

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number COMM 101, 331, and 341 or Degree Plan(s) COMS B.A., B.S.

State the requested change and reason. A memo may be attached if more space is necessary.

The Department of Communication and Sociology requests to make ~~three~~ ² changes to its degree plans in communication (B.A. & B.S.):

1. Add COMM 101 (see new course application submitted under a separate approval chart) and
2. Change the numbering for COMM 331 and 341 to COMM 231 and 241 (see attached syllabi). This renumbering mirrors the level of these courses at many other universities and is consistent with the level of learning objectives in these courses. Our degree plans have also had virtually no lower-level courses, making it difficult for freshmen and sophomores to enter our program.

The revised degree plan is attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	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
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: 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.

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		COUNCIL ³							President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan	
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--								
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--								
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--								
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--								
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--								
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--								
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	--								
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	--								
9.	Major – Discontinue (proposed by the Provost)	See below.																		
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--								
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--								
12.	Minor — Add	A	A	A	A				A	--	A	--								
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--								
14.	Minor – Discontinue (proposed by the Provost)	See below.																		
15.	Degree — Add	A	A	A	A				A	A	A	--								
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	--								
17.	Degree – Discontinue (proposed by the Provost)	See below.																		
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--								

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) 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.

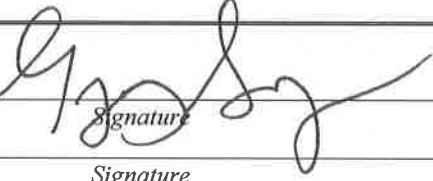
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9/8/2017 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	10.6.17 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	10/11/17 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

BS: COMMUNICATION DEGREE PLAN (COMS)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 39).	
MAJOR REQUIREMENTS	
Communication	
<u>COMM 101 Introduction to Communication</u>	3
COMM 222 Discussion, Dissent, and Debate	3
COMM 236 General Communication Theory	3
COMM 331 231 Small Group Communication	3
COMM 343 Business and Professional Communication	3
COMM 345 Intercultural Communication	(3)1
COMM 384 Interview Communication	3
COMM 392 Rhetoric of Pop Culture	3
COMM 421 Leadership and Communication	3
COMM 483 Advanced Public Speaking	3
COMM 491 Rhetorical Theory (writing-intensive course)	3
COMM 499 Communication Internship (capstone course)	3
Area of Emphasis (recommended)	
<i>Selected from one communication track:</i>	
Corporate Communication: COMM 383, 408, 430, 485, 486	15 12 *
Interpersonal and Cultural Studies: COMM 344 241, 376, 430, 436, 450	15 12 *
Public Advocacy: COMM 375, 383, 408, 415; 3 hours of COMM 300-499	15 12
SUPPLEMENT FOR MAJOR	
One Research Tool	
Choose from: IS 322; SOCI 415; SOCI 416; PSYC 311	3
TOTAL	3
ELECTIVES	
Recommended minors:	
Corporate Communication track: leadership, business, missions, psychology, bible, sociology, digital media.	
Interpersonal and Cultural Studies track: leadership, bible, English, psychology, sociology	
Public advocacy track: leadership, business, missions	
Minimum	24
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum grade for each course in major	C
Minimum GPA for graduation	2.00
Minimum advanced hours	33
Minimum total hours	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

