

Teamwork and Leadership in Organizations

COM 581-001 Course Syllabus ~ Spring 2016

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, 2015, p. 3).

Teamwork and collaboration refers 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, 1999, p. 45).

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 (Rothwell, 2013, p. 36).

GENERAL COURSE INFORMATION

COM 581-001 Class meets: 9:30 a.m. - 10:45 a.m. Tuesday and Thursday EGJ 225

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.

Email: Derek.Lane@uky.edu

Office: 859.257.9538

Office Hours: Tuesday and Thursday 8:00 a.m. – 9:30 p.m. (And by appointment)

Office Location: 310A LCLI Little Library Building

Communication Department Office: 859.257.3622

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 focus of COM 581-001 in the Spring 2016 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 teams.

The primary purpose of this course is to extend students' theoretical understanding of small group communication. Specifically, this course is designed to (1) sharpen the students' understanding of the role of small group communication in a variety of specific contexts (e.g., education, corporate, family, and peer group); (2) familiarize students with group methods as they relate to the communication process; (3) involve students in **major term projects which incorporate current small group theory and research**; and (4) enhance students' understanding of published research in small group 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. (2010). *Publication manual of the American Psychological Association* (6th 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/pavitt>)

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 Charles Pavitt of the University of Delaware.

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)

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

All students are expected to have an active official UK email account and to check 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 group communication research project**
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, term research project), the midterm examination, and oral presentations (theory presentation, progress reports, and the oral presentation of an original group communication research study.*

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 combines a variety of instructional models, including, but not limited to: discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciation for small group communication concepts, contexts, theory, and research.

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.

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 at the BEGINNING of the class period on the designated due date.

CLASSROOM CIVILITY: We 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 community. 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. Again, trust, cooperation, support, and mutual respect are key classroom goals.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.

In addition all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at <http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm>

REASONABLE ACCOMMODATION POLICY: 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 (**no later than the second class meeting**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible (**no later than the second class meeting**) 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** (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

ATTENDANCE: Attendance: Failure to comply with the following attendance policy may result in appropriate reductions in grade as determined by the Instructor and outlined below [US: 11/11/85; US: 2/9/87]. **Note:** *Department of Communication policies differ between excused and unexcused absences, with different procedures and/or penalties for addressing both, so please read carefully.*

Excused Absences & Verification: Students need to notify the Instructor of anticipated absences they wish to be considered excused prior to missing class when possible. For both anticipated and unanticipated absences - if the student wishes the absence to be considered as excused, proper and appropriate documentation verifying the legitimacy of the absence must be presented to the Instructor **within one week of the student's return to class** in order to be considered. If appropriate and proper documentation is not submitted within one week of the student's return, the absences will be considered unexcused and the policy for unexcused absences will apply (see below for department policy concerning unexcused absences):

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), and (e) other circumstances found to fit "reasonable cause for nonattendance" by the Instructor.

If you anticipate an absence that falls under "other circumstances" please check with the Instructor PRIOR to the absence and she or he will make the determination whether the absence is to be excused or not excused as per University policy (see below). University-related trips include those for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. For University trips, when possible, the student must notify the Instructor of Record prior to the occurrence of such absences, **but in no case shall such notification occur more than one week after the student's return to class** or the absence will be deemed unexcused and the Department's policy on unexcused absences will apply (see below). Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips. The Department of Communication has determined that job interviews are not an "excused" and reasonable cause for nonattendance. Rather, students who may need to interview for employment opportunities shall use their "freebie" absences for such a purpose (see below).

Appropriate Verification for an Excused Absence for Illness: According to University Senate Rule 5.2.4.2.A, a student's absence is excused when a student's illness is "significant." The Instructor has "the right to request appropriate verification" of the illness. University Health Services ("UHS") has prepared a statement about class attendance and student illnesses that is useful for students and faculty. That statement may be found at <http://ukhealthcare.uky.edu/uhs/student-health/attendance/>. The statement discusses the important public health and policy reasons why a student with a significant illness ought to be absent from class, yet should not make a visit to UHS. UHS provides in this circumstance an "Explanatory Statement of Absence from Class" or a "Tier 1" excuse

