Syllabus for COMM 6, Small Group Communication

Course Information

Semester & Year: Fall 2021

Course ID & Section #: COMM 6 – V1844

Instructor's name: Professor Lisa Sayles

Day/Time or *Online: Wednesdays 11:40-1:05 is the scheduled class time and default for weekly project group meetings and presentations via Zoom (synchronous video conferencing). I am happy to be flexible on the time if we can all agree, otherwise we will default to the scheduled time. All other course activities will take place online and asynchronously (no specific day/time).

- **Project group presentations** - The project group presentations take place via Zoom **weeks 11 and 12** (November 3 & 10) and participation is **required** (graded) for both presenters and audience members for the entire regular class period.
- **Weekly project group meetings** - A minimum of one hour per week is required for a weekly project group meeting and they will normally take place during the scheduled class time, however after the first meeting groups have the freedom to arrange a different day/time for their meetings if all group members agree. You will provide your ranked preferences in the introduction discussion. If a different time is selected for the weekly project meetings other than the scheduled class time you will only be required to use the scheduled class time for the first group meeting and project presentations (9/1, 11/3, & 11/10).

Location or *Online: Online with synchronous video sessions

Number of units: 3

Instructor Contact Information

Office location: Online

Office hours: Wednesdays 4:00 – 5:00 PM on Zoom (see access information on the course homepage). This office hour is available to all of my course sections. If you would like a private meeting please email for an appointment.

Phone number: 707-476-4313 (I will not be available at this number if still under COVID-19 remote teaching order)

Email address: lisa-sayles@redwoods.edu and Canvas Inbox

Required Materials

Textbook: This course will make use of free open-source textbooks and web resources that will comprise the primary "Textbooks" For the course. All of the links to the readings are provided in the Canvas modules.

Additional required reading: Students will need to purchase the book *Dare to lead: Brave work, tough conversations, whole hearts* (2018) by Brené Brown. This book is available in hard copy, digital and audio formats.

Other requirements: High speed internet, relatively modern computer, and webcam or other device that creates video with audio. 1 package WHITE 4 x 6 notecards for speaking notes. See technology requirements and skills below.

Catalog Description

Principles of communication in a variety of group contexts. Theory, application, and evaluation of group communication processes, including problem solving, conflict management, decision-making, and leadership.

Course Student Learning Outcomes

1. Apply appropriate processes for structured and creative problem solving in a small group context.

2. Identify communication skills that increase the effectiveness of small groups, in both the task and social dimensions.

3. Demonstrate the ability to effectively organize, prepare for, and adaptively deliver persuasive presentations within small group settings.

Student Commitment

California defines college semester credit hours in Carnegie units which is a one to two ratio between in-class time and homework. For example, a typical 3 credit hour class will require an additional 6 hours of homework for a total of about 9 hours per week. If you are taking a total of 12 credits, you can expect to spend 36 hours a week on your college classes, which is why 12 credits is considered full time. I strongly suggest that you **create a schedule that takes into account total required hours** per week for your courses. You will need to carefully engage with course content, read textbook chapters, participate in discussions, collaborate in group projects, complete weekly quizzes, deliver presentations, research and write papers. Conscientiousness, attention to details, and skills in reading and writing are critical for success. This course relies heavily on group cooperation. **If you choose to remain in the class, you are agreeing to be flexible and cooperative with your groups.**

Instructor Commitment & Regular Effective Contact

I access this class on Canvas regularly and initiate online contact with students using weekly announcements, lectures and lesson materials, a Q & A forum, discussion forum comments, feedback on assignments, and by email, and/or the video conference tool. I read every discussion forum post; although these are your discussions so much of the content of the discussion should take place between students. I dedicate as much or more time to this class compared to a traditional, face-to-face class.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:
- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Technology skills

Students should be able to navigate the course learning management system (website) and external websites, open and download files, use a word processor with either Microsoft Word (.docx) or compatible software, record and upload video files, and be able to convert files to rich text format (.rtf) or portable document format (.pdf) and submit files to the class website. It is the student's responsibility to meet the technological demands of the course.

Technology requirements
- **Computer –** A reasonably current computer is needed for this class. A mobile device with the Canvas App can be used for some functions, but you should not rely on a mobile device to complete all of the course requirements. **A computer is required** to successfully complete this course.
- **Other hardware** - A webcam or other device that creates videos and audio is required in order to participate fully in all of the course activities or assessments.

- **Internet Access** - A reliable, high-speed broadband connection is needed for this course. Have a back-up plan for internet access, like a coffee shop or library.

