right to hold diverse perspectives, while at the same time **condemning all forms of hatred and oppression.**

DEGREE PROGRESS REVIEWS

Upper-division students should stay in contact with their academic advisor to make sure they are on track for graduation. **If you have 85 or more completed hours** (not including current coursework), then you can schedule from myUK a degree progress review with Suanne Early, Director of Student Affairs, for Fall 2020. Appointments will be available beginning August/September 2020. To schedule the appointment: 1) Start on the myInfo tab in myUK; 2) Click on the myAppointments link on the left side; 3) Choose Advising Department (College of Communication); 4) Choose Appointment Category (Degree Progress Review); 5) View the calendar and select an appointment time (options in BLUE). An email confirmation of your appointment will be sent to your UK email account. Failure to complete a degree progress review could result in delayed graduation.

Please note that the advising office is located in Room 9 of Blazer Dining.

Students must apply for their degree. To be eligible to apply for the degree, **a student must have completed 85 or more credit hours.** This does not count any current coursework. To submit a degree application, go to the GPS Degree Audit in myUK and select “Graduation” on the left side. From there scroll down to the green “Apply for graduation” box. Degree application deadlines are March 20 for a May degree, July 1 for an August degree, and November 1 for a December degree. **You are encouraged to apply early as there will be no extensions on these deadlines.**

COURSE REQUIREMENTS

SOCIAL SCIENCE RESEARCH SKILL & WRITTEN WORK

Since this is an advanced “500-level” course and carries graduate credit, students must demonstrate sophistication in their understanding of group communication theory and research by writing and presenting a major, original, research paper on some aspect of small group research.

Students are expected to use current APA 7th edition style guidelines for all written work. Use of appropriate grammatical skills in your written work is very important. Your written work will be evaluated on both content and mechanics. All of your work **MUST BE TYPED** (using no more than 12-point type with margins not exceeding 1 inch on the top, left, right and bottom) and double-spaced--unless otherwise indicated by the instructor.

READING

Your reading assignments are included in the daily syllabus. In addition to the online textbook, students will be required to read other material that will be assigned by the instructor and will be available in the Canvas shell.

GRADED ASSIGNMENTS (1000 Points for the Semester)

IRB Certification (5%) By the end of the second week of class, you will submit your IRB completion certificate. IRB training can be completed by pointing your browser to: <https://www.citiprogram.org/> **due 8/26/2020.**

THEORY PRESENTATION WITH ONE PAGE SUMMARY (10%): Each student will randomly select a small group communication theory in the second week of the semester and be prepared with a one-page google site to be presented in 3-5 minutes in the fourth week of the semester (August 7 and August 9). The summary should identify: (1) a matchbook definition of the theory; (2) the original theorist(s); (3) the primary journal reference; (4) a graphical representation of the theory; (5) a minimum of three additional references testing the theory which are no older than 2016; (6) a brief application of theory; and (7) a description of how the theory is tested (with specific survey /interview/ observation details). Presentations should **NOT** exceed 5 minutes and must be conversational (i.e., do not read from your one-page summary. Specific details will be provided in class (8-24-2020) and the presentation is **due 9/07/2020.**

BRIEF RESEARCH ARTICLE SUMMARY & CRITIQUE (10%): All students will be expected to demonstrate that they can read, interpret and critique group/leadership communication empirical published research. This assignment requires students to write a 2-3 page summary/critique of an appropriate article and submit it on September 23, 2020.

MIDTERM EXAM (15%): The midterm exam is comprehensive and will cover all materials presented during the first half of the course. The midterm will be administered on October 14, 2020. A study guide for the midterm exam will be posted on the course canvas page on or before October 7, 2020.

POPULAR PRESS BOOK REPORT/CRITIQUE (20%): This assignment requires students to select a popular press book and have it approved by the professor (on or before October 5, 2020). This 8-10 page executive summary of the book will also include a critique of the book and a discussion of how consistent the popular press “advice” is with the empirical and theoretical knowledge claims published in peer-reviewed journals. Due November 9, 2020

FINAL CREATIVE GROUP RESEARCH PROJECT & PRESENTATION (40%)

Each student will design, write and present the results of a sophisticated creative research project that applies small group communication theory, research, and conceptual areas. Specifics of the assignment(s) will be provided on August 19, 2020.