that students may complete and submit to the Instructor to document an absence from class. “Tier 2” and “Tier 3” documents are generated by UHS. The Tier 2 document is an email sent to the student, at the student’s request. The email confirms that the student made a medical visit to UHS. In order to provide the Instructor with verification of an illness, the student will forward the email received from UHS to the Instructor, who may then email the original sender to verify the authenticity of the email sent to the student. The Tier 3 document is a form that UHS provides by email to the student. This form “states any applicable restrictions [on the student] based on illness or injury.” **For all lower-division Communication courses, Tier 1 statements are not acceptable as documentation justifying an absence for it to be excused. Tier 2 will be accepted as appropriate documentation for an absence to be considered excused when the student makes a medical visit to the UHS on the day and time of class. Tier 3 will be required for all other circumstances such as a major illness requiring missing more than one class period or has other extenuating circumstances. *Health care providers’ notes presented as verification from outside the University Health System will be expected to follow the same verification principles as the UHS Tier 2 and UHS Tier 3 documentation and will be evaluated accordingly.***

Religious Holidays: Students anticipating an absence for a major religious holiday are responsible for notifying the Instructor **in writing** of anticipated absences due to their observance of such holidays no later than the last day of add/drop. Information regarding dates of major religious holidays may be obtained through the religious liaison, Dr. David Beach (859-257-2754).

Withdrawals and Incompletes: *In situations where a student’s total **EXCUSED** absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. Specifically, if a student has excused absences in excess of 20% or one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the Instructor may strongly encourage the student to petition for a “W” or take an “I” in the course rather than fail the course outright [US: 2/9/87; RC: 11/20/87].*

Specifically, if a student has excused absences in excess of 20% or one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the Instructor may strongly encourage the student to petition for a “W.” In the case where a significant number of excused absences (>20%) affect the course grade, the student may petition for an “I” (or Incomplete) in the course. To do so, the student will be required to make arrangements with the instructor to complete incomplete work, which accrued due to the number of excused absences. An “I” grade shall not be conferred when the student’s reason for incompleteness is due to unexcused absences or found to be unsatisfactory to the Instructor of Record. For each “I” grade request, the student and Instructor of Record shall complete an appropriate file record on a standard form provided by the Registrar, which shall include the following: (a) the name of the student; (b) the course number and hours of credit; (c) semester and year of enrollment; (d) signature of the Instructor of Record; (e) a brief statement of the reason(s) for recording the incomplete; (f) specific instructions on how alternate grades on the work to be completed will affect the final grade; (g) the specific time requirement (not to exceed 12 months) set by the Instructor of Record for removal of the “I” grade and consequences of not removing the “I” grade; and (h) signature of the student, if feasible. Failure to comply will result in the Instructor’s assignment of a letter grade the course.

In practical terms, this means that for classes that meet on Tuesdays and Thursdays one can not have more than 6 excused absences and for classes that meet on Monday, Wednesday, and Friday one cannot have more than 9 excused absences, and for classes that meet once a week students can only have 3 excused absences or students will be encouraged withdraw from the class as per University policy [US: 2/9/87; RC: 11/20/87].

Unexcused Absences: You will be allowed 2 **unexcused** or “freebie” absences for classes that meet on Tuesday and Thursday, 3 “freebie” absences for classes that meet on Monday, Wednesday, and Friday, and 1 “freebie” absence for classes that meet once a week. For each additional absence after your “freebies” (e.g., beginning with the 3rd unexcused absence for Tuesday/Thursday classes and the 4th unexcused absence for MWF classes, and the 2nd for classes that meet once a week) **your final grade will be reduced by 2.5% for MWF classes, 3.33% for Tues-Thurs classes and 6.66% for classes that meet only once a week, per each additional unexcused absence.**

Responsibility for Missed Information, Work and/or Exams: 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.**

The **Multimodal Communication Lab (MC3)** is located in 107A Grehan (phone: [859-218-0221](tel:859-218-0221)) and can be of assistance for class presentations of all types. You have the opportunity to work one-on-one with peer tutors experienced and specifically trained in various presentational methods. We offer several resources, including but not limited to: Brainstorming potential oral, written, and visual presentation topics; organizing content and develop outlines; using proper APA/MLA style in outlines and papers; developing and using effective presentational aids, including PowerPoint, poster sessions, and prezi, improve public speaking delivery; and creating effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at <http://comm.uky.edu/MC3> or walk in to 107A Grehan.

