

## CMS 112 Small Group Communication (3 credits)

### SEMINAR Flex Term January 7 – January 13, 2018

Instructor: Juli Burney, Email: [juli.burney@doane.edu](mailto:juli.burney@doane.edu) Phone: 402-423-5034  
(land line)

**COURSE DESCRIPTION:** A practical course in the theory and practice of small-group problem solving. Small group processes and procedures are examined and practiced. Students will focus on leadership, which fosters effective teamwork by a group and how effective leaders adapt to the competencies and needs of their members as well as the situations within which they work.

#### Required Reading:

*Creating Effective Groups*, The Art of Small Group Communication - 3rd Edition  
by Randy Fujishin ISBN-13: 978-1442222502 ISBN-10: 1442222506

#### Learning Outcomes:

The students will:

- 1) Gain an understanding of how role and personality development can influence the process of the group.
- 2) Develop personal skills for effective group leadership/facilitation.
- 3) Gain an understanding of the theories that serve as a basis for the study of groups.
- 4) Develop knowledge and the ability to identify the stages of group development as they occur.
- 5) Develop and have an opportunity to practice problem-solving skills and approaches to conflict resolution with groups.

#### PRE-SEMINAR ASSIGNMENTS:

1. Read the assigned text PRIOR TO the beginning of the seminar. Be sure that you highlight sections that you find important, as we will be using the book for discussion throughout the week.
2. Complete the following assignments in the text:

Exercise 1.1, Exercise 1.2, Inventory 1, Inventory 2, Inventory 3, Inventory 4,  
Inventory 5, Inventory 6, Step 2: Reflection, Exercise 2.1, Exercise 2.2, Exercise 3.1,  
Exercise 3.2, Exercise 5.1, Exercise 5.2.

3. Make a list of the groups that you are involved with in your daily life.
4. PRIOR TO the seminar you will be emailed “The Way We See Me” questionnaire. You must give a copy of this questionnaire to three different people within one of the groups you listed. Ask them to complete and return the questionnaires to you. Bring them with you to the first class

session. The purpose of this exercise is to give you feedback on how others perceive you.

### **COURSE OBJECTIVES:**

This course is designed to present short lectures followed by discussion and experiential exercises to demonstrate concepts described in the lectures. Its intent is not merely to present academic content about group dynamics and communication, but also to experience becoming a group and dealing with the evolving process. The experiential element often takes different forms depending on the particular “chemistry” of the members of the learning group.

### **COURSE REQUIREMENTS AND STUDENT ASSESSMENTS:**

A) Attendance in each class is critical. If you know in advance that you must miss a class during the seminar, I would suggest enrolling at another time. If an emergency causes you to miss a class arises during the week of the seminar, a make-up assignment may be arranged. These are handled on a case-by-case basis through negotiation with the instructor. If you must miss two classes, your grade will drop a full letter. Three absences will result in a grade of “F”.

B) Grading is on a contractual basis:

Requirements for a “C”:

- full completion of all pre-seminar assignments
- completely prepared to discuss all resource materials assigned
- active and constructive participation in all class activities
- completion of the learning journal to be handed-in daily
- daily reports on your observations of groups of which you are a part during the week of the seminar

Requirements for a “B”:

- In addition to requirements for a “C”, satisfactory completion of out of class assignments. exploring issues in small group communication.
- 

Requirements for an “A”:

- in addition to requirements for “B” and “C”, satisfactory completion of a paper in which a major aspect of small group communication is related to a specific group with which the student is involved. Details for completion of this paper will be discussed in class.
- 

NOTE: Variations within letter grades (a-, b+, etc.) will be determined by the quality of the work.

### **COURSE POLICIES:**

The Higher Learning Commission’s, Doane University’s accrediting body, definition of a credit hour can be accessed at this link <https://www.hlcommission.org/Policies/assignment-of-credits.html>

***Federal Credit Hour Definition:*** *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.*  
 34CFR 600.2 (11/1/2010)

- i. Late work – You must include a statement concerning incomplete grades. The federal requirement states that students must complete 75% of the course work in order to receive an incomplete grade. If students fall more than two weeks behind, they cannot meet this requirement. If points are deducted for late work, give that information here.
- ii. Submitting assignments – Specific assignments are given above to be due at class time. Other assignments will be completed during class time or submitted via email.
- iii. Academic Integrity - Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is manifested in various measures. Gehring, et al, (1986) suggests that four categories of academic dishonesty exist<sup>1</sup>:
  1. Cheating
  2. Fabrication
  3. Facilitating academic dishonesty
  4. Plagiarism

For more information on academic integrity, please visit the website:

<http://catalog.doane.edu/content.php?catoid=4&navoid=191>

- iv. Accommodation – see student handbook  
<http://catalog.doane.edu/content.php?catoid=5&navoid=452>
- v. Student Support – see student handbook <http://www.doane.edu/academic-success-center>
- vi. Harassment – see student handbook  
<http://catalog.doane.edu/content.php?catoid=5&navoid=452>
- vii. Grade appeal process – see student handbook  
<http://catalog.doane.edu/content.php?catoid=5&navoid=238>