**HUMAN COMMUNICATION STUDIES**

**SEMINAR IN GROUP COMMUNICATION**

**HCOM 520/Fall 2020**

**Tuesday 4:00 – 6:45 p.m.**

Instructor: Dr. S. Irene Matz Office Hours:

 Tuesday/Thursday 10:00-11:00 a.m.

Office: CP 420-11 Tuesday 3:00-4:00 p.m.

Phone: 657-278-4418 Or by appointment

Schedule No. 33709 Classroom: Virtual until notified

 CP 128

Email: imatz@fullerton.edu

Website: <http://communications.fullerton.edu/hcom/faculty/irenematz/>

Course Description: Groups represent our lives from our beginning in a family that extended and expanded throughout our lives with friends, clubs, organizations, classes and careers. This course will explore the connections between communication and group interactions. We will discuss and learn some of the key metatheoretical, theoretical, and methodological issues associated with the study of group communication. There will be a balance of breadth with depth so that you have a firm grasp of some of the key issues related to group communication. I will provide you with several conceptual and methodological approaches as well as encourage you the freedom of selecting readings and studies related to group communication that are of interest to you.

Goals for the semester:

1. to enhance your understanding of the various perspectives related to group communication;
2. to integrate theory and practice in a manner that is meaningful to you and captures the application in today’s society;
3. to encourage intellectual curiosity and motivation to explore the importance of communication in group interactions and its application;
4. to critically reflect on the implications that communication has on our lives – personally and professionally – that gives you an understanding of the value of groups and the importance of respect for all voices.

Learning outcomes for the course:

After taking this course, your understanding of group communication, both as a leader and member of the group, will give you the knowledge (theory and application) of how to actively participate and engage others in their membership. A healthy group engages all members to share their ideas, perceptions, disagreements, and innovations that should result in moving the group agenda forward and advancing the outcome for the betterment of the group.

**Required readings:**

Frey, L. R. (Ed.) (2002). *New Directions in Group Communication.* Thousand Oaks, CA: Sage Publications.

Additional readings as assigned and sources that are relevant to your class assignments and your growth in understanding groups.

**Recommended readings:**

Myers, S. A. & Anderson, C. M. (2008). The Fundamentals of Small Group Communication. Thousand Oaks, CA Sage Publications.

Poole, M. S. & Hollingshead, A. B. (Ed.) *Theories of Small Groups Interdisciplinary Perspectives.* Thousand Oaks, CA: Sage Publications.

**Course Policies**

**Academic Dishonesty**

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts. (please see <http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf>.)

**Plagiarism**

Plagiarism is defined as the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. Sources must be cited accurately and appropriately. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice. Cases of plagiarism will constitute dismissal from the course with a failing grade.

**Differently abled**

Students with documented special needs are supported through the Disabled Student Service (DSS) office, UH 101, 657-278-3117 and as documented at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/).

If you have a need but have chosen not to register at the DSS office, please discuss with me so that I am aware and can make special accommodations for you and at the very least understanding of your needs.

**Emergency**

<http://emergencypreparedness.fulleton.edu>. Make certain that the University has your updated and current contact numbers.

<http://fdc.fullerton.edu/teaching/syllabus.php>

**Flexibility**

Please allow for flexibility with our schedule due to class enrollment, class speakers, or other events that need a schedule adjustment. If assignment dates changed, it will always be to give you more time. If there are changes, you always have the opportunity to hand I on the first deadline.

**Assignments**

All assignments are accepted on or before the due date. Assignments should be “professional” quality and must be completed and handed in for a final grade. Please type all assignments and use APA citation style.

I do not have extra credit assignments. If you complete the course requirements with commitment, you will have given ample time for this course and learning opportunities.

If you need extra time or accommodations, please privately let me know. *I am here to help you succeed!*

**Office hours**

If you want to meet virtually during office hours, please let me know at least **15 minutes before the posted time, a**nd I will send you the invitation to attend. I am also available for a discussion at a time that is convenient for both of us. You are always welcome to email me, and I will return the message within a few hours if not immediate.