FLU POLICY: The H1N1 virus may cause a serious flu epidemic this fall. The flu is characterized by a fever of above 100.4 degrees Fahrenheit and signs of respiratory illness (cough, sore throat and/or congestion). Public health officials suggest that more than 1/3 of the U.S. population will be exposed to the virus. Young adults living in a group setting, such as college dormitories, are particularly at risk. As a consequence of the public health advisories in effect for the H1N1 virus, I advise students to buy a thermometer early in the term so that they can distinguish between an everyday cold and the flu. If students feel sick (cough, sore throat, and congestion) and have a fever at or above 100.4 degrees Fahrenheit, they should not attend class! **If students email me by 9 am the morning of our class day, I will try to make arrangements to record the class they miss and make it available via video webcast.** Students should visit their health care professional and provide me with documentation to that effect when they are well. Students may email me any assignments that are due, and make up missed work—provided I was informed in advance.

The best way for students to guard against any flu virus is to wash their hands or use an alcohol-based sanitizer. If you are coughing or sneezing, please cover your mouth and nose with a tissue and throw it away immediately. If you do not have a tissue available, cough or sneeze into your sleeve at your elbow (not your hand!).

GREEN DOT: Getting involved with the VIP Center is the best way possible to be a part of a massive social change effort to make our campus safer and reduce power-based personal violence. Violence against women at the University of Kentucky is not a huge, solid mass that can simply be removed with one swift action or policy. Rather, it is the accumulation of individual decisions, moments, values, and actions made by the students, staff, faculty and administration of our university. We have a culture that sustains a rate of 36.5% of women becoming victims of physical assault and/or sexual assault and/or stalking while they are students at UK. Violence is not limited to women, but impacts members of our community of both sexes and every race, background, sexual orientation, religious or political persuasion, socio-economic status and ability. This classroom will not tolerate any behavior that minimizes another person. If you have been a victim in or out of the classroom, please ask for help.

“Rape, partner violence, and stalking are serious issues on college campuses across the country. Our campus is no exception. Power-based personal violence will stop ONLY if we all do our part. Learn about Green Dots and get involved.” [www.greendotkentucky.com]

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities to improve on the silence.

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 Sixth 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 & COMPUTER WORK: All assignments *must* be submitted in paper form. However, we may use electronic mail for on-line discussions and class updates. Please read your email regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. Students should also make arrangements to attend an EndNote training session to learn about how the citation management software can make using APA 6th edition much easier.

POLICY ON INTELLECTUAL DISHONESTY/ACADEMIC INTEGRITY: 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. Penalties for intellectual dishonesty are provided by the University Senate Rules (http://www.uky.edu/USC/New/rules_regulations/index.htm) *“If there are no prior offenses or letters of warning in the student's record, the instructor must award a grade of zero for the assignment on which the offense occurred. If a student has previously received a letter of warning, the instructor must assign a grade of E or F for the course. If the offense is particularly egregious, and if the chair approves, the instructor may also forward the case to the responsible dean with a recommendation for a penalty of XE or XF or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.*

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 (www.uky.edu/StudentAffairs/Code/). 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.

If you suspect that someone else in the class is cheating or plagiarizing, please report it to me immediately. You may report such incidents anonymously at <http://comm.uky.edu/surveys/contactus/cheating.html>.

More information about plagiarism is available from the Ombud website. A link to a paper "Plagiarism: What is it?" can be accessed at <http://www.uky.edu/Ombud/Plagiarism.pdf>. Prentice Hall's Companion Website also provides a tutorial on "Understanding Plagiarism." It is available here: http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064,00.html.

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 6th 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, from time to time, be required to read other material that will be assigned by the instructor.

GRADED ASSIGNMENTS (1000 Points for the Semester)

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 summary (enough copies for every student and the instructor) to be presented in 3-5 minutes in the fourth week of the semester (Tuesday, February 2). 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 2010; (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 (1-19-2016) and the presentation is **due 2/02/2016**.

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 February 18, 2016.

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 March 10, 2016. A study guide for the midterm exam will be posted on the course canvas page on or before March 3, 2016.