The final creative group project/presentation will occur in phases throughout the semester:

- Initial Proposal 09/16/20
- Literature Review 10/07/20
- Progress Reports 10/28/20
11/18/20
- Written Project 11/23/20
- Oral Presentation 11/23/20 and 11/25/20

Please note that **any assignment you turn in may be submitted to Turnitin for plagiarism comparison.**

ADDITIONAL RECOMMENDED READINGS

Burtis, J. O., & Turman, P. D. (2006). *Group communication pitfalls: Overcoming barriers to an effective group experience*. Thousand Oaks, CA: Sage.

Frey, L. R. (Ed.) (1999). *The handbook of group communication theory and research*. Thousand Oaks, CA: Sage.

Frey, L.R. (2002). *New directions in group communication*. Thousand Oaks, CA: Sage

Hirokawa, R.Y., Cathcart, R.S., Samovar, L.A., & Henman, L.D. (2003). *Small group communication theory and practice: An anthology* (8th ed.). New York: Oxford.

Katzenbach, J. R. & Smith, D. K. (2003). *The wisdom of teams: Creating a high-performance organization*. New York, NY: HarperBusiness.

LaFasto, F., & Larson, C. (2001). *When teams work best: 6,000 team members and leaders tell what it takes to succeed*. Thousand Oaks, CA: Sage.

Pavitt, C. , & Curtis, E. (2001). *Small group discussion: A theoretical approach* (3rd ed.). Retrieved from <http://www.uky.edu/~drlane/teams/pavitt>

Poole, M.S., & Hollingshead, A.B. (2004). *Theories of small groups: Interdisciplinary perspectives*. Thousand Oaks, CA: Sage.

IMPORTANT CONTACTS

Help Desk at 218-HELP (4357)

Distance Learning Programs Office: 859-257-3377

Distance Learning Services, Carla Cantagallo, DL Librarian: 859-257-0500, ext. 2171; or 800-828-0439 (option#6); dllservice@email.uky.edu

PROCEDURE FOR RESOLVING TECHNICAL COMPLAINTS

If you experience technical difficulties, contact the Customer Service Center at 859-218-HELP or by email at 218HELP@uky.edu. You may also contact Canvas support hotline at 844-480-0838. Please also inform your instructor when you are having technical difficulties.

GRADING CRITERIA

There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished. Failure to complete all assignments will result in an E grade for the course.

Your grade in this course is a function of the following:

		Points	%
IRB Certification (8-26-20)	50 points	50	5
Theory Presentation (9-07-20)	100 points	100	10
Brief Research Article Summary & Critique (9-23-20)	100 points	100	10
Comprehensive Midterm Exam (10-14-20)	150 points	150	15
Popular Press Book Report/Critique (11-09-20)	200 points	200	20
Creative Group Communication Research Project			
• Initial Proposal (9-16-20)	25 points		
• Literature Review (10-07-20)	75 points		
• Progress Reports (2 X 10 points)	20 points		
• Written Project (11-23-20)	200 points		
• Oral Presentation (11-23-20)	80 points	<u>400</u>	<u>40</u>
TOTAL		1000	100%

The University of Kentucky College of Communication and Information faculty do not use the “plus/minus” system. Based on student input, the university uses less-sensitive, but more traditional, “straight” letter grades. Final letter grades will be assigned based on the following point distribution:

Grade	Point Range	Quality Points (GPA)
A	900-1000	4.0
B	800 – 899	3.0
C	700 – 799	2.0
D	600 – 699	1.0
E	Below 600	0.0

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on **total number of points accumulated – not percentages**.

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this course with an exposure to the knowledge claims and research methodologies that will allow you to become a stronger graduate of the University of Kentucky. Unfortunately, we only have 15 weeks to make this happen. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. **I need you to commit to the course as well.** Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything, I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my virtual (zoom) office hours and email. I have an open-door policy and I'm willing to help whenever and wherever needed.

