

COM 223: SMALL GROUP COMMUNICATION FALL 2019

Tuesdays and Thursdays 5:00-6:15pm · Capen Auditorium

Instructor: Megan Koch · Office Fell 061 · Email: mkoch@ilstu.edu · Office Phone: 309.438-8447 · Walk-in Hours: Tuesdays and Thursdays 3:30-4:30 and by appointment

Graduate Teaching Assistants: Laura Serna Salas: lsalass@ilstu.edu · Jared Worwood: jvworw1@ilstu.edu · Available beginning Week 3 Thursday 5:00-6:15 (Milner 3rd floor) and by appointment

Undergraduate Teaching Assistant: TBD

Twitter: @ISUCom223 (3 extra credit points for following!)

Course Purpose and Objectives

The purpose of this class is to explore theories and improve your skills related to successful group communication in a variety of educational and professional contexts. To do so, the course will utilize lectures, activities, tests and projects geared toward improving the following skills (identified as crucial for employment by the US Department of Labor and the Society of Human Resource Management).

- Professionalism and work ethic
- Flexibility; ability to adapt to different work styles and personalities
- Written communication within different contexts
- Oral communication within different contexts
- Reading comprehension
- Time and task management (balancing multiple obligations)
- Problem assessment and collaboration
- Critical thinking and problem solving

Moreover, by the end of the semester you should have the ability to recognize, influence and critique the power groups wield and gain an understanding of the power individuals have to transform the group through interdependency. Specifically you will:

- Acquire the vocabulary to explain individual roles in teams and leadership
- Diagnose team needs and demonstrate the flexibility to fulfill multiple roles as the situation dictates.
- Recognize and negotiate the ethical choices in group contexts and situations.
- Demonstrate an appreciation for and adjust to the needs of a diverse team of people.
- Identify the types of power leveraged by team members and the status and hierarchy that result; demonstrate comfort with discussions about each.
- Reflect on self concept and how the intersection of identities shapes the individual and the team.
- Internalize theoretical best practices and apply those skills to problem-analysis and decision-making processes.
- Develop knowledge and skills in critical and creative thinking in teams' processes.
- Expand knowledge and skills in verbal, nonverbal, listening and questioning communication in teams.
- Identify what constitutes a positive communication climate; guide a team to achieve and maintain such a climate.
- Diagnose and manage problems with deviance, conformity, groupthink, and conflict in teams.
- Balance task and relational communication in a variety of team contexts and settings.
- Set SMART goals, establish timelines for completion, enact plans within the timeline, reflect and assess all stages of completion within a group or team context.
- Adapt all of the above concepts to function effectively in a variety of group communication contexts - including mediated and long-distance collaboration.

Textbook: (Engelberg and Wynn) *Working in Groups*. 6th edition is ideal, but 7th edition is fine if you find an inexpensive copy. ISBN: 9780205029372

ReggieNet (assignments, tests and grades): <https://reggienet.illinoisstate.edu/portal/site/12b1a6c9-5cdd-4768-9bd3-3fea301cdb01>

Your team's project site: TBD You'll use a free site to create and manage your project site. [Google Drive recommended]

Grade Calculation:

Your achievement of the learning objectives will be evaluated through a combination of methods. This is a 500 point course. A=450-500; B=400-449 points; C=350-399 points; D = 300-349 points; F = 0-299 points

Tests and Participation = 150 points total

Tests = 90 points (lowest test score will be dropped)

- Test 1 - 45 points
- Test 2 - 45 points
- Test 3 - 45 points

In-class participation responses – 60 points

14 participation responses (6 pts each; posted to ReggieNet; we will drop at least two low scores)

Semester Project = 150 points total

- Instructor Project Assessment (achievement of team goals and assessment of role performance) - 20 points
- Team Portfolio - 15 points
- Campaign closeout meeting / presentation - 15 points
- 3 Peer Evaluations Written - 30 points
- Final Peer Evaluation Received - 10 points
- Meeting agendas and reports (12 meetings) - 40 points
- Project proposal - 10 points
- Midterm assessment - 10 points
- Organization evaluation - deductions for poor performance or communication

Participation -

- **In class** - we will use group activities, discussion and quizzes to illustrate and reinforce course concepts. **At the end of each lecture I will provide a prompt for you to respond to. To get credit for attendance and participation, you must log in to the Quizzes section in ReggieNet and answer questions about the lecture before 6pm at the next class session** (Tuesday lecture quizzes are due Thursday; Thursday lecture quizzes are due by Tuesday). **The last question will ask you to post a selfie from that day's class.** Selfies must:
 - Be in front of the designated "selfie slide" from that specific class session.
 - Include your face (shared group photos are ok, you just have to be in it. "I took the picture" doesn't count)
- We will drop some low participation scores. If you forget to submit a quiz by the deadline we will have to treat it as one of your drop scores. If you submit a selfie but don't answer the questions (or answer questions, but don't have a selfie) you may still get partial credit. (See "University Sanctioned Absences" for exceptions to the dropped scores policy).

