

COMM 631 – TEAMBUILDING

Thursday 3:40 – 5:10 GRUE 412 CRN 86446

This syllabus contains important information about your rights and responsibilities in this course. Please take the time to read it carefully.

Professor Contact Information

Dr. Cooper: Office: GRUE 503F
Office Phone: 474-5060
Office Hours: Tuesday 2:00- 3:30 & by appointment
E-mail: cecooper@alaska.edu

Text/Resources

Poole, M. S. & Hollingshead, A. B. (Eds.). (2005). *Theories of small groups: Interdisciplinary perspectives*. Thousand Oaks, CA: Sage.

Sunwolf (2008). *Peer groups: Expanding our study of small group communication*. Thousand Oaks, CA: Sage.

General Course Description

This is an interactive course exploring practical and theoretical issues related to communicating in groups and teams. The course is designed to (1) introduce you to theory and research in the area of group communication, (2) explore application of this knowledge in a variety of contexts, and (3) develop critical thinking and analysis skills.

Attendance/Participation

Attendance and courtesy are expected. This class is an interactive learning experience. To complete course requirements and successfully grasp the material, it is important that you are in class, **have read the assignment**, and participate in classroom activities. Designed as a seminar course, class time will primarily consist of student and faculty presentation related to the texts and group discussion.

E-mail Policy

E-mail is one of the best ways to contact me. I will respond within 48 hours, but typically within 24 hours. E-mail should be used to set up appointments and ask short questions for clarification. E-mail is not to be used to replace class attendance, office hour visitation, or to attach paper drafts for review. Paper drafts are to be reviewed in person. This allows for the greatest learning.

Writing Quality Assumptions

All assignments (unless otherwise specified) should be typed, double-spaced, and have 1 inch margins on all sides. A 12-point font should be used. Follow the current (6th ed.) American Psychological Association (APA) style. Manuals are available in the library, in the Writing Center, and in the Communication Department Resource Area (GRUE 503). Every paper you turn in must be of quality, both in content and style. I expect you to consider each written assignment with care and develop a thoughtful, well-organized response/argument. I expect you to use a computer and to take advantage of the

programs that guard against grammatical and typographical errors; however, these programs do not catch all errors. Therefore, there is no substitute for good proofreading. Additionally, I expect papers to incorporate citations and evidence appropriately. Reference citations should be of established credibility. Be careful not to cite unverified information available through the Internet. **All work should be turned in on time.** I reserve the right to refuse acceptance of or deduct points from late assignments.

Makeup Exams/Late Work

Makeup exams are rarely given. The best policy is to take the exam in advance. All assignments are due at the BEGINNING of the class period on the day in which they are due unless otherwise indicated. Late work will only be accepted at the instructor's discretion and under the most extreme circumstances. Documentation of those circumstances is required. If accepted, late work will be graded and then a deduction of one letter grade per working day that the assignment is late will be assessed.

Grade Discussion

If you want to discuss a grade, please do not confront me the day I hand back a test/paper (i.e., you have not had time to adequately review my feedback). See me during office hours within a week of my returning the assignment.

Academic Dishonesty

Academic dishonesty is defined as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. This includes submission of essentially the same written assignment for two courses without the prior permission of the instructors and providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

Students with Learning Challenges

It is the policy of UAF to accommodate students with a physical or medically documented learning challenge, pursuant to federal and state law. Any student with a disability who needs accommodations, for example in seating placement or in arrangements for note-taking, examinations, or access to information on the web, should inform the instructor at the beginning of the course (during the first week). Students with disabilities are also encouraged to contact Center for Health and Counseling at (907) 474-7043 or TTY (907) 474-7045. Information can be found on the web at <http://www.uaf.edu/chc/Disability.htm>. This office will arrange, coordinate, and provide a variety of support services designed to ensure educational access and to enhance individual development of students with disabilities.

Assignments (detailed discussion of assignments will occur)

Points

Response paper:	1-2 page paper reacting to the “Gender gaps in group listening and speaking...” article	50
Discussion questions:	two discussion questions based on the reading for the week should be prepared and submitted to me electronically by noon on the day we are to address that reading in class	150
Chapter presentations:	a series of 15-20 minute presentation of the key ideas in the chapter (100 each) prepare a series of questions and facilitate class discussion (50 each)	300 150
Valid theory paper:	a 3-4 page paper arguing for the validity of one of three major theories: Functional theory, Symbolic Convergence theory, Structuration theory	100
Analysis paper:	12-15 page paper in which you analyze a group you are participating in or can observe over time	200
Class participation:		50

Based on involvement, indications of preparedness, and intellectual acuity (evidenced by insight, application, and synthesis of materials)

TOTAL: 1000

Our Agenda

(subject to adjustment)

<u>Dates by Week</u>	<u>Topic</u>	<u>Assignments Due</u>
9/3	Class orientation and preparation	
9/8, 9/10	SYMLOG exercise, Interdisciplinary Perspectives	Read: P & H 1 Response paper due
9/15, 9/17	Functional Perspective	Read: P & H 2
9/22, 9/24	Psychodynamic Perspective, Social Identity Perspective	Read: P & H 3&4
9/29, 10/1	Conflict, Power, and Status, Conflict management workshop	Read: P & H 5
10/6, 10/8	Symbolic-Interpretive Perspective, Feminist Perspective	Read: P & H 6&7
10/13, 10/15	Network Perspective, Temporal Perspective	Read: P & H 8&9
10/20, 10/22	Evolutionary Perspective, Integrating the Perspectives	Read: P & H 10&11
10/27, 10/29	Applying the Theory, Equilibrium Check ☺ Group Observation Assignment	Theory paper due
11/3, 11/5	Theoretical Lenses for Peer Group Study	Read: S 1
11/10, 11/12	Peer Groups in Childhood, NCA	Read: S 2
11/17, 11/19	Hot Groups, Peer Groups in Adolescence and in the Neighborhood	Read: S 3&4, 5
11/24, 11/26	Process observation projects to date, Thanksgiving holiday	
12/1, 12/3	Peer Groups as Decision Makers, Facilitation workshop	Read: S 6
12/8, 12/10	Feedback in Groups, Application	
TBA-during finals week		PAPER DUE by 3pm in my box
12/17 – Thursday	Final — <u>Paper Presentations</u> - 3:15pm - 5:15pm	Research Report