Software

- **Canvas** - This course uses an online Learning Management System (LMS) called Canvas, which is provided by the college. To get to the class you will need to log in to: https://redwoods.instructure.com. Your login name will be your first initial, last name, last three digits of your student I.D number (sgarcis567), your password is your eight digit date of birth (06031996). Once you have logged in select "COMM 6 – V1844."
- **Canvas App** - If you have a smart phone or a tablet there is a free Canvas app through the Apple store or an app available at this link for Android devices. However, DO NOT rely on a mobile device and the Canvas App to complete all of the course requirements.
- **Microsoft Word compatible software** - In this course you will need to open and/or create Microsoft Word compatible documents. All students at CR have access to a free Office 365 license (includes Word, Excel, PowerPoint and more) with a valid CR email. There are also other free software options available such as Google Docs or LibreOffice (If you use Pages for Mac, you will need to export your files to Word or PDF formats.
- **Adobe Acrobat Reader** – Adobe Acrobat Reader – A free Adobe Acrobat PDF Reader is available which will allow you to open and read PDF files.
- **Zoom Account** – Zoom video conferencing will be used to conduct office hours. Click here to sign up for a Free Basic Zoom Account. Your free account comes with excellent online support, including 24/7 free live chat help.
- **Canvas Studio –** Canvas studio is a media tool that allows students and instructors to upload, create, edit, manage, share and discuss audio and video files. We will use this tool for some class discussions, the toolbox application assignment and the final Deep Dive Presentation assignment.
  - Canvas Studio uses a video and screen recording tool called Screencast-O-Matic which makes it easy to record both yourself and slides (or anything on your desktop) at the same time.
  - If you are a Mac user and you have trouble with the screen recording, try going into your Security & Privacy section under "Settings" and click the "Studio Recorder" button.

Canvas & CR Technology support

As an instructor, I am available to assist you with course content and assignments, but my role does not include technical support. However, you should let me know if you are having technical difficulties that affect your participation in the course so that I know how to best support you, and if needed work out a short-term accommodation.

Before contacting Technical Support you might visit the Online Support Page. For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

- Canvas Help for students
- Canvas online orientation workshop

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the Student Information Update form.

Proctored Exams

No proctored exams will be required in this course.

Evaluation & Grading Policy

Your work is assessed according to how well it meets class outcomes and objectives, fulfills requirements, meets assignment rubrics, and reflects the academic skills expected of college students. It is your responsibility to understand why you have achieved a certain grade and what steps you can take to maintain or improve your grade. Canvas also has a feature called **"What If" Grades** that allows students to see how future assignment grades will impact their overall course grade. Please feel free to consult with me about your grades. Please review the assignment and the grading rubric in order to clearly explain any concerns. Please plan to schedule adequate time to ensure that you are able to complete all assignments.

The following percentage system will be used to determine the final course grade:

Assignment/ Assessment	Points	% of Grade
CH Reading Quizzes (9/10 x10)	**90**	**10%**
Peer & Audience feedback	**45**	**10%**
Project peer feedback	50	
Audience feedback (10x2)	20	
Group Project Portfolio	**250**	**19%**
Agendas & Minutes 1-7		
w/ meeting evals		
Problem-Solving Process		
Step 1: Problem statement		
Step 2: Problem Analysis Report		
Step 3: Solution Options Report		
Step 4: Criteria Report		
Step 5: Solution Selection Report		
Group Evaluation Report		
Project placeholders for feedback		**1%**
Project Oral Presentation w/ outline	**125**	**15%**
Individual Evaluation Report	**50**	**10%**
Class Toolbox Discussions (best 3/4 x 20)	**60**	**10%**
Dare to Lead Discussions (best 3/4 x 20)	**60**	**10%**
Daring Leadership Presentations	**75**	**10%**
w/discussion questions		
Daring Presentation Audience Discussion Posts	**60**	**5%**
(12 posts (3 posts x 4 groups)		
x 5 points/drop lowest)		
Total:	795 =	100%

Grading Scale

A	=	93% - 100%
A-	=	90% - 92%
B+	=	87% - 89%
B	=	83% - 86%
B-	=	80% - 82%
C+	=	77% - 79%
C	=	70% - 76%
D	=	60% - 69%
F	=	< 59

Student feedback policy

Students can expect assignment feedback and scores posted to the grade book within 10 days after the submission deadline. If feedback and scores are not posted to the grade book tool within 10 days after the submission deadline, I will notify students about when they can expect the scores or feedback to be posted.

Late Policy

You will need to turn all assignments in on time according to the due dates listed in the syllabus schedule and modules on Canvas in order for the assignment to be eligible for full points.

- There will be no late work accepted for time-sensitive, and/or peer dependent assignments such as the toolbox discussions or peer feedback.

