

Instructor: Dr. Patricia Comeaux
Office: Lakeside Hall, Rm. 220
Office Phone: 962-3265
E-mail: comeauxp@uncw.edu
Office Hours: TR: 11:00 – 12:00 & 3:30 – 4:30 p.m. or by appointment
MW: 2:30 – 3:30 or by appointment
Fridays: By appointment

Text: In Mixed Company, 6th edition, 2001, by J. Dan Rothwell

Required: Course Pack: COM 221 by Dr. Patricia Comeaux, Fall 2007

Required: Use of email account that you check frequently. I will use this account to provide you with feedback and grades. *Make sure you clean out your email not to exceed disk quota. If you use your university email and experience problems, call help desk: 962-4357..*

Email is a great way to communicate about questions, class assignments, etc. Consider it “an extension of the classroom.” You will use email to work in groups and to send and receive assignments and grades. When sending assignments, use Microsoft WORD (DO NOT use Microsoft WORKS) and send as an attachment to your email.

Also please send messages which concern why you cannot be in class by e-mail rather than voice mail. In that way, I will have a written record. Thanks.

Course objectives:

- To demonstrate an understanding of the theories and principles of group process.
- To become an effective member and leader of small groups.
- To become a competent communicator in small groups.
- To become a skilled participant observer in small groups (i.e., to learn to actively engage in the deliberations of the group while, at the same time, observing, evaluating, and adapting to its processes and procedures).
- To learn to analyze and evaluate group dynamics.
- To learn to analyze your participation and progression in a number of different small groups.

About the instructional design and final Group Project:

This course is designed to provide you with a number of different experiences in small groups—from brief to longer ones—and provide you with opportunities for working with different combinations of group members. An important goal for you will be to assess your ability to work in groups and track your progression as you work with different combinations of group members. The final group will allow you to work with members for an extended time and on a major project (worth 100 points).

The goal for this final **Group Project** will be to examine how groups function in a case study situation by examining and analyzing a group movie (or a movie that has a group operating as a significant part of the film). As a class, we will all examine how the student medical group functions in the film/movie “Flatliners.” As always, you will do your investigations (analysis) individually and then bring the results to your assigned group for discussion. Then your group will prepare and present a 35 minute group presentation in which your goal will be to create understanding about how group theory manifests itself in different situations. So you will be helping your audience understand how your selected group functions using concepts from chapter 7-10 to analyze the group.

Assignments and Grading Scale (page numbers refer to the Course Pack with assignment details):

	<u>Points</u>
Initial Self- and Group Assessment (p. 11)	10
“Flatliners” Analysis Paper (2 to 3 typed pages) (p. 12)	20
“Kidney Machine” Discussion Activities (p. 13-20)	20
Exam I (Ch. 1-5, class handouts, discussions and activities)	100
Group Project and Presentation (p. 21-23)- 50 minute presentation	100
Team Expectations Report (p. 24)	10
Plan of Action Report (p. 25-26)	10
Group Leader Report (individual grade) (p. 27-29)	10
Final Self & Group assessments: (p. 30-35)	
Participant Rating Scale	50
Rating by Group Members	50
Exam II (Ch. 6-10, selected portions from group presentations)	50
Class Participation, Commitment	10
Active email account maintained & used	10
Chapter Quizzes, in-class learning activities	10-30

****Please note, you are required to check and respond to your email. This will be counted as part of your grade.**

The total number of class points are **460-480**. Assignment grades as well as your final semester grade will be based on a plus/minus system according to the following percentage scale:

A = 94 or above	C+ = 77-79	D+ = 67-69
A- = 90-93	C = 73-76	D = 63-66
B+ = 87-89	C- = 70-72	D- = 60-62
B- = 80-82		F = 59 or below

To calculate your letter grade on a particular assignment, divide the points earned by the points available, multiply by 100 to convert to a percentage, and compare that result to the scale above. For example:

$$\frac{\text{POINTS EARNED (42)}}{\text{POINTS AVAILABLE (50)}} = .84 \times 100 = 84\% = B$$

To calculate your final semester grade, divide the total points earned by the total number available for the semester (for instance 430). Remember to “adjust” your final letter grade to reflect the attendance policy and absence scale stipulated below (see #2 especially).

$$\frac{\text{POINTS EARNED (345)}}{\text{POINTS AVAILABLE (480)}} = .71875 \times 100 = 71.87 = C-$$

Operating Principles and Class Structure:

Because of the nature of this course, your attendance, participation, and loyalty to groups is essential. Furthermore, effective participation in group process is dependent, in part, upon understanding of concepts and principles in your text. Therefore, attendance, promptness, class readiness (read assigned materials), and class participation in discussions are required.

