



Spring 2020

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| Meeting days: Tuesday and Thursday | Instructor title and name: Dr. Jeff Birdsell |
| Meeting times: 11am-12:15pm | Phone: 619-849-3370 |
| Meeting location: Cabrillo 102 | Office location and hours: Cabrillo 204 Mondays, Tuesdays, Wednesdays 1-2:45pm (other times available by appointment) |
| Final Exam: Thursday, May 7 10:30-1 | E-mail: jebirdse@pointloma.edu Twitter: @ProfBirdsell |

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Analysis of the communicative behavior of group members. Theory, methods, and practical application in developing the art of communicating effectively in a variety of task-oriented groups.

COURSE LEARNING OUTCOMES

By the end of the semester, you should:

- Understand the unique aspects of communicating in a team, organizational, and workplace settings.
- Know multiple theories about team communication.
- Become a more effective communicator in team and group contexts.
- Gain real-world experience working in teams and applying your communication knowledge to address organizational issues.
- Reflect on your own group involvement by relating experiences to theories.

PROGRAM LEARNING OUTCOMES

As a required course for a degree in Managerial and Organizational Communication, this course will contribute to the following PLOs

- Develop a sophisticated understanding of communication as the negotiation of meaning.
- Display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.
- Formulate a thesis, organize a complex idea, and support it with appropriate evidence using proper grammar and punctuation.
- Demonstrate an ability to present themselves in a professional manner including resume, interview skills, and presentations.
- Demonstrate an understanding and ability to work collaboratively in a group.
- Analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.
- Demonstrate an understanding of basic theoretical concepts relative to organizational behavior including scientific management, systems theory, and organizational culture.
- Integrate a Christian perspective of values and ethics in their communication in interpersonal, small group organizational and intercultural contexts.
- Develop an awareness of multiple approaches to leadership and develop a personal leadership philosophy.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Readings posted to Canvas (see daily calendar for details)

ASSESSMENT AND GRADING

During the course of the semester you will be responsible for the following written assignments. These assignments are designed to address the course objectives. Some will require you to work in a group. See the descriptions below and the detailed instructions at the end of the syllabus for more details.

| Assignment Distribution: | | Grade Scale | | | | |
|-------------------------------------|--------------|-------------|----|---|--------|-----------|
| | | Percentage | | | Points | |
| Reflection 1 | 2 % (10 pts) | A | 93 | - | 100 | 465 - 500 |
| Exam 1 | 10% (50 pts) | A- | 90 | - | 92.9 | 450 - 465 |
| Student Led Discussion (individual) | 2 % (10 pts) | B+ | 87 | - | 89.9 | 435 - 450 |
| Group Led Discussion | 6% (30 pts) | B | 83 | - | 86.9 | 415 - 435 |
| Reflection 2 | 2 % (10 pts) | B- | 80 | - | 82.9 | 400 - 415 |
| Exam 2 | 10% (50 pts) | C+ | 77 | - | 79.9 | 385 - 400 |
| Reflection 3 | 2 % (10 pts) | C | 73 | - | 76.9 | 365 - 385 |
| Exam 3 | 10% (50 pts) | C- | 70 | - | 72.9 | 350 - 365 |
| Group Reflection Presentation | 12% (60 pts) | D+ | 67 | - | 69.9 | 335 - 350 |
| Experiential Learning Activity | 12% (60 pts) | D | 63 | - | 66.9 | 315 - 335 |
| Experiential Learning Report | 12% (60 pts) | D- | 60 | - | 62.9 | 300 - 315 |
| Experiential Learning Presentation | 12% (60 pts) | F | 0 | - | 59.9 | 0 - 300 |
| Class Participation | 8% (40 pts) | | | | | |

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Assignments turned in past due will be accepted but the grade will be reduced by 10% as soon as the assignment is tardy and another 10% for every 24 hour period after that.

GRADING

Regardless of your prior experiences with grading, I am insistent that a “C” is considered “average” or acceptable work, grades of “B” and “A” are awarded for above average and exceptional work respectively. Normally, those students receiving A’s represent the top 10 - 25% of a class.