HOW TO STUDY AND EARN AN “A” IN THIS COURSE

The following guidelines are offered as the best way to master the material in this course and earn an “A:”

- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises. If you find yourself in quarantine, please participate in synchronous zoom meetings.
- Participate in-class and make use of the course canvas page and virtual zoom office hours.
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don’t understand something. Just because others aren’t asking questions doesn’t mean they understand everything being said. If something isn’t clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an email.
- Summarize, re-write, or otherwise review your notes between classes. Don’t wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings twice. Don’t wait for the last minute to read! There’s no reason you can’t read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write what you think would be a likely essay question.
- Don’t simply highlight the readings with a marker (This can be a trap - it *isn’t* true that “to highlight is to know.”).
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON’T PROCRASTINATE!
- Get started early on your creative term project early. This is ultimately a student-driven project that provides you with the opportunity to connect your individual passions to our course material. I invite you to be creative. You can develop and implement a personal action plan for sustainability, generate a work of art, or compose original song lyrics. You can write a Buzzfeed-style listicle, a short story, or the script to a play. You can present your work in any medium of your choosing: video, audio, sculpture, watercolor, written word, etc. You can also either work alone or in pairs. (Please keep in mind that the two of you will receive the same grade). The above options are intended only to illustrate the possibilities. You can and should think beyond those ideas.
- Work with Dr. Lane outside of class as needed.

SYLLABUS REFERENCES

- Beebe, S. A., & Masterson, J. T. (2020). *Communicating in small groups: Principles and practices* (12th Ed.). Boston, MA: Pearson.
- Frey, L.R. (2002). *New directions in group communication*. Thousand Oaks, CA: Sage
- Katzenbach, J. R. & Smith, D. K. (2015). *The wisdom of teams: Creating a high-performance organization*. New York, NY: Harvard Business Review Press.
- LaFasto, F., & Larson, C. (2001). *When teams work best: 6,000 team members and leaders tell what it takes to succeed*. Thousand Oaks, CA: Sage.
- Rothwell, J. D. (2019). *In mixed company: Communicating in small groups and teams* (10th ed.). Oxford University Press.

COM 581 TENTATIVE DAILY SCHEDULE

Following is a tentative, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class—and the status of the coronavirus pandemic. You will be responsible for knowing from week to week what we are actually covering in class.

WEEK	DATE	TOPIC	READINGS (before class)	APPLICATION: IN-CLASS or WRITTEN WORK
#1	08/17/20	Introduction & Overview	Syllabus	<i>Discuss Syllabus – Problems with Teams</i>
	08/19/20	First Considerations Theories, Variables, Systems, Perspectives	Preface, Chapter 1 Keyton, Gouran	<i>Theories Randomly Assigned; Research Project Discussed</i>
#2	08/24/20	Groups vs. Individuals	Chapter 2	
	08/26/20	Cohesiveness (Groupthink)	Chapter 3	IRB Certification DUE (5%)
#3	08/31/20	Group Conflict	Chapter 4	
	09/02/20	Interactive Online Prisoner's Dilemma		
#4	09/07/20	Team and Leadership Theories		Theory Presentations DUE (10%)
	09/09/20	Team and Leadership Theories		Theory Presentations PT 2 DUE
#5	09/14/20	Power	Chapter 5	
	09/16/20	Conformity & Deviance	Chapter 6	INITIAL PROPOSAL DUE
#6	09/21/20	Social Influence	Chapter 7	
	09/23/20	Group Process	Chapter 8	Brief Research Article Summary & Critique DUE (10%)
#7	09/28/20	Imposed Group Structures	Chapter 9	
	09/30/20	Leadership (non-communication)	Chapter 10	
#8	10/05/20	Leadership (communication)	Chapter 11	Deadline for popular press book
	10/07/20	Descriptive Approaches to Decisions	Chapter 12	LITERATURE REVIEW DUE
#9	10/12/20	Formal Procedures for Decisions	Chapter 13	
	10/14/20	Midterm Exam		Comprehensive Midterm Exam (15%)
#10	10/19/20	Creative Research Project Meetings		Data Collection (10/19-11/04)
	10/21/20	Creative Research Project Meetings		
#11	10/26/20	Creative Research Project Meetings		
	10/28/20	Research Presentations Discussed		Research Progress Report #1
#12	11/02/20	Creative Research Project Meetings		
	11/04/20	Creative Research Project Meetings		DATA MUST BE COLLECTED
#13	11/09/20	Popular Press Book Report/Critique		Popular Press Book Report DUE (20%)
	11/11/20	Popular Press Book Report/Critique		Popular Press Book Report PT 2
#14	11/16/20	Final Data Analysis and Interpretation		
	11/18/20	Final Data Analysis and Interpretation		Research Progress Report #2
#15	11/23/20	Presentations		FINAL CREATIVE TERM PROJECTS DUE (40%)
	11/25/20	Presentations		