Class Policies:

Treat this class as you would a professional career and act in a responsible, responsive and respectful manner.

1. **UNCW's Academic Honor code** will be observed and enforced in this class. For specific information refer to the current, Student Handbook and Code of Student Life.
2. Attendance and active participation is built into the course and attendance and commitment are essential to group process. There is no make-up for any of the group activities which occur daily.
3. **You are allowed three absences for sickness or personal business.** Beyond that, the following will result:
 - 4th absence results in final grade lowered ½ letter grade
 - 5th absence results in final grade lowered full letter grade
 - 6th or more absences result in course failure

In the event that you are absent from class (for whatever reason), it is your responsibility to secure the notes and the handouts given in class. If an assignment is given during one class and due the next and you want to be sure you do not miss an opportunity to earn credit for an assignment, then you need to make arrangements to get what you need before, rather than after, the fact. Sometimes, the most efficient way to handle this is to arrange to have a classmate get the notes and handouts for you.

There are no make-ups for the scheduled exams. In the event of a personal emergency, the student is responsible for contacting me **IN ADVANCE OF THE TEST**. There can be no negotiation to reschedule a test without talking with me in advance.

Papers and assignments are due on time, unless you negotiate with me prior to due date.

CLASS SCHEDULE

***Important note:, you are expected to be prepared to participate in class discussions on each chapter and be ready for a quiz.**

AUGUST

- R- 23 Introduction to course, data sheets and opening dialogue
Group introductions, assign Chapters 1 and 2 group presentations
- T-28 Class discussion of Chapter 6: Developing Effective Teams (make sure you read before class) Comeaux presents concepts on *Human Communication Model*, *Model of Small Group as an Open System* and *Essentials for Successful Teams and Meetings* (see pp. 1-3 in Course Pack for handouts). Groups begin process of preparing for presentations.
- R-30 In assigned groups, prepare presentations and record group process.
Purpose: to create understanding about assigned concepts and provide examples, See page 10 in course pack about presentations as well as below.

SEPTEMBER

- T- 4 Group presentations: Chapter 1: Communication Competence (Groups 1 & 2)
Class discussion of what learned.

Presentation Requirements



25-30 minutes, notes may be referred to but not read, concepts explained in own words, personal examples used to clarify concepts, introduction with an overview and conclusion. See page 10 in spiral. All members participate in presentation. Because of the time element, I suggest that you do not use multi-media (power point, DVD, video, etc).

R- 6 Group presentations: Chapter 2 Groups as Systems (Groups 3 & 4) (see above requirements). Class discussion of what learned.

***Friday, 7 *Initial self- & group assessments due electronically--make sure you receive a "Got it" from me---** see pg. 11 in course pack. (and the electronic copy of our course Blackboard site).

T-11 Class discussion of Chapter 3: Group Development/Rules and Stages; see p. 5 in spiral for handout: *Essentials for Successful Teams and Meetings*.

Class discussion of Chapter 4: Developing the Group Climate/Building Cooperation and Cohesiveness. See p. 6 in spiral for handout: "Fostering Collaboration and Cooperation in Teams."

R- 13 NO class—use the available time to work on Flatliners analysis:

Be sure to view the movie
"FLATLINERS" available from Randall
Library Reserve Desk or on loan from
Dr. Comeaux. See below and p. 12 in
course pack for instructions & guide.

T-18 Class discussion of Chapter 5: Roles and Leadership in Groups: **Required and important:** *Closer Look*, the Stanford Prison Study, p. 141-142; See p. 7, in spiral for handout: *About Leadership* and p. 8-9 for list of Roles in groups.

R-20 Flatliners Discussion (application of six chapters) – **Paper Due (20 pts)**, see page 12 in course pack for guidelines in writing and specifics below.

Instructions for Flatliner paper (see evaluation guide in assignment course pack):

- Two-to-three-page typed analysis paper of the film Flatliners (Keifer Sutherland, Julia Roberts, etc.) Either view film on your own or view copy on library reserve in library media room.
- Describe and analyze the effectiveness of the student medical group in the film Flatliners. Specifically answer these questions: 1) How do they function as a group; what works and why? 2) What doesn't and why? 3) Suggest ways the group could have functioned more effectively. Must use selected concepts from Chapters 1-6 in responding to the "whys."

