

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number COMM 231 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add COMM 231 to the social and behavioral science menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	_____ 9-15-2022 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	COMM 231, Small Group Communication
Terms offered:	Fall and spring
Catalog description:	Training in the principles and practices of small group communication including practice with learning situations and problem-solving situations.
Course prerequisites:	none
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	COMO 231
Other general education menus on which the course appears or you are applying for:	none

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

This course requires students to understand and apply small group communication theory and scholarship to a variety of contexts to learn about the complexities of social systems. Social variables studied include power, social structures, norms, roles, cohesiveness, cooperation, networks, systems, conflict management, group think, relational development, team and culture building, and decision making.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

The majority of course objectives (see below) and graded work are consistent with the SBS description above. Students demonstrate their knowledge of terminology, principles, and theory through objective questions on quizzes and exams. Additionally, through class projects, students produce content and apply processes, theories and research in their groups. Project 1 is an activity involving Dewey's reflective thinking process and the ability to articulate the group's usage and competency regarding the same in a 3 to 5 page paper. In Project 2, students use a case study to apply theories about small group variables. Students deliver a 10-15 page critical analysis with recommendations for course related variables they have selected.

Course Objectives

This course will give students an opportunity to obtain the following:

1. A firm understanding of theories of group communication
2. Experience in applying group skills in actual groups.
3. Adaptive communication responses necessary for satisfying participation in a variety of communication settings.
4. Research, writing, and critical thinking skills
5. Skills useful in organizing and implementing group projects.
6. Formulation of personal theories to explain group communication processes.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Final exam
Outcome A2	Project 1 – Use Reflective Thinking Process to create consensus.
Outcome C1	Project 2 – Research Study - applying theories to case study
Outcome C2	Project 2 – Research Study - applying theories to case study

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" on the final exam.	84% of students will earn a "C" or above on the final exam.	90% of students will earn a "C" or above on the final exam.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students will earn a "C" on peer evaluations for project 1 (peers are the source of the argument).	84% of students will earn a "C" or above on peer evaluations for project 1.	90% of students will earn a "C" or above on peer evaluations for project 1.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic			
Synthesize information from multiple sources	Fewer than 84% of students will use 10 scholarly sources in project 2.	84% of students will use 10 scholarly sources in project 2.	90% of students will use 10 or more scholarly sources in project 2.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students will earn a "C" on project 2 (research study)	84% of students will earn a "C" or above on project 2.	90% of students will earn a "C" or above on project 2.

Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

MISSIONS

University: To educate students for Christian service and leadership throughout the world.

College Of Arts and Sciences: To engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department Of Communication & Sociology: To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.

Tentative Course Syllabus

COMS 231: Small Group Communication

Fall 2022

Instructor Information

Instructor: Dr. J. D. Wallace
Office: Sherrod 132

Phone: 325.674.2339
E-mail: jd.wallace@acu.edu

Office Hours*: M-F 7-7:30 am,
M-R, 9:00-10:00 am,
M, W-R 2-3 pm other times possible

Required course materials

Adams, K., & Galanes, G. J. (2020). Communicating in groups: Applications and skills (11th ed.). New York, NY: McGraw-Hill Education.

Functioning Abilene Christian University Email Address

Access to Canvas

Technology for video and audio streaming (Zoom etc.)

Other Resources and Suggested Readings

Research materials for presentations

FAQs regarding ACU's COVID policies and descriptions can be found at:

<https://www.acu.edu/coronavirus/faqs-for-acu-audiences/health-wellness-and-prevention.html>

Description of Course

This course is fundamentally different from almost every other communication course. Students are required to be their own case study as they acquire, practice and perfect their own group skills. Groups, teams, cohorts, panels etc. have become the mainstay of business, education and religious organizations. This course will allow students to develop and experience group behavior, leadership, structure and management in a way that is both beneficial and consequential. This is a high flex course that can be delivered in multiple modalities (face to face, flipped, hybrid, and online). While there may be some degree of shift in terms of assignments and scheduling course objectives will be met and the primary grading structure will be preserved as much as expediency allows.