Feedback on assignments will be provided using the “Annotated Comments” feature in Canvas. Please follow the instructions at <https://tinyurl.com/BirdsellGrades> to access them.

There is a 24-7 rule in this class: you must wait at least 24 hours after receiving a grade to discuss it, and no later than 7 days. Any discussion of grades must occur outside of class time. I will gladly talk about assignments (non-grade issues) past the 7-day period. To avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error (based on the syllabus (course expectations, grading policies, etc.) and specific assignment details.), and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). These matters will be dealt with promptly. (If an error had been made which benefits you, please accept it as a “gift” which does not need to be reported.)

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty

should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

CLASS ATTENDANCE AND PARTICIPATION

Your attendance will be recorded when you sign in to the daily form that is passed around the classroom. You are responsible to ensure that your signature has been collected on the form. There is no stronger evidence that you were in attendance. If you did not sign in, you will be counted as having missed class regardless of other evidence you may provide.

Missing class will negatively impact your grade in the following way:

- If you miss 0 classes = No impact on final grade
- If you miss 1 class = No impact on final grade
- If you miss 2 classes = 2% reduction of final grade
- If you miss 3 classes = 3% reduction of final grade
- If you miss 4 classes = 4% reduction of final grade
- If you miss 5 classes = 5% reduction of final grade, etc.

At various points in the semester you will be asked to complete in-class activities. Your submissions in response to these activities will contribute to your grade (see Assessment and Grading). These activities may not be made up regardless of the reason for the absence.

Failure to attend the class meeting during Finals Week will be counted as missing a week of class meetings and factored in to attendance reductions.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

While technological resources have made it possible to exchange messages at a greater rate, particularly through email, please remember that just because you're available to send a message doesn't mean I'm available to respond to those messages. I especially frown upon frantic emails sent hours before an exam or assignment. I typically respond to email within one 24-hour school day (M – F). For example, if you email me at 1:00pm on Wednesday afternoon, I will typically respond by 1:00pm on or before 1:00pm on Thursday afternoon. If you email me at 9:00 am on Saturday morning, I will typically respond on or before 9 am on Tuesday morning. It is your responsibility to plan ahead.

Research summaries I have read, along with my own experience as both an instructor and a student, suggest that taking notes by hand on paper improves information retention. If you are taking notes on a laptop or tablet, please disable your connection to the internet unless otherwise instructed.

Please silence your phone when you are in class. If a call or text interrupts our class session, I reserve the right to answer the phone on your behalf and/or make fun of an unoriginal ringtone.

ASSIGNMENTS AND READINGS

All assignments must be typed (double-spaced, 8.5" x 11" paper, one-side, 225-250 wpp, 1" margins, 12pt font, Times New Roman or Courier typeface) unless otherwise instructed. Use the APA style guide where necessary (see <https://owl.english.purdue.edu/owl/resource/560/01/> for formatting assistance). Written assignments and readings are due at the beginning of class on the appropriate day. Quizzes and online discussions are due according to the times listed in Canvas and on the attached calendar. The most likely time for your computer/internet connection to crash or printer to die/run out of ink, is minutes before an assignment is due. Please plan ahead.

ASSIGNMENT INSTRUCTIONS, RUBRICS, AND CALENDAR

Some of your assignments will be completed individually, and some will be completed in teams. Team Assignments are denoted with an asterisk (*)

Student led Discussions (SLD). You will facilitate two student led discussions – one as an individual and one with your team. For the individual discussion, you will present an article relevant to previous class discussion about teams (2-3 minutes). For the group-led discussion*, your team will create an 18-20 minute presentation/discussion on a topic related to teams. The team discussion will involve assigning readings for other students as well as engaging them in discussion (10 pts for individual presentation; 30 points for team presentation).

Personal Reflection Essays will consist of 1-2 single-spaced pages each. Personal reflections are individual assignments. Specific instructions will be provided for each reflection; these assignments are designed to synthesize knowledge you have gained through your personal team experiences and our class readings/activities. Essays will be graded based on the depth of these connections (10 pts per essay).