Before class on September 25: Read the following in your spiral (course assignment pack): 1) *Instructions for the "Kidney Machine" Discussion and Analysis Activity (p. 13-14)* and 2) *The Kidney Machine Decision Project (p. 15-19)*. These instructions provide information for the following 3 classes:

T- 25 Simulated Group Discussion: Kidney Machine Decision (**worth 25 points**)
***Meet in assigned groups (5 groups) and rooms for group project (groups & rooms provided in class handout).**

Due electronically by or before Noon Thursday, September 27: Self & Group Assessment for Kidney Machine Decision (10 points), see page 20 in spiral and electronic copy on our Blackboard site. NOTE: this is an assessment of your work with your group on September 25. **Late assignments will be docked. Remember to receive a "Got It" from me.**

- R-27 Conference Fish Bowl discussion: selected members from project discussion above make final decision; rest of class observes, describes and analyzes group process. **NOTE: there will be an in-class individual and group analysis worth 10 points related to this fishbowl discussion—see page 13-14.**

OCTOBER

- T- 2 **Group Movie Suggestion (Extra Credit Assignment—5 points potential)—Due in class Tuesday, October 3 (if have before send electronically).**

Suggest and justify a film for group analysis. It must be a quality film and about a group that functions as a group (with purpose, goals) and they must function together for a significant portion of the film. Type or write legibly a ½ to 1 page (single spaced) document and:

1. Specify name of film, whether on DVD or Video (**note that a DVD works best**)
2. Provide a description of what happens (enough detail so it is obvious that the group is essential to the situation/film. Also include the purpose and goals of the group—the reason they are together); and,
3. Reason why it is an example of group theory (what major concepts from chapter 7 – 10 does it illustrate?).

Meet in final groups in classroom. Clarification of assignments: (to create understanding of group experience and theory) Read major assignment instructions, p. 21-23 in course pack and **Bring Course Pack to class.** Begin drafting your **Team Expectations Report 10 points**, see p. 24. Discussion of results of self & group assessments for Improving team effectiveness.

***Use email as needed to continue working on team expectations report (due on or before noon, Wednesday, October 3.**

- R- 4 **EXAM I (100 points)** chapters 1-6, class handouts, class discussions and activities

FALL BREAK (Monday, Tuesday, October 8 & 9)

- R-11 Exams Returned – Don't Miss

Final decisions made about movie selections to analyze for group theory..

Begin drafting **Plan of Action Report**, see p. 25-26 in spiral and use email to continue working on Plan of Action Report. DUE electronically, by NOON Friday, October 12 (work as a group via email or Blackboard discussion).

Preview of Chapters 7, 8, 9 and 10 (see p. 36 in spiral).

Clarification of all project and related assignments. Class time to work with groups and get input from Dr. Comeaux

- T-16 Group Planning Session # 1: Groups meet on their own at designated rooms.
Group Leader Report due electronically (as Microsoft Word attachment) by noon 10/17 via e-mail with attached document to Dr. Comeaux and ALL group members.
*Note: these are individual reports (each member serves as a leader during the planning session, see pp. 27-29 for details).
- R- 18 Group Planning Session # 2; Groups meet on their own at designated rooms.
Group Leader Report due electronically to Dr. Comeaux and ALL group members by noon 10/19.

T - 23 Group Planning Session # 3; Groups meet on their own at designated rooms.
Group Leader Report due electronically to Dr. Comeaux and ALL group members by noon 10/24. Sample outlines of previous projects provided for groups.
****send also a rough draft of your outline to Dr. Comeaux as part of your group leader report (or as a separate document).**

R - 25 **All groups and class members meet in classroom.** Review of Project Presentation outlines. Dates selected for presentation. Presentation requirements reviewed.

T - 30 Group Planning Session # 4; Groups meet on their own at designated meeting rooms. Group Leader Report due electronically to Dr. Comeaux and ALL group members by noon 10/31.

ALSO: Final drafts of **group project outline** (content outline for presentation) **DUE electronically** to Dr. Comeaux (and all group members) **NO LATER** than Sunday, November 4, at 5:00 p.m. —**NOTE: this is not the group leader report but the effort of the whole group. This outline is an extremely important of your grade so get it to me (and the whole group) so I can give you feedback before your last planning session.**

November

R - 1 Group Planning Session # 5; Groups meet on their own at designated meeting rooms. Group Leader Report due electronically to Dr. Comeaux and ALL group members by noon 11/8.

T - 6 Group Presentation Group _____

R - 8 Group Presentation Group _____

T- 13 Group Presentation Group _____

R-15 Group Presentation Group _____

T 20 Group Presentation Group _____

THANKSGIVING BREAK

T-27 **Final Self & Group Assessments: Participant Rating Scale due (100 pts), see page 30-35 in spiral**
Discussion of group presentations ; Review for Exam II

R- 29 As needed

December 4: **Exam II, (50 points).** Chapters 7-10 and from group presentations.

EXAM time period: December 13: 11:00 a.m..