Course Objectives

This course will give students an opportunity to obtain the following:

1. A firm understanding of theories of group communication
2. Experience in applying group skills in actual groups.
3. Adaptive communication responses necessary for satisfying participation in a variety of communication settings.
4. Research, writing, and critical thinking skills
5. Skills useful in organizing and implementing group projects.
6. Formulation of personal theories to explain group communication processes.

Assignments and Course Requirements

1. **Exams (25%)** - Examinations will be given over the course of the semester. These will be primarily multiple choice with some short answer. You will want to take notes and create study guides for yourself and possibly members of your team.

2. **Quizzes (25%)**: To encourage a continual reading and review of material there will be periodic quizzes (unannounced other than this warning) over the reading assignments given in this course. A reading assignment is due and subject to quizzing on the date/day that it is listed. The quiz shall be administered during the first ten minutes of the class time. If you are tardy and miss the quiz, there are no make-up quizzes. If you are absent and miss the quiz, there are no make-up quizzes. Quizzes, if they occur, are likely to begin promptly. **Because quiz averages may not be reflective a students' overall class performance the seven best efforts will comprise the grade.**

3. **Exercises and participation: (10%)** Class participation will include a number of indicators. The overall participation will be assessed by your peers and your professor. Those indicators will include visible class attendance, performance, grasp of the material and the professor's evaluation. Students will be expected to be engaged on a continual basis in a number of venues to receive maximum credit. Historically, the overwhelming majority of the class receives well over 80% of these points.

4. **Papers, projects and presentations (40%)** : Class projects are both producers of content and an application of principles in the students groups. Project 1 is an activity involving Dewey's reflective thinking process and the ability to articulate the group's usage and competency regarding the same in a 3 to 5 page paper. Project 2 is to take a case study and apply theories about small group variables. Students will deliver a 10-15 page critical analysis with recommendations for variables selected.

Assignments and Course Requirements

Test 1	100	points
Test 2	100	points
Quizzes (7 best efforts/no makeups)	100	points
Participation (to be decided)	100	points
Project 1 (Reflective Thinking)	75	points
Project 2 (Research Case Study)	150	points
Participation (to be decided)	75	points
Final Exam (comprehensive)	150	points

Below is the work sheet that will be used by your team to help determine ultimate weighting in point values. Each assignment can be weighted in terms of an individual and group component. Different weightings can be used for different kinds of assignments. Canvas cannot accommodate the grade weighting required in this course so you will be expected to keep track of your grades. All assignments will be returned.

Assignment	Individual%	Group%
Quizzes		
Test 1		
Test 2		
Project 1		
Project 2		
Participation		

PROJECT 1

1. Each group will be assigned a problem/case study which deals with individual participation in small group communication.
2. Each group will solve the problem/case study by using (PMOPS)Dewey's Reflective Thinking Process.
3. Groups will work through the process to find a plan to implement in order to solve the problem.
4. Groups will turn in a brief 3-5 page paper explaining how each of Dewey's steps were accomplished.
5. Groups will make a brief (about 10 minute), informal presentation to the class on their plan.
6. After all presentations are made, groups may change their solution or make minor adjustments.
7. After adjustments are made, AND INSTRUCTOR APPROVED, each group will turn in one typed (brief) contract on how participation will be handled within their group. Additionally, each group member must sign the contract in order for it to be binding.
8. The end result will be a group policy regarding how participation will be evaluated. Each group will be bound to their policy for the MAJOR PROJECT.