- No make-up opportunities will be available for speech delivery with the exception of documented medical emergencies or unforeseen life circumstances. Not waking up on time or not feeling ready to deliver a speech does not count as a situation beyond your control. Please note that there is no guarantee that if you miss delivering your speech that you will be able to make it up – it is not possible to replicate the group project speech on Zoom.

- For the remaining assignments late work will be accept up to 48 hours after a due date, with a 10% grade reduction the first day, and a 20% grade reduction the second day. I do not accept any work other than finals week related work beyond the Sunday prior to finals week.

- The only exception to the late work policy is a major medical emergency or traumatic life event. You will need to scan and email verification, such as a copy of the doctor's note.

- Please see the extra credit assignment for the option available to make up points.

Communication With Instructor

Email is usually the best way to get a hold of me. Please use Canvas email for personal student-teacher communication. To access the email system in Canvas click on the "Inbox" link on the left dark grey bar to bring up your Canvas email. Clicking on the person icon in the "To:" address bar will allow you to choose the course, student or teacher, and then the person that you would like to email. Click on COMM 6, teacher, and choose my name, Lisa Sayles. Type a message in the message area and click send to send your message. You may also email me through the CR email system at Lisa-Sayles@Redwoods.edu. When using this email please clearly identify the class that you are in and include your full name. I will access the class website regularly and respond to posted questions and email messages within 48 hours (and usually much sooner) during regular business days. If you do not hear back from me before this time-frame please initiate contact again.

There are other ways to communicate with me in our course, including a general Q & A discussion area, assignment comments, and video conference. You are welcome to reply with a comment or add questions on announcements. General questions (analogous to raising a hand in class) should be posted in the "Q & A" discussion forum.

Once we are back on campus you will be able to reach me on my office phone at 707-476-4313, or stop by my office in the Humanities building, room 108K, if you find yourself near the Eureka campus (not during the pandemic). Please keep in mind that I am primarily available Monday – Friday, so plan accordingly.

Student Support Services

The following online resources are available to support your success as a student:
- CR-Online (Comprehensive information for online students)
- Library Articles & Databases
- Canvas help and tutorials
- Online Student Handbook

Counseling offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center

Special programs are also available for eligible students include

- Extended Opportunity Programs & Services (EOPS) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.

- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Health & Wellness website.

Wellness Central is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

COMM 6: Small Group Course Schedule

The term officially begins on Saturday, January 16th. Our class week will typically begin Mondays and end Sundays.

WK	Date	Topics & Flow	Tasks & Assignments
1	**Aug 21-29**	**COMM 6 Orientation & Introduction** By Tues: Read orientation info/ syllabus Wed: Submit introduction/toolbox post By Thurs: Read CH 1,1st attempt quiz 1 By Sun: Discussion reply posts *(No required Zoom session this week, but I would be happy to meet up & answer Qs)*	**Read** Orientation Information & Syllabus Purchase/secure *Dare to Lead* by Brene Brown **Toolbox #1** discussion: Intro class & small group Read CH 1 Intro Group Comm Granite State text **Quiz 1:** CH 1 Granite State text (Thurs this week only) *Extra Credit quiz: CH 2 Group comm theory (Granite)* *Form project groups*
2	**Aug 30-Sept 5** *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Group Meetings & Decision-making** By Tues: Read CH 10 & 12, quiz 2 Wed: Project group introductions & informal meeting (Required) By Thurs: Lesson, discussion 1st post By Sun: 2 reply posts	**Read** CH 12 Meetings Granite State text **Read** CH 10 Making Decisions Linabary text **Quiz 2:** CH 12 Granite & CH 10 Linabary *Group meeting: ice-breaker, draft agenda #1, group name, brainstorm/select topic get approved, assign prelim research, decide on comm method.* Optional peer discussion
3	**Sept 6-12** *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Group Development & Roles** By Tues: Read CH 2 & 3, quiz 3 Agenda #1 due Wed: First project group meeting By Thurs: Lesson By Sun: Minutes #1, Step 1 Problem Statement due *(Start reading Dare to Lead)*	**Read** CH 2 Group Development Engleberg text **Read** CH 3 Identifying Group Roles Linabary text **Quiz 3**: CH 2 & 3 Engleberg & Linabary texts *Group meeting: Define problem, brainstorm norms, finalize topic/ research, draft agenda #2, select group leader or co-leaders.* Agenda & minutes **#1** due **Step 1:** Problem statement due Optional peer discussion
4	Sept 13-19 *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Problem-Solving & Creativity** By Tues: Read CH 11 & 15, quiz 4 Agenda #2 Wed: Project group meeting By Thurs: Lesson, discussion 1st post **By Sun**: Minutes #2, reply posts Group norms due	**Read** CH 11Problem-solving Linabary text **Read** CH 15 Creativity Linabary text **Quiz 4**: CH 11 & 15 Linabary *Group Meeting: Discuss/organize research, outline Step 2 Problem Analysis, draft agenda #3* **Toolbox #2** discussion: Criteria & brainstorming Group norms due Agenda & minutes **#2** due
5	Sept 20-26 *Default Meeting Wed 11:40 am – 1:05pm (Zoom)*	**Communication in Diverse Groups** By Tues: Read CH 5, quiz 5 Agenda #3 due Wed: Project group meeting By Thurs: Lesson, discussion 1st post By Sun: Minutes #3, reply posts Step 2 problem analysis due	**Read** CH 5 Intercultural & International Granite text **Quiz 5**: CH 5 Granite text *Group meeting: Finalize Problem analysis - start Step 3 Solution options, draft agenda #4* **Step 2** Problem analysis report due (group/indiv) Agenda & minutes **#3** due **Dare to Lead #1** discussion (Read through pg.44)