BA: COMMUNICATION DEGREE PLAN (COMS)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 39).	
MAJOR REQUIREMENTS	
Communication	
<u>COMM 101 Introduction to Communication</u>	3
COMM 222 Discussion, Dissent, and Debate	3
COMM 236 General Communication Theory	3
COMM 331 231 Small Group Communication	3
COMM 343 Business and Professional Communication	3
COMM 345 Intercultural Communication	(3)1
COMM 384 Interview Communication	3
COMM 392 Rhetoric of Pop Culture	3
COMM 421 Leadership and Communication	3
COMM 483 Advanced Public Speaking	3
COMM 491 Rhetorical Theory (writing-intensive course)	3
COMM 499 Communication Internship (capstone course)	3
Area of Emphasis (recommended)	
<i>Selected from one communication track:</i>	
Corporate Communication: COMM 383, 408, 430, 485, 486	15 12 *
Interpersonal and Cultural Studies: COMM 344 241, 376, 430, 436, 450	15 12 *
Public Advocacy: COMM 375, 383, 408, 415; 3 hours of COMM 300-499	15 12
SUPPLEMENT FOR MAJOR	
English	
Sophomore (or higher) Literature	3
Foreign Language	
FLLA, FREN, GER, or SPAN 221, 222	6
TOTAL	9
ELECTIVES	
Recommended minors:	
Corporate Communication track: leadership, business, missions, psychology, bible, sociology, digital media.	
Interpersonal and Cultural Studies track: leadership, bible, English, psychology, sociology	
Public advocacy track: leadership, business, missions	
Minimum	18
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum grade for each course in major	C
Minimum GPA for graduation	2.00
Minimum advanced hours	33
Minimum total hours	128
<i>Courses numbered 0** do not count in</i>	

* select four courses from the following menu

**Comm 341 Interpersonal Communication
Abilene Christian University
Department of Communication
Dena Counts, M.A.**

Office Sherrod 211 – MWF 9am to 10am

Speaking Center (upstairs Library) MW Noon to 3pm

Office Phone: x2631 **Cell Phone:** 325.428.66999. Feel free to text or call on cell.

Office 211 **dena.counts@acu.edu**

Required Text: Adlers, Ronald B. and Russell F. Proctor II. *Looking Out, Looking In*. 14th Edition. Belmont, CA: Thomson Wadsworth, 2014.

Strengths Test - <http://www.strengthsquest.com/content/141212/Purchase.aspx>

The cost is \$10.

On the assigned due date in your schedule, you will bring the printout (detailed version) of the assessment to class. See instructions below.

ACU Mission Statement

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Communication Department Mission Statement

To education student for Christian service and leadership through the world by developing communication skills trough analyzing, managing, changing and advocating ideas, people, organizations and culture.

Course Objectives

The purpose of this course is to:

- introduce you to interpersonal communication theory and research, and the implications for communication practices in interpersonal relationships.
- increase your awareness, knowledge, and understanding of the many facets of communication processes and their role in impersonal interactions; and
- improve your diagnostic and analytical skills for identifying, analyzing and evaluating communication processes in interpersonal relationships.

ADA Statement: ACU and the College of Arts and Science comply with the ADA in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

Course Communication: All written course documentation (e.g., syllabus, assignments, etc.) will be available on Canvas. Additionally, your grades will be available to you under the “Grades” button, and you should monitor your grades throughout the semester. You will receive email from me and other students periodically. Therefore, you should check your ACU email account on a regular basis. If you do not use your ACU email account, you need to forward your ACU email to whatever account you use. If you need help in forwarding your email, please contact Team 55.

Electronic Devices: All communication that occurs inside the classroom should contribute to a good learning environment for you and your classmates. If you are using a portable electronic device (e.g. phone, laptop, iPhone, etc), I will assume it is for class purposes. If it is not being used for class purposes there is a good chance I will ask you to leave class. Reading or sending text messages or engaging in other types of wireless chatting, surfing, or gaming or other kinds of wireless communication are distracting to you, your classmates, and your professor.

Due Dates: Turn in all written assignments on Canvas. Written assignments are due at midnight on the due date. If there is a presentation in class, it will be due at class time. Due dates are displayed in Modules in Canvas. Quizzes (RATS) are taken during class time. If you will be absent for a university-sponsored activity on the day an assignment is due, you still must turn in the assignment on the assigned date.

Late work will not be accepted for a grade unless you have an "excused absence" for an emergency (e.g. a documented medical or family emergency). Medical emergency is defined as a severe medical condition that usually requires you to have a hospital visit or to be hospitalized (e.g., broken bones or pneumonia) or physician-directed bed rest. Family emergency is defined as an unforeseen circumstance that requires you to be with your family (e.g., death in family or medical emergency in family). Unexcused late work or work not turned in prior to a university-related absence will receive a zero. If you miss an assignment, or exam for an excused reason, it is *your responsibility* to arrange a time with me to make up the assignment, quiz or exam.