Participation The participation portion of your grade is based your completion of in-class activities. Your final score will be the quotient of the number of activities in which you have participated divided by the number of activities in which you could have participated.

Exams (3) will use multiple choice, true/false, matching, short answer, and/or short essay formats. They will cover material from your readings, class lectures/discussions, and lecture notes. They are not cumulative (50 pts per exam; 150 points total).

Experiential Learning Activity*. Your final assignment this semester is to improve the small group communication of an existing team. This will take the form of designing and executing an experiential learning activity. You will first work in teams to create an activity that enhances one of the teamwork concepts discussed in class (60 pts). Additionally, your team will be responsible for finding a team within an organization to take part in your activity. Finally, you will write a report (60 pts) and give an oral presentation (60 pts) that explains, evaluates, and gives recommendations for your activity.

Personal Reflection Instructions

Personal reflections are designed to facilitate analysis of your own experiences on teams and the teamwork on your class project team with our course readings and activities. Personal reflections should be 2-4 double-spaced pages in length. They will be graded on the depth of your reflection and analysis in the context of your experiences and through reference to at least two of the readings in the unit currently being discussed.

See due dates on syllabus:

Reflection 1: Looking Back - Your previous teamwork experience (previous personal experience) – 10pts.

Reflection 2: Looking Ahead - How to leverage your team member strengths for success (your team) – 10 pts.

Reflection 3: Looking In – Selecting an organization (your client) – 10 pts.

Personal reflections (3) will each be worth 10 points. Grading will be guided by the depth and thoroughness with which you address the following criteria (adapted from Kolb's Model of Experiential Learning, 1984), as well as professionalism of your writing (conciseness and clarity, grammar, sentence/paragraph structure, citation of sources):

| |
|--|
| <p>What? Describe the facts.</p> <ul style="list-style-type: none">• What did you do?• What were the results of your work?• What did you observe around you? |
| <p>So What? Analyze your experience in light of 1) your perception of yourself and values, team member dynamics and client dynamics (as applicable)</p> <ul style="list-style-type: none">• How did this experience meet or not meet your expectations?• What surprised you?• What did the experience with your team (and, if applicable at this time, your client) reveal about the way you identify yourself and about your values?• How did this experience relate to course readings/curriculum? |
| <p>Now What? Analyze what might be the impact of the activity and relate this back to classroom learning.</p> <ul style="list-style-type: none">• What are the larger issues associated with this activity?• What sustainable solutions may address these issues?• What did you learn about the team (or client) issue in general?• What could you teach others about this issue?• How have you been affected personally by this experience? |

PERSONAL REFLECTION GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you used sources to ground your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

Student Led Discussion Instructions: Individual and Group

There are two types of student led discussion – individual and group. Each person will do one of each, for a total of 40 points.

Individual Student Led Discussion (10 points)

For the individual student led discussion, you will be asked to find a news article related to team work (a case study example, new research findings, expert interview, etc.). You should link your discussion to at least one of the teams topics discussed in class prior to your presentation (2 pts). You will be graded on the relevance of your example (2 pts), and the depth of connections you make to class readings and/or your own personal experiences on teams (2 pts). Your individual discussion presentation should be brief, yet impactful. Time allotted for each individual presentation will be 2-3 minutes (2 pts). Please bring a copy of the article for me to keep (2 pts).

Group Led Discussion (30 points)

For the group led discussion, you will work with your project team to lead a full class discussion related to the topic discussed during the previous class session (please note that it will be necessary for your team to begin your planning by completing that reading in advance). ****You should also post 1-2 additional readings on Canvas 48 hours before your presentation date, so that the class can read them before your presentation.** These can be research articles or new stories, and should be “meaty,” content-rich articles from academic journals or mainstream business/news publications, such as *Harvard Business Review, New York Times, Washington Post, Wall Street Journal, Time, Newsweek, Fast Company, Business Week*, etc. (sources may be print or online).

