

**SPC 4425 (Sections 3230/3231): Small Group Communication, Spring 2021  
T, Per. 4 (10:40-11:30am) & R, Per. 4-5 (10:40-12:35pm) in Rolfs 207 & via Zoom**

**Instructor:** Dr. Lisa Joniak Athearn (Dr. A)

**Office:** 209 Rolfs Hall (No in-person contact scheduled for Spring 2021)

**Office Hours:** Monday, Tuesday & Friday, period 5 (11:45am-12:35pm) via Zoom

**Office Hours Zoom Link:** <https://ufl.zoom.us/j/97807323991>

**Phone:** 352-392-5421 (please use email)

**E-mail:** [joniakathearn@ufl.edu](mailto:joniakathearn@ufl.edu) (email or Canvas are the best ways to reach me)

**Website:** <http://elearning.ufl.edu> (follow logon for e-learning in Canvas)

**Youtube:** [https://www.youtube.com/playlist?list=PLq\\_Bd341q2JgOOhf5sMmZKbjkyopsDgtr](https://www.youtube.com/playlist?list=PLq_Bd341q2JgOOhf5sMmZKbjkyopsDgtr)

**Course Description & Objectives:**

Communication in small groups with emphasis in practical applications, skill development and current research and theory. Students taking this course should enjoy mastery of the following skills:

1. Understand the importance and process of small group communication.
2. Identify and critically examine the four phases of group development.
3. Recognize and appreciate the importance of communication, decision-making, problem-solving, leadership, and teamwork in groups.
4. Apply course concepts within a Problem-Based Service-Learning (PBSL) environment in conjunction with a community partner to resolve problems and/or address needs.
5. Present decision making and problem solving small group solutions and recommendations to community partner and provide deliverables in a professional format.

**Required Text:** **Small Group & Team Communication**, 2-5<sup>th</sup> Editions (2002-2011) by Harris & Sherblom, Publisher: Pearson. This text is available at most bookstores supplying the university and can also be purchased online.

ISBN: 978-1478637233

**Course Assignments:**

1. Participation	100
2. Quizzes	100 (5 @ 20pts each)
3. Activities	200
4. PBSL-Preplanning Phase	200
5. PBSL-Research & Process Phase	200
6. PBSL-Presentation Phase	200
<b>Total</b>	<b>1000</b>

**Scale for Final Grades:**

A	93-100%	930-
1000 points		
A-	90-92%	900-929
B+	87-89%	870-899
B	83-86%	830-869
B-	80-82%	800-829
C+	77-79%	770-799
C	73-76%	730-769
C-	70-72%	700-729
D+	67-69%	670-699
D	63-66%	630-669
D-	60-62%	600-629
E	0-59%	0-599

### Course Assignment Description:

1. **Participation** (100 points): This class emphasizes the ability to integrate class materials into class discussion and assignments. It is imperative that you stay up to date on the assigned readings and ask questions in class discussions. Being present in body (whether virtual or face-to-face) is not considered a substitute for being here in mind. Consistent and competent participation in class is essential to maintaining an acceptable grade in this course. **Exemplary participation** (90%-100%) includes initiating contributions to class discussions, insightful and constructive contributions, and excellent focus and listening to others in every class session. **Proficient participation** (80%-90%) includes mostly insightful contributions to class discourse, plus a sharp focus and attentive listening to others for most class sessions. **Developing participation** (70%-80%) includes contributing to classroom discussion at least half of the time, sometimes offering constructive comments with some signs of insight, but a general lack of focus and attention to others. **Unacceptable participation** (<70%) includes a lack of participation, uninformed comments to class discussion, lack of involvement in activities, constant lack of focus (e.g. distracted on phone) and poor listening to others. Participation in your group is essential to maintaining an acceptable grade in this course.
2. **Quizzes** (100 points, 5 @ 20 points): Quizzes will be given to assess your mastery of the text and lecture material. All quizzes will be taken via Canvas.
3. **Activities** (200 points): We will engage in several class activities that will help you master the course material and also bond with your fellow students and your small group cohort. Activities include: Compass Points (1/28), Group Roles (2/4), Team Building Workshop (2/11), Group Norms & Roles (2/18), and Group Evaluation (Part 1 on 3/11 & Part 2 on 3/18).
4. **PBSL-Preplanning Phase** (200 points): During your initial preplanning phase you will engage in the forming stages of your group. You will also identify your community partner and conduct an initial needs assessment with them. Your group will then give a brief (15-20 minutes) presentation to the class. Your presentation should identify who your community partner is, why you chose them, your plans and goals (including a detailed timeline for accomplishing goals), and any potential challenges you are anticipating. You should present your information visually (via Google Slide or PP). A specific rubric for this assignment is available on Canvas.
5. **PBSL-Research & Process Phase** (200 points): Your group will report on the information you have uncovered (20-30 minutes). You are expected to gather both primary and secondary data for your community partner. A detailed plan for your community partner's problem/need-solution/satisfaction should be included. It is a good idea to present your research findings visually (Google Slide or PP). You will also turn in a working bibliography (APA format). A specific rubric for this assignment is available on Canvas.
6. **PBSL-Presentation Phase** (200 points): Each group will give a professional presentation (30 minutes). You will invite your community partners to this presentation. Your presentation will include some presentation technology (Google Slide or PP) as well as some takeaways (e.g. digital handouts/pamphlets). A specific rubric for this assignment is available on Canvas.