**Academically challenging**

I want this course to challenge you academically and personally to your growth potential and career success. I will hold a one-on-one meeting with everyone during the first two weeks of the semester so that we can learn more about each other, and I can appreciate your potential, challenging opportunities, and commitment.

**Virtual meeting protocol**

In all candor, this is not my personal modality for teaching. I also know that you are not given the richness of the face-to-face contact to understand the richness of both the verbal, nonverbal, tone and interchange between your professors and student colleagues. That acknowledged, it is my obligation to make this course as meaningful as possible and create an environment that is conducive to learning. It is important that we all follow the same protocol throughout our class meetings and the semester. Conduct yourselves as though we were in the classroom. Appropriate dress, cameras on (unless we have personally discussed reasons why it is difficult to comply), no eating, drinks are allowed (nonalcoholic), must stay in the zoom meeting and not exit or look at other sites (emails or other), eliminate distractions, zoom in a quiet room (no driving in cars while meeting), and be attentive to others and their conversations. Please use the icon to raise your hand so that we hear everyone’s comments and not talk over each other. I will be asking questions throughout the class. The bottom line is to be respectful of all, and I vow respect in return.

**Technical support**

Please contact the following link or 657-278-8888 for Canvas or technical support. <https://canvashelp.fullerton.edu/m/Making> the Most of Canvas 1/1274071-how-do-i-add-support-resources-for-students-to-my-course.

**Course Requirements:**

 Percent Points

|  |  |  |
| --- | --- | --- |
| Participation |  10% |  100 |
| Attendance |  10% |  100 |
| Team Discussions |  20% |  200 |
| Individual Paper |  25% |  250 |
| Group Exercise |  25% |  250 |
| Group Critiques |  10% |  100 |

**Participation (10%):** the nature of this course requires you to participate in an active manner. This participation will coincide with your attendance; you can expect a lower grade in this category than others who attend class meeting, who stay the duration of the class, and who share reactions, insights, perceptions and opinions about the readings and discussions, and are prepared for the weekly readings.

**Attendance (10%) and number of absences:**

1 = A

2 = B

3 = C

4 = D

**Team Discussions (20%):** For this assignment, you will work in pairs and lead the class in a discussion (not a lecture) of an assigned chapter in your text. Each team will (1) prepare a series of questions related to the assigned reading and distribute them to the class one week prior to the actual discussion; (2) identify key points from the chapter and distribute them to the class one week prior to the discussion; (3) demonstrate how as aspect of this chapter has a practical application; (4) include at least four scholarly readings that apply to this chapter. You will allow **one hour** for your discussion and participation. If the discussion is longer than the hour, it would demonstrate your success and I will allow it to continue. Please submit an outline of your topic; your oral presentation; your questions to the class; your references with a title page, course number, and names of the group. **Teams and dates will be assigned.**

**Group Exercise & Presentation (25%):** The purpose of this assignment is to design an exercise that illustrates a particular group concept. You will be assigned to a group and then you will (1) identify a concept that is relevant to group work (e.g., team building; conflict resolution) and (2) engage the class in an activity that illustrates how this concept is relevant to group interactions. ***This activity, lecture, and discussion should be approximately 60-90 minutes. There is no penalty if it goes over the timeframe. Submit a paper that discusses the concept with research support. Include at least 15 sources and your paper should be at least 20 pages in length with APA references.*** Include a title page with group members, reference page and the body of your paper supported by citations. **Due date: December 1, 2020, all papers due; presentations will be on December 1 & 8.**