PROJECT 2

1. You will apply theories we will be studying in the class to a small group case study.
2. Groups will be responsible for presenting a class presentation which is informative, enjoyable, and useful to the class. An analysis of small group theory which pertain to your observed group should be shared. The presentation should be 15 minutes and an additional few minutes will be spent answering questions from the class.
Each group will be given a two-minute grace period over and under time. GROUPS WILL BE PENALIZED 3 POINTS FOR EVERY MINUTE THEY ARE OVER OR UNDER TIME IN THE PRESENTATION.
*The presentation should be divided equally or at least among THE MAJORITY of the group's members.
4. Groups will be responsible for writing a well-written, well-supported, and well-researched scholarly paper which presents, explains, and defends the group's analysis. The paper must indicate to the reader that the group has carefully analyzed and applied small group communication theory.

Paper length should be from 10-15 pages. (One paper per group will be evaluated.)

I am willing to read a draft and provide you with feedback. Just make arrangements with me.

5. Groups will select 4 - 6 issues to analyze: (A few examples)

Cohesiveness	Leadership	Temporal Elements
Nonverbals	Self Disclosure	Dialogic Analysis
Conflict	Gatekeeping	Geographic Dispersion
Group think	Norms	Structuration
Reciprocity	Roles	Sensemaking
Structure	Group decision making	Networks Provost mask statement

Topics are not limited to the above. ALL TOPICS must be approved by the instructor.

6. Papers must have a clear introduction and thesis.
7. Papers must draw conclusions from the reading.
8. Papers will follow APA or MLA format
9. A reference page must be attached (at least 10 scholarly references).

PROJECT DESCRIPTIONS

Dr. Wallace's Standard Class Expectations

The following is a listing of expectations for this class. They have been developed to enhance our educational experience. The underlying guideline is that the college classroom should be a place that is equitable to the student, instructor, and the class in general. For policies concerning foreseeable events, please see the professor. It is easier to get permission than forgiveness. This material is quizzable and testable!

1. Objectives are paramount in this course. Should circumstances dictate, the strategies used to obtain those objectives may be altered. Restated, this syllabus is tentative and may be superseded by future documents. Students are responsible for acquiring and reading those documents. They may include changes to schedule, rules, dates, and procedures.
2. Students with a documented disability are responsible for: 1) ensuring that current documentation is on file in the Disability Services office and requesting accommodations within the first week of enrollment in a long semester or by the second class day of a short term; 2) discussing the approved accommodation with each instructor within the third week of enrollment in a long semester or by the fourth class day of a short semester.
3. Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Grades are to be discussed at the time of their delivery (see grade appeal policy below). Final grades will be posted at the conclusion of the semester.
4. School and instructor policy prohibit alcohol, firearms, and illegal items. Possession may result in dismissal. Simulation of possession is considered disruptive to class and should be negotiated with the professor.
5. Students who have institutional-sponsored events are to inform the professor prior to the events. If this is not done, the absence will be considered unexcused. The day of your absence is not considered timely notification. Rescheduling of assignments are also to be done prior. Penalties of 10% penalty will be assessed if there is timely notification.. This should be done both verbally and through e-mail (jd.wallace@acu.edu). There are no makeups on quizzes regardless of the circumstances. In no case, will a student be allowed to complete the class who misses 25% of a given course. Students are allowed three unexcused absences before a penalty. Each additional unexcused absence will result in a 3% reduction in the overall grade. Students who are tardy are expected to e-mail the professor within 24 hours of the infraction, otherwise lateness is considered an absence. Assignments where no arrangements have been made will, revert to a score of zero after seven days. Quiz credit is not given unless full class is attended.
6. **College level writing is expected in all classes.** What this means is that:
 - All papers are to be typed, printed, stapled and collated in time for class. There is a minor penalty for papers not meeting this requirement. Excessive typographical errors or grammatical errors are grounds for a zero regardless of content.
 - Not referencing where information comes from is considered plagiarism. Plagiarism is grounds for sanctions ranging from a minimum of a zero on the offending assignment to failure of the course. If you are not sure what constitutes plagiarism contact the instructor (**e.g. anything copied and pasted, no quotation marks for direct quotes**). Students should refer to the Student Handbook for information regarding the academic integrity policy.
 - Materials that are used to fulfill reference requirements need to have been reviewed by an editorial board or a professional organization that is directly related to the topic unless otherwise directed. Most books, journals, and newspapers meet this requirement. Casual eating is a distraction and is not conducive to class instruction.
 - Internet sources are subject to the same criteria as other sources. If the source is not editorially or peer reviewed it must be cleared by the professor.**
 - To count, non-reviewed Internet sources have to be cleared with the professor before the assignment is due.** This is to be done during **regular office hours**.
7. This is an interactive class. To keep distractions to a minimum please adhere to the following guidelines.
 - A Drinks are allowed, however, they may be seen and not heard.
 - B Food is currently not allowed during Covid quarantine,
 - C Students are responsible for clean areas.
 - D Disruption of class as specified by the student handbook will be grounds for class dismissal.
 - E Do not leave class once it begins unless it is an emergency or arrangements have been made with the instructor. Failure to comply will result in student being marked absent.
8. **Class starts on time** and students will be expected to complete all assignment that are at the beginning of the