### Additional note on class participation:

*Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you*

*are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited.*

### **Course Expectations:**

1. All written assignments must be typed and turned in on time via Canvas. Please proofread your work for clarity, accuracy, and relevance.
2. Papers and files for presentations are due on the same day as the presentation. You are expected to dress professionally on presentation days.
3. Attendance is necessary in this course. Our class is meeting synchronously during our scheduled time. **Only three absences for whatever reason will be allowed. Your participation grade will be reduced by 20 points for each absence beyond the three.** An excused absence is possible with a note from clinic or doctor, a letter notification for a career interview, or a notification from the Athletic department or other UF department if the student is participating in a UF event.
4. Participation in class is expected. High quality participation includes effective listening, working cooperatively with classmates, and overall demonstrating a positive attitude. Reading assignments must be met. All team members should equitably contribute to the PBSL project.
5. Since you will be interacting with real world community partners it is important for you to recognize that your behavior and performance is not only a direct reflection on you, but also your team members, the Dial Center and the University of Florida. I strongly encourage you to use the opportunities presented in this class to build your professional skills and connections. Make the most of this class and I promise you will see a high return on your investment!

**Zoom Etiquette:** One of the best ways we can connect, both as speakers and listeners is through your webcam. So much of the communication process happens non-verbally. Please try to join class meetings with a device that shows your face. If that's not possible, please upload a recent image of you to try and humanize the experience. Make sure your name is displayed and if you like you can put your preferred pronouns after your name. During class time, try to find a location with excellent wifi and make sure it's a place that's not too distracting or noisy. Remember to make sure you are well-lit (i.e. primary light source should be in front of you, not behind you). Avoid sitting with windows behind you, and also avoid tilting the camera up at spinning ceiling fans. Make eye contact when speaking and mute your mic when you are not speaking. Please wear appropriate clothing. **Do not lay down in bed.** Feel free to choose an appropriate background (or blur your background).

**Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester in order to allow us to provide the most effective support. Students with any accommodations should arrange a meeting with the instructor during the first week of class (and ideally before the end of drop/add)

to discuss how we can work together to meet the students' needs and still adhere to the essential elements/functions of the course in regards to attendance and class participation.

**Course Evaluation:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

**University Honesty Policy:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Schedule of Topics:** Subject to change as noted in class or on Canvas. You are responsible for keeping up with all announcements and updates on Canvas.