6	Sept 27-Oct 3 *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Listening in Groups** <u>By Tues</u>: Reach CH 7, quiz 6 Agenda #4 due <u>Wed</u>: Project group meeting <u>By Thurs</u>: Lesson, toolbox discussion <u>By Sun</u>: Minutes #4, Step 3 Options Project self & peer evaluations	**Read** CH 7 Listening Granite text **Quiz 6:** CH 7 Granite text *Group meeting: Finalize Step 3 options - start Step 4 Criteria* **Step 3:** Solution options report due Agenda & minutes **#4** **Toolbox #3** Discussion **Self & peer evaluations #1** due
7	Oct 4-10 *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Verbal and Nonverbal** <u>By Tues</u>: Read CH 6, quiz 7 Agenda #5 due <u>Wed</u>: Project group meeting <u>By Thurs</u>: Lesson <u>By Sun</u>: Minutes #5, Step 4a Criteria *(No discussion this week)*	**Read** CH 6 Verbal & Nonverbal Granite text **Quiz 7:** CH 6 Granite Text *Group Meeting: Finalize Step 4a Criteria, start Step 4b Decision Table & Solution Selection* **Step 4**: Criteria due Agenda & minutes **#5** *Read Dare to Lead book*
8	Oct 11-17 *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Conflict & Climate** <u>By Tues</u>: Read CH 7 & 8, quiz 8 Agenda #6 due <u>Wed</u>: Project group meeting <u>By Thurs</u>: Lesson, discussion 1st post <u>By Sun</u>: Minutes #6, reply posts	**Read** CH 7 Supportive Climate Linabary text **Read** CH 8 Group Conflict Linabary text **Quiz 8:** CH 7 & 8 Linabary text *Group meeting: Finalize Step 4b selection, start group eval report/summary - review presentation assignment* **Dare to Lead #2** discussion (Read pgs. 44-117) Agenda & minutes **#6**
9	Oct 18-24 *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Public Speaking & Visual Aids** <u>By Tues</u>: Read CH 9 & 16, quiz 9 Agenda #7 <u>Wed</u>: Project group meeting <u>By Thurs</u>: Lesson, discussion 1st post <u>By Sun</u>: Minutes #7 due, reply posts	**Read** CH 16 Presenting as a Group Linabary text **Read** CH 9 Presentation Aids Exploring PS text *Reference CH 16 Persuasive Speaking Virtual Text* **Quiz 9:** CH 9 Exploring & 16 Linabary *Group meeting: Finalize group evaluation report, organize portfolio, organize presentation - draft informal agenda* **Toolbox #4** Discussion: Speech practice (studio) Agenda & minutes **#7**
10	Oct 25-31 *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Group Work** <u>Wed</u>: Informal project group meeting <u>By Thurs</u>: discussion 1st post <u>By Sun</u>: Reply posts *(no formal agenda/minutes this week)*	*Group meeting: Refine/practice speech & finalize presentation outline, organize/finalize portfolio* *Read pgs. 44-117* **Dare to Lead #3** discussion (Read 118-181) Group Project **Portfolios** due
11	Nov 1-7 *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Project Groups 1 & 2 Presentations** <u>By Tues</u>: Presentation outlines due <u>Wed</u>: Group 1 & 2 Presentations <u>By Sun</u>: Speech feedback Groups 3&4	**Required Zoom attendance** Groups 3 & 4 provide feedback to Groups 1 & 2 *Groups: Organize & finalize portfolio* *(No discussion this week)*
12	Nov 8-14 *Default Meeting Wed 11:40 am –1:05pm (Zoom)*	**Project Groups 3 & 4 Presentations** <u>Wed</u>: Group 3 & 4 Presentations <u>By Sun</u>: Speech feedback Groups 1&2 portfolios due, select Dare topic, project self & peer evaluations	**Required Zoom attendance** Groups 1 & 2 provide feedback to Groups 3 & 4 *Groups: Organize & finalize portfolio* **Self & peer evaluations #2** due *(No discussion this week)*

