Instructor: Joseph Vigil
Office: Lindaman 111
Office Phone: 777-4417
Office Hours: Tuesday & Thursday - 11:30AM - 12:30PM
Monday & Friday - 12:30PM - 1:30PM
Email: jvigil93@whitworth.edu

Required Text:

Course Objectives:
- Develop, refine, and execute the ability to present group speeches competently
- Explore the functions of communication in small group settings.
- Examine theory and research in small group communication as it relates to the enhancement of communication skills.
- Engage in service learning so as to promote a culture of community serving.
- Provide the opportunity to examine one’s own participation in groups and teams and to experiment and improve upon those behaviors.
- Develop communication competence in small group and team settings.

Students of Small Group Communication (SP 223) will have a unique opportunity to connect with our local community this semester by participating in various service learning projects that link the study of small group communication with community engagement. Students will be assigned to work in small groups where they will take part in serving local organizations by providing assistance with strategic projects that help promote organizational and community development. As students work in the respective service learning groups they will also be engaging course content throughout the semester that challenges them to analyze the application and influence of small group communication concepts. The course provides students with an opportunity where service learning and small group communication intersect to engage students in community service collaboratively.

Course Outcomes:
- Develop the ability to execute group presentations with skill and composure
- Develop skills of collaboration, decision-making, and communication within small groups.
- Develop a theoretical framework for understanding small group communication.
- Understand the characteristics and functions of small groups.
- Understand the role of service learning through small group collaboration.
- Engage in service learning so as to promote a culture of community serving.
- Develop a greater awareness of how communication influences organizational behavior.

Departmental Goals:
1. Demonstrate the interpersonal skills required to excel in rational, cultural, and technological contexts.
   Students will be able to accurately analyze interpersonal communication situations, and to make appropriate communication decisions based on those assessments. Students will demonstrate
appropriate skills in human perception, verbal and nonverbal communication, listening, self-presentation, conflict management, and relationship development.

2. **Demonstrate the critical thinking skills required to excel in the intellectual, professional and personal dimensions of life.**
   Students will be able to apply higher level thinking skills to human communication situations. Higher level thinking skills include: application of communication principles in the classroom, and beyond; analysis of the parts, organization, arrangement, relationships and principles of communication; synthesis of parts of communication to produce unique communication messages; and evaluation of communication by making appropriate quantitative and/or qualitative judgments of communication; practice defining, resolving and defending sound ethical decisions.

**Oral Communication Requirement**

This course fulfills the oral communication requirement for graduation. Through the study of content areas such as the nature of verbal and nonverbal communication, students will learn to create and organize effective messages for interpersonal contexts. Through the study of content areas such as the nature of human perception, listening, and conflict management, students will develop knowledge and skills necessary to share and receive interpersonal messages effectively.

**Oral Communication General Education Objectives:** Courses in Oral Communication equip students to create, organize, and share and receive clear oral messages. Upon completion, students should be able to:

- create, organize, and share clear messages with the ability to adapt to situational needs,
- interpret, decode, and respond successfully to messages,
- create civic communication that is respectful, weighs ethical obligations and constraints, and manages conflict effectively.

**Service Learning:**

Service learning enhances understanding of course concepts through enabling students to put into practice in a community setting learned knowledge and skills. If at any time during the semester you have questions or concerns about your service learning project in this class or you would like additional clarification or assistance, please speak with me or contact the Center for Service Learning and Community Engagement (ext. 4673).

**Course Policies:**

**Attendance and Tardiness**

In order to see results in a collaborative learning environment, you must participate in that environment. For each unexcused absence from class you will lose 3 points from your total grade. Please clear absences with me in advance and in writing for participating in a university sponsored activity or for a medical appointment. If you have a legitimate absence, documentation may be requested for verification as well as any applicable make up assignment/activities. Excessive tardiness will also result in a reduction of points from a student’s overall grade.

**Due Dates**

Makeup tests, activities, or assignments will not be scheduled unless you have a legitimate excuse for missing the assignment. If an emergency does occur and you must be absent on the day of an assignment, please call your instructor before the class is scheduled to meet. Assignments are due at the beginning of class.
Writing Assignments
You will be given ample opportunity to demonstrate your level of understanding and application of
the concepts presented from class in the form of writing assignments. Through case studies, peer
review, and self-evaluation, students will be expected to thoughtfully articulate their interactions and
reflections as a measure of involvement with and mastery over the key concepts. At the discretion of
the instructor some writing assignments may require students to follow APA style guidelines. Most of
the written assignments for this class, however, will generally adhere to the following formatting
requirements. Please take note that failure to follow the requested formatting requirements will
result in a reduction of your paper grade.