Your team’s presentation should briefly summarize the main concepts in the article, then spend most of the time analyzing the article in the context of the relevant course reading, as well as engage the class in discussion. You will want to prepare 5 – 7 meaningful discussion questions, and also consider a plan “b” if the class does not respond to your questions as intended.

Each group member should speak for approximately the same amount of time. A PowerPoint presentation is recommended, but not required. Your group presentation should last approximately 14-15 minutes, with another 4-5 minutes for questions (questions may be integrated into your presentation, and or be placed at the end), for a total of 18-20 minutes.

You will be graded based on the clarity, relevance and depth of your team’s analysis, structure (introduction/body/conclusion and transitions), evidence of planning and preparation, and most importantly, the connections you make to the course reading during your presentation, as well as to your team’s selected readings.

GROUP LED DISCUSSION GRADING SHEET

Names: _____

Score: _____ /30

How well did you introduce your presentation?

Not included Below average Average Above Average Excellent

How well did you summarize the main concepts in the article?

Not included Below average Average Above Average Excellent

Was most of the time analyzing the article in the context of the relevant course reading?

Not included Below average Average Above Average Excellent

How well did you engage the class in discussion?

Not included Below average Average Above Average Excellent

Was there a plan "b" if the class did not respond to your questions as intended?

No Yes

How integrated and equal was each group member in terms of speaking time?

Not included Below average Average Above Average Excellent

Did the presentation look and feel like a single, cohesive presentation?

Not included Below average Average Above Average Excellent

How well did you conclude your presentation?

Not included Below average Average Above Average Excellent

Does the presentation leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

No Yes

Did you do something that allowed your presentation to stand out from other presentations?

No Yes

Did you post the articles 48 hours prior to the presentation?

No Yes

Were the articles suitable for the assignment?

No Yes

Did you stay within the time requirements (18-20 minutes) for the presentation?

No Yes

GROUP REFLECTION GRADING SHEET

(Total time - 20-25 minutes):

Names: _____

Score: _____ /60

Broadly, this presentation should answer the question "What did you learn in COM 2020?" You might consider what you wish you knew from course readings before you started this experience that may have improved your experiences. You might also consider what successful small group practices your group engaged in without knowing they were supported by course readings. If you wanted to use the readings you've done and the experiences you've had in this course to help others improve their small group experiences and performance, what would you say?

***This assignment should NOT overlap with your experiential learning presentations.**

Introduction/Background: (Approximately 5 minutes)/ **5 Points**

- Get our attention, explain what will we be hearing about in your presentation, and why it's relevant to us.
- How did your group form? What networks existed/were developed?

Notes:

Body (Approximately 10-15 minutes)/ **45 Points.**

Use the "what, so what, and now what" guidelines in the syllabus to elaborate on your team's experience, potentially including:

- Give us the "behind the scenes" on your activity. Since you will tell us what you *did* do in the final presentation, use this time to tell us what options you explored but decided *not to do*. How did you develop ideas and make decisions about them?
- Has it been easier or harder than you expected to work as a team (etc.)? Discuss leadership, conflict, trust, and/or decision making challenges. Retroactively diagnose your group: Why did those challenges exist? What would you recommend to another group going through similar challenges?
- Challenges/ struggles experienced with the client organization while working on the project. If you had to do it all over again, what might you do differently?

Notes:

Discussion Questions, Audience Q&A, and Conclusion (Approximately 5 minutes)/ **10 points**

- Prepare discussion questions to engage the audience. These can be integrated throughout the presentation or added at the end. During the discussion, you should be prepared to respond to audience questions that arise. Conclude the presentation with a clincher statement

Notes:

Experiential Learning Activity

For this assignment, you should prepare an experience that is active, interactive, relevant, and strikes a balance between simplicity and complexity (that is, make it simple enough to easily participate in but complex enough to accomplish the goal of the activity). Newstrom & Scannell (1980) suggest these types of activities or “games” usually: are brief (1-30 minutes), are inexpensive to implement, activate multiple senses, use props, are low-risk, are adaptable, and are used to illustrate a single point only (p. xiv). Examples of games that meet these standards will be provided on Canvas. Do not use any “getting acquainted” activity/icebreaker.