13	Nov 15-21	**Leadership** _By Tues:_ Read CH 12 & 13 _Wed:_ Dare group meeting _By Thurs:_ Lesson, discussion 1st post _By Sun:_ Reply posts	**Read** CH 12 Identifying Leaders Linabary text **Read** CH 13 Leading in Groups Linabary text **Quiz 10:** CH 12 & 13 Linabary text **Dare to Lead #4** discussion (Read 184-272) _Select leadership presentation topic & organize_
	Fall Break Nov 23-27		
14	Nov 29- Dec 5	**Group Work - Create Presentation** _Mon - Sun:_ Organize & create leadership presentation (Studio) _Sun:_ Submit Dare presentation	Organize and create Dare leadership presentation Submit Leadership presentations in group's presentation area
15	Dec 6-12	**Dare to Lead Presentations** _By Wed:_ 1st posts due Dare _By Sun:_ Reply posts due Dare	Submit **Dare Leadership presentations** (Studio) Reply posts for presentations
16	Dec 13-17	**Finals Week** _Tues:_ Individual Evaluation Report _By Wed:_ Good-bye post & survey	**Individual Evaluation Report** due Anonymous survey

Note: _The above schedule and due dates are subject to change in the event of extenuating circumstances_

Admissions deadlines & enrollment policies

Fall 2021 Dates
- Classes begin: 8/21/21
- Labor Day (all campuses closed): 9/6/21
- Last day to add a class: 8/27/21
- Last day to drop without a W and receive a refund: 9/3/21
- Census date: 9/7/21 or 20% into class duration
- Last day to petition to file P/NP option: 12/17/21
- Veteran's Day (all campuses closed): 11/11/21
- President's Day (all campuses closed): 2/15/21
- Last day to petition to graduate or apply for certificate: 10/28/21
- Fall Break (no classes): 11/22/21 –11/26/21
- Thanksgiving (all campuses closed):11/24/21-11/26/21
- Last day for student-initiated W (no refund): 10/29/21
- Last day for faculty-initiated W (no refund): 10/29/21
- Final examinations: 12/11/21 – 12/17/21
- Semester ends: 12/17/21
- Grades available for transcript release: approximately 1/07/21

Students who have experienced extenuating circumstances can complete & submit the _**Excused Withdrawal Petition**_ to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

COMM 1: Public Speaking
General Information & Course Policies

"Individual commitment to a group effort – that's what makes a team work, a company work, a society work, a civilization work." - Vince Lombardi

Course Overview

Groups and teams increasingly play a central role in the workplace and in a wide range of social settings. This course is designed to enable you to become more comfortable and competent participants in the group communication process. Emphasis will be on the study and application of the dynamics of group development, problem-solving methodologies, competent communication, leadership, and conflict management.

The main goal of this course is to give you an understanding of the theories, research, and concepts underlying the study of small group communication. An additional focus and benefit of this class will be to strengthen your practical group communication skills. We will use collaborative learning methods, read, discuss, and apply concepts that deal with how to communicate effectively and how to avoid ineffective communication. Taking a small group communication course gives you the opportunity to focus your attention on and strengthen an area of your life that may prove essential to your future success, both personally and professionally.

Textbook & Readings

This course will make use of free open-source textbooks and web resources that will comprise the primary "Textbooks" for the course. All of the links to the readings are provided in the Canvas modules. The two main textbooks that we will use are:

1) Small Group Communication: Forming & Sustaining Teams by Jasmine Linabary
2) An Introduction to Group Communication on LibreTexts.

Additional required reading: Students will need to purchase the book ***Dare to lead: Brave work, tough conversations, whole hearts* (2018) by Brené Brown**. This book is available in hard copy, digital and audio formats.

Other requirements: High speed internet, relatively modern computer, and webcam or other device that creates video with audio. 1 package WHITE 4 x 6 notecards for speaking notes.

Communication Guidelines

Effective communication is essentially about showing respect for both yourself and the other person. Projects and speech topics will include controversial topics. This class requires that students demonstrate mutual respect in their interactions. It is okay not to agree with every comment or argument that is made in the class, either by your peers or myself. However, it is expected that you will be respectful of those with different opinions and perspectives than your own.