Grading:

Grading Scale

920 pts to 1000pts = A
820 pts to 919 pts = B
700 pts to 819 pts = C
600 - 700 pts = D
Below 60% = F

Individual RATs 15%
Team RATs 10%
Assignments 50%

- Chapter 1 Group Assignment
- Chapter 2 Self Concept Discussion
- Chapter 3 Perception Check/Pillow Method Paper
- Case Study
- Ch. 6&7 Nonverbal Project
- Ch. 8 Relational Development Art Presentation
- Ch 10 Comm Climate Video Submission
- Ch. 11 Interpersonal Conflict Paper

Midterm/Final 15%
Attendance/Participation 10%

Grades will be posted on Canvas under the "Grades" button throughout the semester. Please note this course is required for COMM majors. Therefore, COMM majors must earn at least a C in this class to fulfill major requirements. If you earn below a C on any assignment or exam, please schedule a time with me to discuss ways to improve your performance.

Academic dishonesty: A zero-tolerance policy is in force regarding academic dishonesty. Academic dishonesty entails engaging in any deceitful behavior regarding your work in this course. Academic dishonesty includes, but is not limited to, using others' ideas and words without proper documentation (including proper oral citations of sources in speeches); using other students' work as your own (e.g., another student's presentation, presentation found on the Internet, etc.); cheating on quizzes or exams; and falsifying information. Any degree of academic dishonesty will result (at the least) in an automatic zero for the assignment/exam. Any subsequent academic dishonesty will result in a failing grade for the course. Any instances of academic dishonesty will be reported to the department chair and dean of Arts and Sciences.

Grade APPEAL PROCESS: If a student wishes to appeal a grade on a paper, homework or a RAT, the following process must be followed:

- Wait 24 hours before submitting written appeal.
- In the written appeal, identify the problem with the grading, what one believes to be the correct answer, and reasoning on why grade should be changed.
- Appeals need to be submitted via email.

Attendance/Timeliness: Don't be absent. You have three unexcused absences you can use for whatever. The ONLY excused absences I will give is if you are in the hospital, there is a death in the family or you have an ACU sponsored trip I need documentation in order to provide an excused absence. That documentation needs to be provided to me before the absence or on the day you return. Keep in mind that ACU's policy is if you miss 20% of class (no matter the reason – excused/unexcused), you must be dropped from the course or given an "F". Three tardies = One absence. No absences equals two points added to your final grade.

Office hours: Please feel free to come to my office to discuss course materials, assignments, or any problems that may arise throughout the semester. If my office hours are not convenient, we can arrange another time to meet. If you need to speak with me when I am not in my office, you can e-mail me anytime or call me at home (428-6699) before 10 p.m. Apart from weekends or when I am out of town, I will normally respond to e-mail the same day I receive it.

The instructor reserves the right to change syllabus policies if needed.

Interpersonal Communication Assignments

Ch. 1 Group Project (choose either) 100 pts.

Option 1 - As a group create a video that demonstrates *three* of the *Communication Misconceptions* or *three* of the *Communication Principles*. The video should clearly explain the misconception or principle, give an example and then explain why it tends to occur within communication. The grade to the group will be given based upon whether assignment is met (60%), quality of video (20%) (suggest using editing software), obvious use of all group members (10%) and evaluation of group members (10%). Once the video is completed, post to YouTube and share with public.

Option 2 - As a Group create a video that demonstrates the *Transactional View of Communication*. The video should clearly explain the model, give an example the model and give an analysis of the communication episode. The grade to the group will be given based upon whether assignment is met (60%), quality of video (20%) (suggest using editing software), obvious use of all group members (10%) and evaluation of group members (10%). Once the video is completed, it to Canvas at this link.

Self-Concept Assignment Discussion 100 pts.

Post here in the Canvas discussion link a song, piece of art, video, or something similar that you feel describes your Self Concept. Second, write/post a paragraph explanation on why that object demonstrates your Self Concept. **Include in the paragraph an explanation of Self Concept and then explain why it is a representation of your SC.** Lastly, post a comment/reply to a minimum of two other classmates and their original post on SC. Your grade is assessed on your understanding of SC 50%, depth of reply to fellow students 30%, and your writing/punctuation 20%.