Then, identify a small group (not including your classmates) and coordinate a time for its members to participate in your activity. Your activity is more likely to be successful if you select a group that is likely to contain a high percentage of members who learn through concrete experiences as opposed to abstract conceptualization (Kolb, 1984). It may be persuasive to tell decision makers of the group what their group is likely to improve as a result of participating in your activity.

After the experience, you will write a report and deliver an oral presentation that describes what occurred, explains why it occurred the way it did, and predicts what would likely occur in future groups OR prescribes ways to improve the experience in the future.

PLANNING THE ACTIVITY

The experience itself should be outlined by including the following headings and addressing subsequent prompts (adapted from Newstrom & Scannell, 1980 and Brooks-Harris & Stock-Ward, 1999).

TITLE OBJECTIVE

1. What is the topic?
2. What are the goal(s)/learning objective(s)/and/or theme(s)
3. What are some commonalities in participant's experiences?
4. When, in the life-cycle of a group, should an activity like this occur?
5. What kind of experience have the participants probably had with the topic?
6. Where are you likely to find groups that would most benefit from an activity like this?

PROCEDURE

1. What kind of interaction pattern do you want to promote?
2. What needs to be prepared by the facilitator(s) before the activity?
3. What instructions should be made available to the facilitator but not the participants?
4. What instructions will be provided to the participants? *Note: sections 3 and 4 should be very detailed so that anyone with a copy of this document should be able to accomplish them.*
5. How will the activity be debriefed? *Note: this section should also be elaborate. DeWine (1994) suggests that twice as much time should be spent in the debrief as you did in the activity.* In the debrief:
 - a. Participants should be given the opportunity to describe
 - i. What they did in the activity
 - ii. Why they may have behaved atypically
 - iii. What they thought about
 - iv. How they felt
 - b. Participants should offer interpretations regarding
 - i. What this activity could be teaching them about their team
 - ii. The likelihood this activity would have occurred the same way in other groups. Why or why not?
 - iii. How the experience has changed the group or the individual
 - iv. What they would do differently if they were asked to play the game again
 - v. What they will remember about the experience
 - c. Facilitators should
 - i. Summarize the responses of the participants
 - ii. Identify the skill/concept the activity was designed to develop
 - iii. Connect what you know about that skill/concept to the activity
6. How will the activity be assessed?
7. Other important issues or concerns

MATERIALS REQUIRED APPROXIMATE TIME REQUIRED SOURCES

EXPERIENTIAL ACTIVITY GRADING SHEET

Names: _____

Score: _____ /60

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average & superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

OBJECTIVE

Are the topic and goal(s) clearly articulated? Have criteria for potential participants been identified? Are the decisions supported by credible sources?

1 2 3 4 5 6 7 8 9

PROCEDURE

Do the instructions follow the suggested format and provide cogent, detailed information, including required materials and time, that is easy to follow?

1 2 3 4 5 6 7 8 9

DEBRIEF AND EVALUATION

Is it clear how the activity will be explained to participants? Is the debrief relevant to the topic? Have you prepared for potential contingencies? Have you made it clear how you will collect data about the participant’s experience?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is always a function of many aspects including clarity of thought, explanation of exercise, and attention to detail. Does the submission leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form, on-time, and well thought out?