<b>Week # &amp; Dates</b>	<b>Topics Covered</b>	<b>Assignments &amp; Tasks Due</b>
<b>Week 1</b> Tuesday (1/12)	Course introduction & syllabus	Purchase book Take Syllabus Quiz
Thursday (1/14)	Team Building in Practice Ch. 1: Small Groups: Power, Definition & Attraction	Read Ch. 1 <b>Note: Add/Drop Ends (1/15)</b>

<b>Week # &amp; Dates</b>	<b>Topics Covered</b>	<b>Assignments &amp; Tasks Due</b>
<b>Week 2</b> Tuesday (1/19)  Thursday (1/21)	Ch. 2: Groups as Systems of Interaction  Finishing up Ch. 2 Ch. 3: Norms, Roles, Cohesiveness, & Groupthink	Read Ch. 2 <b>Complete Introduction Assignment (1/19)</b>  Read Ch. 3
<b>Week 3</b> Tuesday (1/26)  Thursday (1/28)	Finishing up Chapters 1-3  Quiz/Activity: Compass Points (25 pts)	<b>Quiz #1, Ch. 1-3 (1/28)</b>
<b>Week 4</b> Tuesday (2/2)  Thursday (2/4)	Ch. 4: Four Phases of Group Development  Finishing Up Ch. 4 & Ch. 5: Diversity in Groups Problem-Based Service Learning Activity: Group Roles (25 pts)	Read Ch. 4  Read Ch. 5 <b>Quiz #2, Ch. 4 &amp; 5 (2/4)</b>
<b>Week 5</b> Tuesday (2/9)  Thursday (2/11)	Ch. 9 Decision Making & Problem Solving Ch. 13 Leadership in Small Groups  Team Building Workshop (100 pts)	Read Ch. 9 Read Ch. 13  <b>Quiz #3, Ch. 9, 13 &amp; PBSL (2/11)</b>
<b>Week 6</b> Tuesday (2/16)  Thursday (2/18)	Discussion of Community Partners  Ch. 6: Verbal & NV Communication Ch. 7: Listening & Feedback Activity: Group Roles & Norms (25 pts)	Identify partners, form groups, initial contact & communication  Read Ch. 6 Read Ch. 7
<b>Week 7</b> Tuesday (2/23)  Thursday (2/25)	Workshop on Preplanning Presentation  <b>Recharge Day-No class</b>	<b>Quiz #4, Ch. 6 &amp; 7 (2/23)</b>
<b>Week 8</b> Tuesday (3/2)  Thursday (3/4)	Workshop on Preplanning Presentation  <b>PBSL-Preplanning Phase Presentations</b>	<b>Teams present (15-20 min. each)</b>

<b>Week # &amp; Dates</b>	<b>Topics Covered</b>	<b>Assignments &amp; Tasks Due</b>
<b>Week 9</b> Tuesday (3/9)  Thursday (3/11)	Ch. 10: Creativity in Small Group Process  Ch. 12: Productive Conflict Management & Ch. 14: Observing & Evaluating a Small Group Activity: Group Evaluation 1 (25 pts)	Read Ch. 10  Read Ch. 12 Read Ch. 14 <b>Quiz #5, Ch. 10,12, &amp; 14 (3/17)</b>
<b>Week 10</b> Tuesday (3/16)  Thursday (3/18)	Ch. 11: Group Process & Presentation  Ch. 15: Computer Mediated Group Communication Activity: Group Evaluation 2 (25 pts)	Read Ch. 11  Group discussion of communication tools used
<b>Week 11</b> Tuesday (3/23)  Thursday (3/25)	Workshop for Research & Process Presentations  <b>Recharge Day-No class</b>	
<b>Week 12</b> Tuesday (3/30)  Thursday (4/1)	Presentation Techniques & Expectations  <b>Research &amp; Process Presentations</b>	Share working drafts of your presentation files & visual aids during class.  <b>Teams present (20-30 min. each)</b>
<b>Week 13</b> Tuesday (4/6)  Thursday (4/8)	Takeaways & Handouts  Practice for Final Presentations	Share working drafts of your presentation files & visual aids during class.  Present & Feedback
<b>Week 14</b> Tuesday (4/13)  Thursday (4/15)	Practice/Final Presentations  Final Presentations	Teams present (30 min. each) Turn in the final draft of presentation and deliverables for community partner.
<b>Week 15</b> Tuesday (4/20)  Thursday (4/22)	Final Presentations  <b>Reading Day-No class</b>	Teams present (30 min. each) Turn in the final draft of presentation and deliverables for community partner.