Chapter 4 Perception Check/Pillow Method Paper 100 pts.

Sometime in the next week, perform a perception check using the techniques discussed in the chapter. Write a two to three page analysis of your experience. Explain the situation, describe how you did the perception check (what steps did you follow, did you miss something), how did it go, what would you do differently. And, lastly, do you think the perception checking or pillow method works? Do some critiquing of the method – what would you change about this method? How would you improve it? Your grade is assessed on your understanding of the method 40%, your critique of the method (how good is your critical thinking) 40% and your writing/punctuation 20%.

Chapter 7 & 8 Nonverbal and Listening Project 100 pts.

Your group will create an activity for the Nonverbal or Listening chapter that would help teach a concept from one of those chapters. In the activity, your group will need to:

1. Spend some time covering/teaching the concept.
2. Perform the activity with the class.

3. Explain to me (the instructor) and the class WHY this activity does a great job teaching the model or concept.
4. Your group will need to turn in a document that outlines the activity. Turn in the document in class.

The grade to the group will be given based upon whether assignment criteria is met (60%), quality of presentation (20%), obvious use of all group members (10%) and evaluation of group members (10%).

Communication Climates Role-Play Video Submission 100 pts.

This is a video submission. Make sure to follow the steps below carefully. Also, make sure that you do state aloud what you are doing and why, as indicated. You will need a partner to do this with.

1. Read the text's segment on Gibb's **communication climates**.
2. Now explain and role-play each communication classification, as outlined below. In the "defensive" choices, remember that this is unhealthy communication and you can use unqualified, non-owned language, etc. The "supportive" choices are healthy communication choices SO remember to use OWNED language in these healthy versions!
 - Evaluation versus Description -- explain, role-play and then describe why one is supportive and the other is defensive.
 - Certainty versus Provisionalism -- explain, role-play and then describe why one is supportive and the other is defensive.
 - Strategy versus Spontaneity -- explain, role-play and then describe why one is supportive and the other is defensive.
 - Control versus Problem orientation -- explain, role-play and then describe why one is supportive and the other is defensive.
 - Neutrality versus Empathy -- explain, role-play and then describe why one is supportive and the other is defensive.
 - Superiority versus Equality -- explain, role-play and then describe why one is supportive and the other is defensive.
3. Finally, talking to the camera, reflect over the different role-plays you did. Tell me which these communication patterns do you tend to follow in your communication? What do you hope to avoid in the future and what do you hope to change about how you communicate in these situations? You both need to comment here.

Upload your video here to Canvas or share the link to the video online in Canvas.

Ch. 11 Interpersonal Conflict Paper 100 pts.

Write a three-page paper using a conflict from your own life or one from a movie/tv show. In the paper describe the conflict, identify two characters' conflict styles, then describe how they can solve the conflict using a methodology from class (Lowry's Model). Your grade is assessed on

your understanding of the method 40%, your depth of analysis 40% and your writing/punctuation 20%.

Readiness Assessment Test and Team Readiness Assessment Test (RAT) (100 pts.)

Most weeks we will have a Readiness Assessment Test over the chapter reading (ten total at ten points each). There will be an individual quiz and then team quiz.

Individual RATs will begin promptly at the scheduled start time for the class.

Individual RAT:

Pass out one RAT to each student at your table. Put your name on the RAT. You must use the cover sheet provided to cover your answers as you work down the RAT. When you finish your individual RAT, place it upside down on your desk and wait until I say stop. Please remove your hats or turn them with the brim on the back of your head.

Team RAT:

When instructed, place all the individual RATs upside down in the middle of the table and take out the blank RATs left in the folder. Place your full names on the top of one of the blank RATs. Then begin to answer the questions as a team, keeping the discussion volume down so others will not hear your great reasoning! Once the team process has begun, individuals arriving late may not join the team and receive credit for the team grade. Their individual grade counts also as their team grade. The moral of the process—be on time!

When complete, bring the team RAT to the podium. When one team submits their quiz, the other teams have 3 minutes to complete their team quiz. I will score the team quiz and after all teams are finished return it to your team who will use the scored copy to grade your individual quizzes.