Paper Requirements:
✓ Typed
✓ Double-spaced
✓ 1” Margins
✓ 12 point font maximum and use of a standard font (Times New Roman, Arial, Calibri, etc.)
✓ Stapled in the upper left hand corner
✓ Name and date in the upper right hand corner (single-spaced)
✓ Total number of pages assigned
✓ Hard Copy Due at the beginning of the class period for the assigned due date

Classroom Environment/Participation
A communication classroom requires a supportive environment where students are actively learning
and engaging in various kinds of communication related activities and interactions. When listening to
other students speak, be attentive and encouraging. A large majority of the learning will take place
within the classroom through active participation in the form of class discussion and interaction.
Please be mindful of your peers and reciprocate the same level of respect you would have others
extend to you. Poor listening habits or distracting behaviors WILL result in a reduction in your grade.
At the end of the semester I will evaluate your classroom interaction and participation patterns and
then assess potential point deductions based on behavioral patterns that were disruptive and/or
disrespectful.

Classroom Environment & Technology Policy
A communication classroom requires a supportive environment in which students learn positive group
interaction and group presentation speaking skills. When listening to other students speak, be
attentive, encouraging and reciprocate the same level of respect that your professor and classmates
extend to you. Using a smart phone in class is STRICTLY prohibited. While laptops are permitted
ONLY for the purpose of class related work, I reserve the right to dismiss students from class for
partaking in any non-class related activities (i.e. texting, surfing web, social networking, homework in
class, registering for classes, etc.). Additionally, poor listening habits, distracting behaviors, and/or
misuse of technology WILL result in a reduction of your final grade. While listening to students’
presentations, you will also be expected to complete peer evaluation forms. It is expected that you
will evaluate your peers under the auspices of constructive feedback. Please remember, this is a
professional learning environment and students are expected to be professionally oriented in class.

Teamwork
This is a course in GROUP communication. It is expected that students will work cooperatively and
collaboratively within their groups to achieve the course objectives. If difficulties arise with group
members, view this as an opportunity to apply the concepts being discussed in class. Any issues or
problems that you encounter as serious and ongoing, I would ask that you bring them to my attention.
Success in the course will result in part from your commitment to learning and applying the course
concepts in your small groups with integrity and honesty.
Scheduled Lab Times & Group Meetings

A lab time has been scheduled into the course and will take place on Monday, Wednesday and Friday of each week from 2:50-3:05pm. Lab sessions are designed for group meetings and provide students an opportunity to meet and work on assigned course projects during this protected time block. All students will be expected to utilize this time productively. Leaving early, not reporting to your lab session, or not working productively will be counted as an absence from the lab session and result in a five point reduction for that lab date. If necessary, sign-in sheets will be provided to students at the beginning of each lab session. Group projects for this course will also require students to meet outside of our regular scheduled class and lab session times. It is expected that students will make the necessary arrangements and attend all group meetings in and out of class. Please keep in mind that the your service learning group projects will also require additional outside meetings with your respective agencies so please make sure to plan carefully.

Statement on Academic Dishonesty, and Possible Penalty for Violations:

“Please note that I take extremely seriously the university’s policy on the need for academic honesty in all your work. I refer you to the Whitworth Catalog, and the current Student Handbook, where guidelines on plagiarism and other forms of academic dishonesty are spelled out. Any form of dishonesty in an assignment will lead to a zero on the assignment, and I reserve the right to give a grade of F for the course as well.” In addition, instances of plagiarism are reported to the associate provost of instruction.

Special Needs and Accommodations

Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) in Student Life to identify accommodations that can help mitigate barriers to your success. Students must contact ESS each term in order for faculty/staff to be notified of your accommodations. Services are not retroactive.

Contact Information
Katie McCray, Coordinator for Educational Support Services
Phone: 509.777.3380
Email: kmccrary@whitworth.edu

Non-discrimination

Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

Fair and Equal Treatment

Whitworth University professors strive to treat all students fairly and equally, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about classroom fairness should contact Associate Provost Brooke Kiener, McEachran Hall 220, 509.777.4657, bkiener@whitworth.edu.
Title IX:
Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.