Most people experience a significant amount of anxiety related to public speaking. As an academic community we share a mutual responsibility to create and maintain and supportive classroom environment where students feel safe to speak out and apply new communication skills. Listen attentively when others are speaking, ask questions, and speak up when you have something to add to the discussion. Avoid creating "noise" or distractions for others. Please make sure you watch the "Netiquette" video in the introduction module so that you are clear on my expectations regarding your online communication.

Online Office Hours

I will be available face-to-face conference sessions using Zoom during office hours. I am happy to set up other times to talk with you on the phone, or using the Zoom conference tool if these days and times don't work for you. If you would like to speak on the phone please email me to set up a day and time.

Confirm your presence in the online classroom

Log in to the website and post a video introduction to the "Student Introductions/Attendance" Discussion forum **no later than 11:59 pm on Wednesday, 8/25/21** to confirm your presence in the online classroom. You will not be able to see other posts until you submit your first post. Post both an initial introduction and reply to another student's post according to the directions. Doing so will confirm your enrollment in the course and avoid your being dropped as a "no show." **You can and will be dropped from the class if you do not log in and post to the "Student Introductions" discussions forum inside the online classroom by Wednesday, 8/25/21 at 11:59 pm.** This first post is also set up to get you started on content for your first speech.

Online Participation

The Canvas modules contain all of the activities and assessments for the course. This is where everything in the class is organized, so at the beginning of every week you should access each new topic module, read the topic introduction, objectives and to-do list page, and start working on the activities for the week. The items in the module are organized by topic and are generally presented in the order that you should engage with them, although there may be times when you will work on activities within a module simultaneously.

Plan to use the Canvas email system for the duration of this course. It is critically important that you check your email account regularly and that you log in a minimum of two times a week while taking this partially online class. You can set up Canvas to copy your CR or personal email accounts. To find out more about setting up your Canvas email account see the Canvas Guide on Adding Contact Methods for Students. In addition, you should plan to access our course and participate in the online environment in Canvas several times per week.

Note: Instructors have the ability to drop students from classes up until the tenth week of classes if it is determined that students are "inactive" due to non-participation online or any absences during in-class meetings.

Participation/Drop/Withdrawal

Student-initiated withdrawal may occur through the second week of class with nothing recorded on the student transcripts and from week's 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10th week of class. Participation means that you are actively completing assignments, not just logging in to Canvas. Non-participation for two weeks of assignments may result in involuntary withdrawal. No course withdrawal is allowed after the 10th week of class.

Reading

Reading should be completed by the date on which it is listed on the schedule in the syllabus. Lessons and activities are based upon the expectation that you have done the reading are familiar with the material. This will help deepen your understanding of the material and support your learning in the class.

Online Class Lessons

Online class lessons will be delivered primarily in the form of audio or video lectures, text-based pages with videos, images, Power Point slides, etc. It is expected that you will have read the assigned textbook chapter prior to the lesson. Be sure to engage with the lesson content.

Suggested, but Optional Peer Only Discussions

There will be suggested, but optional peer only discussion areas available to support peer interaction and engagement. Prompts for possible discussion are provided specific to the project and presentations, but you are welcome to use these discussions in whatever way best meets your needs. Some students use this space to organize peer practice speech sessions on Zoom, others use it for peer editing/feedback or as a study group, and others might be interested in just discussing their thoughts and process. These peer discussion areas are not graded and will not be monitored by the instructor. Students who are not interested in participating are not obligated to do so.

Written Work

All papers should be typed, one and a half-spaced; Times New Roman or Arial; 12-point font; 1'' margins, and formatted using APA style guidelines. All written work requiring sources outside the text must be cited properly using in-text and end-of-text citations. The CR library site offers citation resources and there are resource librarians who will answer questions in person, by phone or email. The Purdue Online Writing Lab is also an excellent resource. Please be sure to **carefully edit all papers** for spelling, grammar, punctuation and organization. Mechanical aspects of writing will be taken into account for grading purposes. Online tutoring is available via the NetTutor link in Canvas.

Plagiarism

Do not copy lesson or lecture notes, information from the textbook, other student's work, or cut and paste from a website and claim it as your own. Learn from others, but your contributions in the discussion forum, the activities, assignments, and exams **must be your own work**. If you incorporate the work of others into your writing, **you need to cite and credit the work of others**. Students that plagiarize information will at minimum will receive a failing grade on the plagiarized assignment, will be turned in to the dean, and will be at risk of failing the course. I will consider a first incident of plagiarism a learning opportunity, but any incident(s) after that will be reported to the Chief Student Services Officer and the Humanities division dean.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Language/content disclaimer:

During this class I may show film clips that contain some profanity, violence, and/or suggested sexual content. These films will be used to offer practical application of concepts, theories or ideas discussed in class and textbook.