1 2 3 4 5 6 7 8 9

WRITTEN REPORT EXPECTATIONS

Once you've executed your activity, you should prepare a report that follows the following format:

- Cover page
- Abstract – *1 page including*
 - Activity Summary
 - Rationale for Activity
 - Key Findings of the Experience
- Review of literature on selected concept – *2-4 pages identifying what is already known about the concept your activity was designed to develop.*
- Composition of Activity–*1-2 pages sharing the “logic in use” description of how the activity was constructed and the participants were selected. What decisions did you make? Why did you think those decisions would result in the outcomes you intended?*
- Results-*2-4 pages describing what occurred on the day you performed your activity. Did the activity do what you thought it would? Why or why not? How do you know/could you prove that the participants or group improved in the concept area you intended?*
- Discussion- *1-2 pages. What would you do differently if you were to perform this activity again? What did you learn that matters to your participants? What did you learn that matters to members of similar groups? What did you learn that matters to everyday people? What did you learn that matters to small group communication scholars?*
- Required Appendices:
 - Complete activity instructions
 - Photographs of participants performing the activity*Other appendices may include diagrams of the activity, summary tables of assessment data, handouts participants receive during the experience/debrief*
- References in APA Format (search “Purdue OWL” or visit the online PLNU Library Guide called How to do Research/Citation Help for details on APA formatting expectations)

PRESENTATION EXPECTATIONS

Introduction: Introduce your presentation in an engaging way (avoid beginning with “My name is _____ and my group wanted to...” or a variation thereof). Preview the sections of your presentation

Body: Outline the primary topic your activity sought to address. Address the existing literature, how your activity is aligned with that literature, what occurred on the day of the activity, what you would do differently next time, and why this activity matters to everyday people and communication scholars.

The presentation should look and feel like a single, cohesive presentation. Visual aids are recommended, but not required. While this should be treated as a formal presentation, information should be presented in a creative and engaging way.

Conclusion: Conclude by reviewing the big ideas and ending with a clincher statement that summarizes your presentation in one sentence.

Time: You have 7-9 minutes to present

EXPERIENTIAL ACTIVITY REPORT GRADING SHEET

Names: _____

Score: _____ /60

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average & superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

1 2 3 4 5 6 7 8 9

LITERATURE REVIEW:

1 2 3 4 5 6 7 8 9

ACTIVITY COMPOSITION:

1 2 3 4 5 6 7 8 9

RESULTS:

1 2 3 4 5 6 7 8 9

DISCUSSION:

1 2 3 4 5 6 7 8 9

APPENDICES/REFERENCES:

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

1 2 3 4 5 6 7 8 9

EXPERIENTIAL LEARNING PRESENTATION GRADING SHEET

Names: _____

Score: _____ /60

How well did you introduce and preview your presentation?

Not included Below average Average Above Average Excellent

How well did you summarize the main points you were attempting to make?

Not included Below average Average Above Average Excellent

Was most of the time analyzing the experience in the context of relevant course readings?

Not included Below average Average Above Average Excellent

Did the presenters avoid fillers (e.g., um, ah, you know, like, etc.), move purposefully, exhibit energy, make eye contact, smile often, and appear credible?

Not included Below average Average Above Average Excellent

Did the presentation look and feel like a single, cohesive presentation?

Not included Below average Average Above Average Excellent

How well did you conclude your presentation?

Not included Below average Average Above Average Excellent

Does the presentation leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

No Yes

Did you do something that allowed your presentation to stand out from other presentations?

No Yes

Did you stay within the time requirements (7-9 minutes) for the presentation?