POPULAR PRESS BOOK REPORT/CRITIQUE (25%): This assignment requires students to select a popular press book and have it approved by the professor (on or before February 25, 2016). This 8-10 page 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 in published research.

FINAL GROUP RESEARCH PROJECT & PRESENTATION (40%)

Each student will design, write and present the results of a sophisticated research project that applies small group communication theory, research, and conceptual areas to understand some important processes or outcomes associated with teamwork and leadership. Specifics of the assignment(s) will be provided on 1/19/2016.

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

- Initial Proposal 02/11/16
- Literature Review 03/03/16
- Progress Reports 03/24/16
 04/14/16
- Written Project 04/19/16
- Oral Presentation 04/19/16

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.

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	%
Theory Presentation (2-02-16)	100 points	100	10
Brief Research Article Summary & Critique (2-18-16)	100 points	100	10
Comprehensive Midterm Exam (3-10-16)	150 points	150	15
Popular Press Book Report/Critique (4-05-16)	250 points	250	25
Group Communication Research Project			
• Initial Proposal (2-11-16)	25 points		
• Literature Review (3-03-16)	75 points		
• Progress Reports (2 X 10 points)	20 points		
• Written Project (4-19-16)	200 points		
• Oral Presentation (4-19-16)	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 16 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 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.
- Participate in-class and make use of the course canvas page.
- 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!
- Work with Dr. Lane outside of class as needed.

SYLLABUS REFERENCES

- Beebe, S. A., & Masterson, J. T. (2015). *Communicating in small groups: Principles and practices* (11th Ed.). Boston, MA: Pearson.
- Frey, L.R. (2002). *New directions in group communication*. Thousand Oaks, CA: Sage
- 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.
- Rothwell, J. D. (2013). *In mixed company: Communicating in small groups and teams* (8th ed.). Boston, MA: Wadsworth Cengage Learning.

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. 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	1/14/16	Introduction & Overview		<i>Discuss Syllabus</i>
#2	1/19/16	First Considerations Theories, Variables, Systems, Perspectives	Preface, Chapter 1 Keyton, Gouran	<i>Theories Randomly Assigned; Research Project Discussed</i>
	1/21/16	Groups vs. Individuals	Chapter 2	
#3	1/26/16	Cohesiveness (Groupthink)	Chapter 3	
	1/28/16	Group Conflict (Prisoner's Dilemma)	Chapter 4	
#4	2/02/16	Team and Leadership Theories		Theory Presentations DUE (10%)
	2/04/16	Team and Leadership Theories		Theory Presentations PT 2 DUE
#5	2/09/16	Power	Chapter 5	
	2/11/16	Conformity & Deviance	Chapter 6	INITIAL PROPOSAL DUE
#6	2/16/16	Social Influence	Chapter 7	
	2/18/16	Group Process	Chapter 8	Brief Research Article Summary & Critique DUE (10%)
#7	2/23/16	Imposed Group Structures	Chapter 9	
	2/25/16	Leadership (non-communication)	Chapter 10	
#8	3/01/16	Leadership (communication)	Chapter 11	
	3/03/16	Descriptive Approaches to Decisions	Chapter 12	LITERATURE REVIEW DUE
#9	3/08/16	Formal Procedures for Decisions	Chapter 13	
	3/10/16	Midterm Exam		Comprehensive Midterm Exam (15%)
#10	3/15/16	SPRING BREAK – No Class		
	3/17/16	SPRING BREAK – No Class		
#11	3/22/16	Group Processes	Appendix	
	3/24/16	Research Presentations Discussed		Research Progress Report #1
#12	3/29/16	Guest Speaker ~ Data Collection		
	3/31/16	Guest Speaker ~ Data Collection		DATA MUST BE COLLECTED
#13	4/05/16	Popular Press Book Report/Critique		Popular Press Book Report DUE (25%)
	4/07/16	Popular Press Book Report/Critique		Popular Press Book Report PT 2
#14	4/12/16	Data Analysis and Interpretation		
	4/14/16	Data Analysis and Interpretation		Research Progress Report #2
#15	4/19/16	Presentations		FINAL TERM PROJECTS DUE (40%)
	4/21/16	Presentations		
#16	4/26/16	Presentations		
	4/28/16	Presentations		