If the Team wants to appeal a question, see appeal process in syllabus.

Case Study Movie 100 pts.

Select a relationship from the film we watch in class to analyze. The paper will analyze problem areas of the relationship and provide suggestions, based on concepts discussed thus far in class to improve the quality of that relationship. So, the paper should include:

- A brief history and description of the relationship
- The key problems in the relationship.
- An overview of what concepts (choose at least 2) you will be applying to the relationship.
- Suggestions for improvements in the relationship using the two concepts you have chosen.

NOTE: Whenever you use information from our readings, you should cite them within your writing using quotes, paraphrases and citations. The paper should be approximately five pages in length. Use Times New Roman font, 12 pt, with 1.25 inch margins.

Your grade is assessed on your depth of analysis of the relationship 40%, your description and application of the models 40% and your writing/punctuation 20%.

Midterm 100 pts.

50 awesome multiple choice questions. Choose the best answer.

Final 100 pts.

Your final is 35 questions in length. All are multiple choice. Most of the questions are worth three points. A few are worth two points. Blessings for a clear head and heart.

University Mission Statement: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Communication Department Mission Statement: *To create excellent and ethical communicators, transforming lives through teaching, scholarship and service.*

Course Syllabus

COMS 331: Small Group Communication Fall 2014

Instructor Information

Instructor:	Dr. J. D. Wallace	Phone: 325.674.2339
Office:	Sherrod 132	E-mail: jd.wallace@acu.edu
Office Hours*:	M-F 7-7:30 am, M-R 2-4 pm, MWF 9-10:00 am, other times possible *Appointments are encouraged	

Required Text and Materials

Lumsden, G., Lumsden, D., & Weithoff, C. (2010). *Communicating in Groups and Teams: Sharing Leadership* (5th. ed). Boston: Wadsworth/Cengage Learning

Functioning Abilene Christian University Email Address

Access to Canvas

Other Resources and Suggested Readings

Research materials for presentations

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.

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

Test 1	100	points
Test 2	100	points
Final examination	150	points
Quizzes(top 5/no makeups)	100	points
Participation (to be decided)	75	points
Project 1 (Reflective Thinking)	75	points
Project 2 (Case Study)	150	points

Individual Points

Participation (to be decided)	25+	points
Final examination	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.

Assignment	Individual%	Group%	Individual Points	Group Points
Quizzes (100)				
Test 1 (100)				
Test 2 (100)				
Project 1 (75)				
Project 2 (150)				
Participation (50)				

1. **Exams (350 points):** Three (3) examinations will be given over the course of the semester. Each exam during the semester will consist of a combination of true/false, multiple choice, short answer, and short essay questions. If you choose not to take an exam, you will receive a failing grade for the course. The final examination is comprehensive and is worth 150 points.

2. **Quizzes (100 points):** 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 top 5 quizzes will comprise the 100 points.**

3. **Class participation: (75 points)** Class participation will include a number of indicators. The overall participation will be assessed by your peers and your professor. Those indicators will include 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.

PROJECT DESCRIPTIONS

PROJECT 1 (75 POINTS)

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 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 (150 POINTS)

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

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 references).

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. Otherwise, a 10% penalty will be assessed. 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.
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 at the following link.
<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>
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 allowed, however, it may not be seen, heard, or smelled.
 - C Students are responsible for cleaning up after themselves. If the instructor has to clean up after students, the class will revert to a no food/no drink policy.
 - 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 quizzes within the time period allotted even if they are late. Should they arrive after the scheduled quiz period they will forfeit that quiz opportunity. Students are encouraged to obtain missed quizzes from other students. They will not be provided by the professor.
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.
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 all 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 on three occasions will have their overall grade lowered by five points for each additional occurrence.
16. Students who check e-mail or engage in other non-class related activities (e.g., making cell phone calls during class, text messaging or other electronic distractions) **will have their Participation Grade reduced by two points per infraction. No warning or notice will be given.** Emergency circumstances should be communicated to the professor prior to the class. Program's that are open on computers that are not class related (e.g. e-mail, IM etc, browsers) are justification for reduction even if not in use.
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.

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 F

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 F