**Individual Paper (25%):** You are to take an actual example of a group – large or small – and the problem or topic they are discussing or attempting to resolve; analyze their discussions, challenges, and other observations that you are able to find through news reports, company annual reports, or other and write a paper merging our course group concepts and the outcome of their meeting or meetings. You are only to observe and analyze – do not attempt to resolve. You can, however, discuss how implementation of certain concepts could assist them in their interactions. ***The paper should be eight to 10 pages in length, at least 20 sources and APA style for citations; double space; include a title page (with your name, class name and semester) and a reference page.*** These do not count for the length of the paper. Current events give you ample examples of what you might want to investigate – government meetings, city council meetings, the protests, riots, corporate annual meetings, Cuban Missile ExCom, or others. The key is to take a team issue that is of interest to you. Make it challenging, a learning opportunity for growth about not only the topic, but how the group was organized, its structuration, various practices, group dynamics, inclusivity, deliberations, conflict resolutions, and other interactions that was part of the outcome. You are allowed, for most meetings, to attend virtually. For example, if you took a city council meeting, I would suggest attending several meetings so that you are better able to observe and assess the interactions. **Due date: October 20, 2020.**

**Group Critique & Reflection. Individual paper (10%):** You are to reflect on a group experience (work or campus) and critique your observation and experience. Review the concepts and theories from the course and apply to your paper. **The paper should be at least five pages in length, APA citations, and a minimum of 10 sources.** This is an opportunity to learn how the group could have been more efficient, cohesive, functional, interdependence, and other responses. You should also include the methods that were successful and explain the interactions and outcome. **Due date: November 10, 2020.** You will discuss your findings in class. Please keep names and group confidential.

 **FINAL POINTS**

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| --- |
|  **Letter grade points**  |
|  A = 1000 - 901  |
|  B = 900 – 801  |
|  C = 800 – 701 |
|  D = 700 – 601 |
|  F = 600 – Below  |
|  |

Graduate Students,

Let’s make this an unforgettable course in spite of the virtual teaching and learning and the pandemic, we can make it happen. I’m 100% on board to support your educational and professional growth and development. I’m excited to learn about your career goals and vow to encourage and motivate you, especially when you are challenged the most.

Cheers & peace,

Dr. Irene Matz

7/20

|  |  |  |
| --- | --- | --- |
|  | **SCHEDULE****Tuesday** |  |
| **Date** | **ASSIGNMENT** | **CHAPTER** |
|  |  | Text: |
| 8/25 | Introduction to course | Part I |
|  | Theoretical Perspectives, Part I | 1,2,3 |
| 9/1 | **Film: “13 Days” Cuban Missile Crisis**  |  |
|  |  |  |
| 9/8 | Discussion of film & Ethics  |  |
|  | [https://www.scu.edu/ethics/ethics-resources/ethical decision-making/ethics-in-organizations/](https://www.scu.edu/ethics/ethics-resources/ethical%20decision-making/ethics-in-organizations/) |  |
| 9/15  | **Team 1: Part II discussion** | Part II |
|  | Methodological Procedures | 4,5 |
| 9/22 | **Team 2: Part III discussion** | Part III |
|  | Antecedent Factors Affecting Group Communication | 6, 7 |
| 9/29 | **Team 3: Part IV** | Part IV |
|  | Group Communication Processes | 8. 9. 10 |
| 10/6 | **Team 4: Part V** | Part V |
|  | Group Communication Facilitation and Educational | 11, 12 |
| 10/13 | **Team 5, Part VI** | Part VI |
|  | Group Communication Contexts | 13, 14, 15, 16Z |
| 10/20 | **Individual Papers, Presentations & Discussions due** |  |
|  |  | .  |
| 10/27 | Predisposition of members  |  |
|  | Readings TBA |  |
| 11/3 | ELECTION DAY! cast your vote, follow the results, reflect on the propositions and final results; take notes NO CLASS  |  |
|  | Diversity; Gender Influence  |  |
| 11/10 | **Individual Group Critique and Reflection paper due**  |  |
|  |  |  |
| 11/17 | Technology and its influence  |  |
|  |  |  |
| **11/23-27** | **THANKSGIVING & SEMESTER BREAK** |  |
| **12/1** | **Group Exercise & Presentations**  |  |
|  | **Group Exercise & Presentations** |  |
| **12/8** | **Group Exercise & Presentations** |  |
|  | **Group Exercise & Presentations**  |  |
| **12/15** | **FINAL 5:00 p.m.**  |  |
|  | **A discussion of the semester; Wrap up!** |  |