Contact Information
Rhosetta Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students
Phone: 509.777.4536
Email: titleixcoordinator@whitworth.edu

Counseling Center: 509-777-3529; Schumacher Hall.
Campus Ministries: 509-777-4345; Seeley G. Muidd Chapel

Statement Regarding Safety
Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom.

Quantity of Time for Class Preparation
The time spent in class preparation may be just as important as the time in class itself, and each course is a valuable part of your education. Therefore, expect to average between 6 and 9 hours each week in class preparation time for each three-credit course. The syllabus outlines due dates for assignments and tests. Please schedule your preparation time anticipating that items for this class may come due at the same time as items for other classes, both in and out of your major. The quantity of time spent preparing for each class generally correlates to the final grade earned.

Grading Procedure:

Your grade for this course will be based on your performance on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reflection Paper</td>
<td>30</td>
</tr>
<tr>
<td>In-class activities (5 points each)</td>
<td>30-50</td>
</tr>
<tr>
<td>Service Learning Project (Paper &amp; Presentation)</td>
<td>100</td>
</tr>
<tr>
<td>Group Projects/Papers/Presentations (60 points each)</td>
<td>180</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>30</td>
</tr>
<tr>
<td>Self-Evaluation Paper</td>
<td>30</td>
</tr>
<tr>
<td>Two Exams (50 points each)</td>
<td>100</td>
</tr>
</tbody>
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Total 520
Please be advised that Lab Sessions are scheduled every Monday, Wednesday, & Friday from 2:50-3:05pm. Lab Sessions will begin on 10/03 and continue through the remainder of the course.

9/06  Introductions
9/08  Course Introduction; Syllabus Overview

9/11  **Online Class Session: Go to the Discussion Board in Blackboard**
9/13  Group Team Principles; Defining Small Groups  
      **Ch.1**
9/15  Principles and Practices continued

9/18  Principles and Practices - CMC
9/20  Small Group Theory: *Theoretical Perspectives*  
      **Ch.2**
9/22  **Presenting Theories Due**

9/25  Group Formation; Relating in Groups: Group Roles/ Survey  
      **Ch.3, Ch.5**
9/27  Relating in Groups: Gender Differences in Communication
9/29  Relating in Groups: Gender Differences continuation

10/02  **Project One Assigned**
10/04  Relating in Groups: Culture
10/06  Relating in Groups: Culture

10/09  12 Angry Men  
      **Ch.6**
10/11  12 Angry Men
10/13  12 Angry Men Activity & Discussion; Group Presentation Skills

10/16  **Project One Presentations; Project Paper Due for All Groups**
10/18  **Project One Presentations**
10/20  **Project One Presentations**

10/23  **Midterm Exam – Group Exam**
10/25  Managing Conflict: Types & Styles; **Film Analysis Paper Due**  
      **Ch.8**
10/27  **NO CLASSES - FALL BREAK**

10/30  **NO CLASSES - FALL BREAK**
Assignments

Exams – 50 points each
You will be given two exams throughout the duration of the term that are designed to assess your level of knowledge and mastery over the various materials that are presented and emphasized in class.

In Class Activities - 5 points each
We will conduct a variety of in-class group exercises as well as review several case studies throughout the course of the semester. These activities will be accompanied by discussion questions that relate the exercises to the concepts presented from the readings. You will be responsible for reading the assigned chapter material and preparing to discuss your activity responses in class.

Writing Assignments – 90 points total
You will be given ample opportunity to demonstrate your level of understanding and application of the concepts presented from class in the form of writing assignments. Through reflective writing, reading applications, peer review, and a self-evaluation, students will be expected to thoughtfully articulate their interactions and reflections as measure of involvement with and mastery over the key concepts.

Group Projects, Papers, & Presentations (60 points each) – 180 points total
Over the course of the semester you will be assigned three group projects, papers, and presentations. These projects are designed to provide a basis for group interaction as students engage the course concepts and relate them to specific communication objectives. Details regarding group projects will be announced and discussed in class, and posted in Blackboard.
Self-Evaluation Paper (30 points)
Upon completion of the service learning group projects, each member will be required to write a 2-3 page self-evaluation paper. Based on your experience from the service learning project, you will evaluate both the group’s overall performance as well as your own individual performance within the group. You will be expected to address the following items in your analysis:

- **The group’s overall performance**
  - Identify the group leader(s) and how you regarded the leadership process.
  - Assess problem solving and decision making abilities.
  - Describe group development and cohesion.
  - Describe conflict management.