Note: I reserve the right to establish additional policies, as I deem necessary to provide you with the best learning environment possible**.**

COMM 6: Small Group Assessments

"All the great speakers were bad speakers at first."

-Ralph Waldo Emerson

Assessments

Grades are part of teaching and learning process. All major assignments are designed to help you integrate knowledge gained from this course. The assignments are important not only for learning assessment to take place, but also to reinforce long-term retention and understanding of human communication processes and skills.

Reading Quizzes

Reading quizzes are due prior to the lesson, as indicated in the schedule, and are intended to give students a base knowledge of the course content prior to online and class activities. Engaging with the reading materials will significantly increase the effectiveness and productivity of your learning and time. Quizzes will be taken online through the Canvas learning management system. You will be able to take each quiz up to maximum of three times prior to the closing time of the quiz and your highest score will be recorded. As long as your first quiz attempt is due prior to the due date, the remaining attempts can be used until the Sunday before finals' week without being considered late (these later attempts will show up as late in Canvas, but just ignore that). The quizzes are open book; however, you will only have 12 minutes for each attempt and each attempt will pull from a different pool of questions. There will be 10 graded quizzes and I will use your 9 best quiz scores for your quiz grade. Quizzes may contain multiple choice, matching, and true/false questions. Each quiz will be worth 10 points.

Class Toolbox Discussions

You will participate in written and video skill building activities where you will strengthen your communication and problem-solving skills for the project and oral presentations. There will be four toolbox discussions, and your best three scores will be used for your toolbox discussion grade.

Group Project Portfolio

Students will be assigned to a project group where they will engage in a problem-solving group process which will culminate in a final portfolio and oral presentation. The project is broken down into component parts that will be due throughout the term and prior to submission of the portfolio. If these one-point submissions are turned in on time you will receive feedback with suggested changes prior to portfolio submission.

Group Project: Agendas and Minutes (Weekly Project Meetings)

Each group will generate agendas and minutes for formal weekly group meetings. The secretary/recorder and chair/facilitator roles should be equally shared by group members so that each member facilitates a meeting and participates in the creation of at least one of the meeting documents. The agenda should go out to group members on Canvas at least the day prior to the meeting as indicated on the schedule. The minutes should go out to group members on Canvas by the Sunday following each meeting. The agenda will be used to facilitate the meeting. Agendas and minutes must be typed, consistently formatted and follow appropriate business style format, including the following

logistics at minimum: date/location/time or meeting, members present/absent, unfinished business, items discussed, and identification of recorder/chair. The agendas and minutes will be included in your project portfolio.

Group Project: Oral Presentation

Students in this course will participate in two graded group oral presentations, and also receive additional informal public speaking practice in toolbox discussions. The project groups will deliver extemporaneous group presentations at the end of their problem-solving process via Zoom video conferencing. Groups will receive feedback from the teacher and the class. Please arrive on Zoom on time – do not interrupt speeches in progress. The second group presentation will be the Dare to Lead leadership presentations at the end of the term. These speeches will be delivered via asynchronous video. Students will have additional informal opportunities to develop their speaking skills.

Note: There are no make-up opportunities for project group presentations. There is not a way to replicate this assignment with your group. In the rare situation where a student has an emergency and is unable to attend and deliver the group speech please contact me and provide documentation.

General Guidelines for Speeches

Always be sure to review the assignment for speaking assignments to ensure that you have met all the requirements before submitting an outline and/or delivering your speech. Signing on for a speech delivery session also means that you are signing on to be an audience member for the presentation group during the allotted timeframe. To make sure that your speech conforms to the specified time limit, you should practice your speech, out loud and standing up, with your group and visual aid and time it before delivering to the class for a grade.

All speakers are expected to dress professionally. Usually this means avoiding shorts, jeans, t-shirts, tank tops, sweatpants, sweatshirts, flip-flops, athletic shoes, or hats. You should plan to show yourself on video from the waist up and stand during your speech. Your presentation of yourself contributes to your credibility and confidence as a speaker and should support your message, rather than detract from it.

Peer & Audience Feedback

Peer Feedback

Group members will provide feedback to group members about their participation in the project. The feedback and comments on these forms should be honest, but constructive. They should be completed in the spirit of helping group members be more effective in future group processes.