class during that allocated time..

9. **NEVER enter the class during a speech or presentation.** Wait till it is finished and then enter. Doing so results in either a 10 point or 10% reduction of your respective grade (teacher's prerogative). **NO WARNINGS!** Discussions and lectures can be entered during however this should be done with a minimum of distraction. Be on time for online presentations.
10. Students are not to leave the room during evaluative exercises such as quizzes or tests. Suitable sanctions will be determined by the instructor on a case by case bases.
11. I am generally in my office during office hours, however, they are not guaranteed. Students are strongly encouraged to make appointments so that I can make every effort to accommodate them. Scheduled appointments take precedence over walk-ins!
12. Students are responsible for missed material. I do not re-lecture or provide additional materials that have not been distributed in class. I suggest you coordinate with other class members concerning missed days.
13. Remember computers and networks go down, printers jam, and dogs prefer to eat scholarly writing over T-bone steak. It is best to have assignments done well before the due date. Printed work is expected at the start of class on the due date. After that they are considered late and appropriate penalties will be assessed.
14. In the unlikely event that an assignment is dropped, added, or modified, students will be graded on work completed. Points are not given for assignments that are not executed.
15. No electronic devices should make audible noise or distract from the class. Students who have been warned will have their overall grade lowered by five points for each additional occurrence.
16. Students who excessively engage in non-class related activities (e.g., making cell phone calls during class, text messaging or other electronic distractions) **that detracts from their group or other class members will have their Participation Grade reduced by two points per infraction. No warning or notice will be given. No phone use during quiz, tests, or presentations unless specifically indicated.**
17. The FERPA amendment prohibits grades from being given over the phone or by e-mail to any person. I will post them online as soon as I have them. "Furthermore the rights under FERPA transfer from the parents to the student, once the student turns 18 years old or enters a post-secondary institution at any age. However, although the rights under FERPA have now transferred to the student, a school may disclose information from an "eligible student's" education records to the parents of the student, without the student's consent, if the student is a dependent for tax purposes. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision. (34 CFR § 99.31(a)(8).) " Source: <http://www.ed.gov/policy/gen/guid/fpco/faq.html>
18. This University, class, and professor view the material from a Christian perspective. Please consult the University catalogue and realize that language, dress, and actions that are not consistent within that perspective are also not consistent with good class citizenship and will be dealt with appropriately. This may include, but is not limited to, teacher conference, participation sanctions, and in the most severe cases class dismissal.
19. **This class will use a 10-point grading scale: 90%=A, 80%=B, 70%=C, 60%=D, 59% and below =F.** This scale supersedes any reasonable mathematical error in verbal communication or other documents unless specifically noted by the professor in writing. Students are expected to keep reasonable records of their assignments and should know what their current class average is as well as the number of points necessary to meet their grade objective.
20. Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars Program office directly at 325-674-2667.

