



SYLLABUS

Course Title	Small Group Communication
Course Number	CMS 112
Number of Credits	3
Course Dates	1/18/21 - 3/13/21
Instructor	Jean Kilnoski
Email Address	jean.kilnoski@doane.edu
Office Hours/Availability	Monday – Thursday 9:30 am – 5:30 pm; Friday 9:00 am – 5:00 pm
Phone Number	402.467.9021
Textbook Information: (e.g. title, edition, publisher, ISBN)	Adams, K. & Galanes, G. (2015). Communicating in Groups: Applications and Skills. McGraw-Hill Education. ISBN-13: 978-1259870224 ISBN-10: 1259870227
Additional Course Materials	

Course Description	<p>A group can be roughly defined as two or more individuals who influence one another and/or arrive at decisions through social interaction. This course in small group communications is the study of the processes of group organized around four major topics: (1) basic group processes; group formation, conflict, structure, and performance, (2) social-influence processes: power, leadership, conformity, deviancy, and the group environment, (3) problems in group deindividuation, group think, and inter-group conflict, and (4) applications: business an industry, classrooms, family, and social. This class is not group counseling.</p>
Foundational Area of Knowledge	<p>Community and Identity</p> <p>Students will gain a greater understanding of themselves and the communities in which they live and work, and how identity is formed through the interaction of the individual and larger society.</p> <p>Students will work to:</p> <p>explore dimensions of human experience with regard to perceptions of self</p> <p>understand how individuals interact to form communities and social structures</p> <p>analyze the practical and ethical implications of interactions between individuals and those social structures</p>
Program Outcomes	<p>a. Use analytical and creative thinking skills to gather and analyze information, to identify and solve problems, to determine potential outcome alternatives, and to make appropriate decisions</p> <p>b. Know and understand organizational communication theories and their practical application</p> <p>c. Develop critical and analytical thinking skills for improvement of organizational communication</p> <p>d. Understand the social, cultural, legal, economic, and ethical contexts of organizational communication</p> <p>e. Understand the value of diversity</p>
Course Learning Outcomes/Objectives	<p>(1) The students gain a knowledge of theories which serve as the basis for the study of groups. (2) The students develop knowledge and understanding of the stages and process of group development. (3) The students gain an awareness of attitudes, beliefs, and behaviors, which can cause groups to become dysfunctional. (4) The students develop skills to enhance their own effective performance within groups. (5) The students understand and develop the skills of group</p>

	facilitation. (6) The students will learn “both-and” thinking and how it applies to handling conflicts.
Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements

Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
1	Discuss the syllabus, process for the course, expectations, assignments, assessment	Adams & Galanes Chapter 1 Small group in society		
2	Self-awareness Communication styles Listening Nonverbal communication	Adams & Galanes Chapters 3	Reading application questions Reflection journal	Posted on Canvas by midnight prior to class meeting

3	Group socialization Group roles, norms Emotional intelligence	Adams & Galanes Chapters 4 & 5	Reading application questions Reflection journal	Posted on Canvas by midnight prior to class meeting
4	Diversity Creativity Implicit bias	Adams & Galanes Chapters 6 & 7	Reading application questions Reflection journal	Posted on Canvas by midnight prior to class meeting
5	Problem-solving Decision-making	Adams & Galanes Chapter 8	Reading application questions Reflection journal	Posted on Canvas by midnight prior to class meeting
6	Managing conflict	Adams & Galanes Chapter 9	Reading application questions Reflection journal	Posted on Canvas by midnight prior to class meeting
7	Leadership Daring leadership assessment	Adams & Galanes Chapter 10	Reading application questions Reflection journal	Posted on Canvas by midnight prior to class meeting
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Grading Assessments

Type of Assessment	Points	Total possible points
Participation	10 points	80 points
Reading Application Responses	25 points	150 points
Reflection Journal	25 points	175 points
Article Critique	40 points	40 points
Presentation of article	25 points	25 points
Final paper	100 points	100 points

Grade Scale

A+ = 97-100% A = 94-96% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%
 C+ = 77-79% C = 74-76% C- = 70-73% D+ = 67-69% D = 64-66% D- = 60-63%
 F= 59% or below

Participation Policy	<p>A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.</p> <p>(Faculty to insert any additional class participation; see resource page for ideas.)</p>
Study Time	<p>Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.</p>

Late Work	(Include expectations regarding late work; please see attachment for examples.)
Submitting Assignments	(Include expectations regarding students' submission of assignments, for example, in class or in Blackboard.)
Communication Policy including Assignment Feedback	(State your policy on timeliness of communicating with students and length of time needed before assignments will be graded, e.g. 48 hours.)
Academic Integrity Policy	<p>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 defined in four categories:</p> <ol style="list-style-type: none"> 1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise." 2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise." 3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same. 4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects. <p><i>Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website: http://catalog.doane.edu/content.php?catoid=18&navoid=1448#Academic_Dishonesty</p>
Academic Support	<p>Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support</p>

Disability Services	https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.
Military Services	https://www.doane.edu/graduate-and-adult/military
Anti-Harassment Policy	http://catalog.doane.edu/content.php?catoid=5&navoid=452
Grade Appeal Process	http://catalog.doane.edu/content.php?catoid=5&navoid=238
Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.