Audience Feedback

When you sign on to deliver your speech, you are also signing on to be an audience member for the other group presentations. Providing peer feedback serves as an important learning instrument for both speakers and audience members. You should take notes during speeches to help you and submit by the due date on the schedule. Group (all individuals in the group) will provide feedback on project presentations for groups who present on a different day than their group presentations as follows.

- Week 11: Presentations Project Groups 1 & 2 - Group 3 & 4 provide feedback to Groups 1 & 2
- Week 12: Presentations Project Groups 3 & 4 - Group 1 & 2 provide feedback to Groups 3 & 4

Group Project Presentation Outline

You will be required to submit a typed, full-sentence formal, full-sentence outline on Canvas for the group project presentation. One outline will be submitted on behalf of the group and each individual group member will submit the portion of the outline that they contributed. I will check for plagiarism and make sure that your speech matches your proposal/approval.

Individual Evaluation Report

At the end of the semester, students will, in one – two type-written pages, assess their performance and experience in their project group by answering the following questions: What kind of peer feedback did you receive in your first group? What kind of peer feedback did you receive from your group? What efforts did you make to be an effective group member? What did you learn from the group's experiences How is your evaluation of yourself similar to or different from your peers' evaluations and what might account for those differences? How do the course/text concepts explain your challenges or successes in your group? What could you do differently in future groups that could might increase the group's cohesiveness (relational dimension) and productivity (task dimension)?

Dare to Lead Book Discussions

There will be four Dare to Lead Book Group discussions based on the research of Brené Brown (see schedule in syllabus). This concept group will look at courage, vulnerability, shame, clear communication and boundaries in relationships at work (or most any context). You will engage in a discussion with your book group by responding to the provided prompts that will ask you to reflect on the concepts in the book and connect the material presented in your textbook and class lessons to the material that you are reading in the Dare book group and your experiences in your project group. Completing all four Dare to Lead discussions is suggested to deepen your learning of the material and prepare you for the final presentation. The lowest score will be dropped, so the best grade on three out of the four discussions will comprise your grade for this assignment.

- Dare Discussion #1: Front note, Introduction and Part One Rumbling with Vulnerability Section One (The moment and the Myths) pgs. xi – 43
- Dare Discussion #2: Section two (The Call to Courage) and Section Three (The Armory) pgs. 44 – 117.
- Dare Discussion#3: Section Four (Shame and Empathy) and Section Five (Curiosity and Grounded Confidence) 118 - 181.
- Dare Discussion #4: Part Two (Living into Our Values), Part Three (Braving Trust) and Part Four (Learning to Rise) pgs. 184 – 272.

Dare to Lead Final Presentations & Discussion

The last assignment in the class is a presentation based on concepts in the Dare to Lead book. Students may elect to form new groups based on their presentation interests or remain in their Project groups for the final presentations. The default is a panel presentation where members of the group act as panel experts who each present on a topic in the book, such as on various Dare to Lead concepts such as, vulnerability & shame, boundaries, clear is kind, characteristics or daring leadership, various types of armored leadership, empathy and empathy misses, living into values in group contexts, the reckoning, rumble and revolution, etc. Other options are to discuss leaders and teams in the real world that exemplify Dare to Lead concepts or to make a connection with the intercultural leadership parables (provided in assignment). Other creative options such as a dramatic enactment, skit, music performance, prose, visual art, etc. are possible, but require proposal and permission from instructor. Visual media must include verbal discussion of what was created and how it connects.

Even though the presentations are coordinated as a group, students are graded on an individual basis. Each individual should create a video where they speak extemporaneously within approximately a 5–7 minute time frame. Each speaker will create 1-2 presentation discussion questions for the audience to answer in the presentation discussion. The presentations will be submitted in both the presentation assignment area and the presentation discussion area.

Additional Institutional Resources

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor https://webadvisor.redwoods.edu and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:
- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the Crescent City campus emergency map for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the Redwoods Public Safety Page.

Eureka Campus Emergency Procedures

Please review the campus emergency map for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the Redwoods Public Safety Page It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.
1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
   a. Dial 911, to notify local agency support such as law enforcement or fire services.
   b. If safe to do so, notify key administrators, departments, and personnel.
   c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.

d. Contact Jolene Gates 530-625-4821 to notify of situation.
e. Contact Hoopa Tribal Education Administration office   530-625-4413
f. Notify Public Safety 707-476-4111.

2. In the event of an emergency, the responsible district employee on scene will:
   a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
   b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
   c. Close all window curtains.
   d. Get all inside to safe location Kitchen area is best internal location.
   e. If a police officer or higher official arrives, they will assume command.
   f. Wait until notice of all is clear before unlocking doors.
   g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
   h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)