No Yes

| Week | Dates | Topic | Readings | Graded Work Due |
|--------------------|----------------|--|---|--|
| 1 | 1/16 | Course Introduction | | |
| 2 | 1/21 | What is small group communication? | Katzenbach, J. R., & Smith, D. K. (1993). The discipline of teams. <i>Harvard Business Review</i> , 71 (2), 111-120. | |
| | 1/23 | What are teams? | Sundstrom, E. (1999). The challenges of supporting work team effectiveness. In E. Sundstrom (Ed.), <i>Supporting work team effectiveness: Best management practices for fostering high performance</i> (pp. 3-23). San Francisco: Jossey-Bass. | |
| 3 | 1/28 | What are the characteristics of effective teams/members? | LaFasto, F., & Larson, C. E. (2001). What makes a good team member? In <i>When teams work best: 6,000 team members and leaders tell what it takes to succeed</i> (pp. 1-32). Thousand Oaks, CA: Sage. | |
| | 1/30 | What are the characteristics of effective teams/members? | LaFasto, F. M. J., & Larson, C. E. (2001). Team relationships: Simple and easy versus complicated and hard. In <i>When teams work best: 6,000 team members and leaders tell what it takes to succeed</i> . Thousand Oaks, CA: Sage. | |
| 4 | 2/4 | What are some theories that inform our practice? | | FIRST REFLECTION ESSAY |
| | 2/6 | Student-Led Discussions/Exam Prep | | STUDENT LED DISCUSSIONS (bring readings) |
| 5 | 2/11 | Exam 1 | | EXAM 1 |
| | 2/13 | NO CLASS | | |
| 6 | 2/18 | Negotiating norms | Introduction to Avery, C. M., (2001). <i>Teamwork is an individual skill: Getting your work done when sharing responsibility</i> . San Francisco, CA: Berrett-Koehler Publishers. | |
| | 2/20 | Negotiating norms | Ch 1 of Avery (2001) | |
| 7 | 2/25 | Holding meetings/group discussions | Gino, F., & Pisano, G. P. (2011). Why Leaders Don't Learn From Success. <i>Harvard Business Review</i> , 89(4), 68-44. | |
| | 2/27 | Establishing structure | Hackman, J. R., & Wageman, R. (2005). A Theory of Team Coaching. <i>Academy of Management Review</i> , 30 (2), 269-287. | |
| 8 | 3/3 | Innovating | Albrecht, T. L. & Hall, B. J. (1991). Facilitating talk about new ideas: The role of personal relationships in organizational innovation. <i>Communication Monographs</i> , 58, 273-288. | |
| | 3/5 | Innovating | Thompson, L. (2003). Improving the creativity of organizational work groups. <i>Academy of Management Executives</i> , 17, 96-111. | SECOND REFLECTION ESSAY |
| 9 | 3/10 | NO CLASS: Spring Break | | |
| | 3/12 | NO CLASS: Spring Break | | |
| 10 | 3/17 | Group Led Discussions/Exam Prep | | GROUP LED DISCUSSIONS |
| | 3/19 | Exam 2 | | EXAM 2 |
| 11 | 3/24 | Building networks | Krackhardt, D., & Hanson, J. R. (1993). Informal networks: The Company. In L. Prusak (Ed.), <i>Knowledge in Organizations</i> (pp. 27-49). Boston, MA: Butterworth-Heinemann. | |
| | 3/26 | Managing conflict | Smith, R. C., & Eisenberg, E. M. (1987). Conflict at Disneyland: A root-metaphor analysis. <i>Communication Monographs</i> , 54, 367-380. | |
| 12 | 3/31 | Bridging faultlines | Brett, J., Behfar, K., & Kern, M. C. (2006). <i>Managing Multicultural Teams</i> . <i>Harvard Business Review</i> , 84 (11), 84-91. | |
| | 4/2 | Making decisions | Frisch, B. (2008). When Teams Can't Decide. <i>Harvard Business Review</i> , 86 (11), 121-126. Edge-Leadership Consulting (2009). Decision-Making Styles Guide. Retrieved from http://www.edge-leadership.com/images/Decision_Making_Edge-Leadership.pdf | |
| 13 | 4/7 | Making decisions | Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before You Make That Big Decision. <i>Harvard Business Review</i> , 89 (6), 50-60. | THIRD REFLECTION ESSAY |
| | 4/9 | NO CLASS: Easter Recess | | |
| 14 | 4/14 | Group Led Discussions/Exam Prep | | GROUP LED DISCUSSIONS |
| | 4/16 | Exam 3 | | |
| 15 | 4/21 | Planning | | |
| | 4/23 | Team Work Day | | |
| 16 | 4/28 | Team Reflection Presentations | | TEAM REFLECTION PRESENTATIONS |
| | 4/30 | Team Reflection Presentations | | TEAM REFLECTION PRESENTATIONS |
| Finals Week | 5/7 10:30-1 | Experiential Learning Presentations | | EXPERIENTIAL LEARNING PRESENTATIONS |