21. Regardless of vaccination, students, faculty and staff who test positive or are exposed should submit the [COVID-19 Notification Form](#). A representative from the ACU Medical Clinic will reach out with instructions. Exposure or testing positive for the coronavirus will result in the CDC-recommended quarantine (a minimum of 7 days) or isolation period (7-14 days).
22. Masking may not be required initially but this policy may shift given CDC, university, and instructor protocols across assignments and class functions.

Grade Reviews: Please be sure to follow these guidelines

1. **All tests, papers, and quizzes are open to review from the students.**
2. All tests and papers will not be reviewed on the day of their receipt.
3. The review will take place any day there after up to and including one full week (seven days).
4. **Because grade skews (curves) are a mathematical alteration to accommodate a wide range of contingencies, challenged items' total must exceed the skew to enhance the grade. However students are free to forgo accepting the skew and challenge any number of items.**
5. **Challenged items have to be typed in a professional manner and have supporting evidence and recommendations on how to improve the item. After one full week the grade is considered final and will not be discussed further.**
6. There will be no line item reviews. Legitimate complaints will be cause for raising grades. However, the paper or test will then be reviewed in its entirety for further omissions on the part of the instructor. This further review may cause raising or diminishing of the student's grade. Items not appearing in the appropriate challenged format will not be considered for raised grade and will not be discussed further. See your instructor before you submit a challenged item.

Sample challenged item

On quiz number two, the question read:

4. The credible speaker has competence. T **E**

I put true because the text says competence and character are the primary factors that influence credibility (page 123).

A better way to write the question would be:

- The only factor to influence credibility is competence. T **E**

Tentative COMS 231 Small Group Communication v1.6

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Date	Topic	.
8/29/2022		
8/31/2022	Syllabus Construction	
9/2/2022	Syllabus Construction	
9/5/2022	Syllabus Construction	
9/7/2022	Syllabus Construction	
9/9/2022	Group Branding	
9/12/2022	Chapter 1 Def of Groups	1
9/14/2022	Chapter 2 Systems Theory	2
9/16/2022		
9/19/2022	Chapter 10 leadership/teams	10
9/21/2022		
9/23/2022	Chapter 5 Groups/Roles/strategies	5
9/26/2022		
	Chapter 7 Critical	
9/28/2022	Thinking/Toulmin/Logic	7
9/30/2022		
10/3/2022	Chapter 4 Messaging	4
10/5/2022		
10/7/2022	Chapter 6 - diversity	6
10/10/2022		
	Chapter 8 P-MopsAssign Minor (not on	
10/12/2022	test 1)	8
10/14/2022	2 Test 1	
10/17/2022	2 Execute minor project	8
10/19/2022	2 Execute minor project	
10/21/2022	2 Present Minor project -3 groups	
10/24/2022	2 Present Minor project-3 groups	
10/26/2022	Major Project Clarified/data analysis & research	
10/28/2022	2 Fall Break	
10/31/2022	Chapter 9 -Conflict	9
11/2/2022		
	Skill Building for competitiveness/cooperation	
11/4/2022	-xcred	
11/7/2022	Article -competition and cooperation	
11/9/2022	Weick-article	
11/11/2022	TBD	
11/14/2022	Adaptive Structuration-article	

11/16/2022	Adaptive Structuration-article	
11/18/2022	Preparation Day	
11/21/2022	Test 2	
11/23/2022	Analysis training/review	
11/25/2022	Chapter 11(on final exam)	11
11/28/2022	Major Project Finalization	
11/30/2022	Thanksgiving	
12/2/2022	Thanksgiving	
12/5/2022	2 group presentations -Major project due	
12/7/2022	2 group presentations	
12/9/2022	1 group presentation	
	Final Exam at scheduled time	