- **Your own individual performance in the group**
  - Describe the various roles you played in the group (Chapter 4 - pages 71-75).
  - Describe your perception of your effectiveness and contribution to the group tasks and social functions.
  - Address the development of your own self-monitoring skills.
  - Your self evaluation should be a sincere and honest appraisal that uses specific evidence to support your claims and assessment.

Peer-Evaluation Paper (30 points)
Towards the end of the semester you will write a 1-2 page evaluation for each member of your group. The purpose is to provide each group member with specific feedback regarding his/her performance in the group. Please comment on both the positive AND negative contributions of each group member and address the following items in your evaluation

- Did the member have regular attendance at class meetings and out-of-class meetings?
- Did the member follow through on commitments?
- Did the member utilize proactive communication processes as discussed in the textbook and class?
- Did the member spend sufficient time on the group project?
- Did the member accept a variety of roles both leadership and supportive?
- Your peer evaluation should be a sincere and honest appraisal that uses specific evidence to support your claims and assessment.

The purpose of this assignment is to provide a context where group members can experience firsthand the dynamics of small group communication and interaction in a real world environment. Students will be assigned to a small group that will work together over the course of the semester on a service learning project designated by a community agency partner. As groups collaborate to meet the objectives set forth by the agency and the instructor, students will be expected to meet periodically to discuss the group’s progress with service learning/small group objectives. In terms of workload, you will be expected to spend approximately 20-40 individual hours out of class and off campus work on this project. The project has been divided into three main stages and is outlined in the following.

**Stage One: Orientation**
Each group will work on a specific project for a community nonprofit agency. You will visit the site and listen to the agency needs. You will also observe the communication climate and culture of the agency. This stage will result in:

- Identification of project needs for client and design a specific agreement to help the client meet its project needs. This document will describe specific actions the group will take to plan client needs.
✓ Acquiring signature approval of the written agreement by the instructor, service learning coordinator and site supervisor.
✓ Identification of the specific small group communication skills/abilities that your group possesses and/or seeks to learn during the term.
✓ A conversation with the instructor and group on or around September 17th.

Stage Two: Action
The group will execute the agreement. This stage will result in:

✓ Execution of the agreement by the class group.
✓ Regular updates to the instructor and site supervisor (primarily by the group liaison).
✓ Ongoing reflection of development of communication skills and understanding of communication concepts.
✓ Written summary to the instructor and service learning coordinator about the successful completion of the project.
✓ (Possible oral and/or written evaluation to the client).

Stage Three: Reflection and presentation to the class (Oral presentation) 75 points
Project Summary – 25 points
For this project you will write a 4-5 page written summary to the instructor and service learning coordinator that details the progression and completion of your service learning project. You will provide details regarding how the project progressed over the course of the semester and what your group did in response to meet the objectives set forth by your organization. Students will also have an opportunity to share the project work with the class during their oral presentation. You should consider the following questions in your summary:

✓ Was your group able to accomplish the objective(s) set forth by your agency?
✓ Did the project stay true to its initial objective or change?
✓ How did your group respond/adapt to project changes or challenges?
✓ How did communication function between your group and the agency?
✓ How effective was your group in providing a service to your agency? Explain your answer?

Reflection and Presentation to the class (Oral presentation) – 50 points
The group will present an account of its project to the class. It will also discuss the life of the group and how communication worked in your small group. Using PowerPoint as your presentation medium, each group will present a 25 minute oral report to the class. The goals of this assignment are to:

1. **Summarize key events in the group life** – present the history of the group, the project you engaged in for the agency, the progression of your service learning project and how it was received by the agency. This section should take about 8 minutes.

2. **Discuss how communication functioned in your group** - explain how your group worked together on task and social issues. This section should take about 9 minutes. You should comment on the following areas:
   ✓ Creation of norms and roles
   ✓ Overall Group Climate
   ✓ Decision-making and problem-solving
   ✓ Group leadership
   ✓ Conflict

3. **Discuss how the service learning project influenced your learning** – how did working with a nonprofit organization influence your understanding of small group communication and
interaction? Identify three main theories or small group concepts presented in class this term and discuss how these ideas were reinforced or recognized in your service learning group. This section should take about 8 minutes.

▶ Provide a typed outline of the presentation prior to beginning your presentation and be prepared to field questions from the class about the service learning project and about communication in your group.

▶ Please note that credit for work on this project will be shared. This is one project paper and one oral presentation co-authored by all group members. All group members will receive the same project grade.

▪ Assignments and other course related resources can be found in blackboard under SP-223-1 at http://bb.whitworth.edu/.