Tests

There will be 3 tests during the semester, but only 2 will count toward your final grade. Tests will assess your understanding of communication concepts and theories, as well as your application and integration abilities. One of the major complaints students have about classes that feature group work is that they don't have enough opportunities for individual credit. This is a great way to demonstrate your individual progress and grasp of course content. Some things to note:

- Tests will be taken on ReggieNet, but are timed. So, while you will be able to use your readings and notes, you won't have a lot of time to look up answers.
- Tests will cover information from the text, lecture notes, supplemental readings and activities.
- Due to the overlapping content from chapter to chapter, you might see some content on multiple tests
- I will provide a very rough study guide one week before the test. I won't promise a great deal of detail, but I can say the test will only cover topics included on the study guide.
- Tests are not curved, although I do occasionally toss out questions.
- You will have opportunities to review the test and challenge missed items as part of your preparation for the next test. (Question challenges must be received within 10 business days of the exam to get points credited).

Keeping up with reading assignments, participating in class discussion, and asking content questions will ensure good scores.

Making up missed tests and improving poor scores - I know that life happens and sometimes students need to miss a test due to illness or other scheduling conflicts. And sometimes a bad day results in a poor outcome on a test. Unfortunately, our class is simply too large to accommodate individual make up appointments. Instead, we will use our final exam period (aka Test 3) as an opportunity to make up an exam. To be clear: 1) Anyone may take Test 3 to try and

improve their lowest exam score. 2) Only one low score may be replaced / made-up during the final exam period. 3) Test 3 will be a new, cumulative test, not a re-do of one of the earlier exams. 4) I will only count your highest two test scores; Test 3 will only help, not hurt, your final grade. **Test 3 will be available on ReggieNet during Finals Week. There will be no in-class test during Finals Week.**

If you miss or perform poorly on more than one exam due to a documented illness or injury (as sanctioned by the Dean of Students or Office of Accommodations), please schedule a meeting with me and plan to bring your documentation to discuss alternate arrangements. I will not discuss those arrangements in class or over email.

Per the campus policy on University sanctioned absences, I can accept participation quizzes, assignments and schedule tests **early** (not late) under some circumstances. Please refer to the full policy at: <http://policy.illinoisstate.edu/students/2-1-20.shtml> (Please note: Fraternity/Sorority functions, club meetings, job fairs, and job responsibilities are NOT covered by this policy. Please do not ask to make up points for absences due to these reasons).

Semester Project

For your semester project, you will be assigned to work with a non-profit in the Bloomington-Normal area. The project is broken into the assignments listed above, and the purpose of these assignments is to emphasize the small group process and to reward consistent, diligent teamwork. This is not a project that will turn out well if your group tries to throw it together at the last minute, or if members try to coast on others' work. Most non-profits will tell you that they primarily need funds, however this doesn't have to be a strictly fundraising project. Your team can opt to log volunteer hours as PART of your project, or complete a long-needed project that the organization might otherwise have to pay for. Please take the time to figure out what your group is capable of and how that matches up to what your organization needs - you'd be surprised at how often "fundraising" isn't even necessary. That said, don't discount fundraising as an option - many groups have found it to be the easiest option to finish in a semester, and is usually the thing that the organization needs most to keep functioning.

This class tends to perform very well on this project. Fall 2010, Com 223 raised \$21,000, and secured local press coverage for the Arthritis Foundation's Jingle Bell Run. Their work helped to make the Bloomington-Normal Run the 3rd largest in the country (\$108,000 total was raised). In Fall 2011, the class was the #4 Jingle Bell Run fundraising team in the country. We recruited over 100 runners, earned \$36,000 and even earned some top run times at the event (including 3rd place in the women's category). Fall 2014, Com 223 raised \$22,000 in cash, goods and volunteer hours for the Boys and Girls Club. Spring 2016, Com 223 raised over \$20,000 in donations, materials and volunteer hours for Wishbone Canine Rescue. It's amazing to see how much good this class can do.

In addition to the terrific work Com 223 students perform, this course provides students with the opportunity to network with employers in the community, develop skills to showcase on a resume, and produce tangible outcomes to point to in an interview. Historically, Com 223 students find this course to be incredibly helpful for securing internships and jobs.

Project ground rules

Needless to say, the expectations are high and achieving our goals takes a lot of hard work. Cutting corners becomes tempting but we have 4 simple ground rules for the project. If you violate these rules you will be in a world of trouble (penalties include point deductions, failure on the project, failure in the course and code of conduct disciplinary hearings which can lead to University sanctions including expulsion). The assignment packet will provide more details, but the basics are:

- Do the work to meet your goal - you may not spend money out of pocket or rely on family donations alone.
- Be honest in your group work - all group work submitted for evaluation must be accurate; all funds collected must be donated to the organization. All receipts for purchases and verification of the final donation and volunteer hours must be submitted in order to get project credit.
- Represent the University and the non-profit well - the events you host must not reflect poorly on either organization.
- Plan to attend all team meetings and events - communicate problems and conflicts early, and understand that it's your responsibility to be present at whatever events your team schedules. **Team meetings must take place in Milner at the scheduled class time.**

The point is, please be honest in your work and adhere to the spirit and purpose of the assignment. Make sure you read the assignment details carefully with your group and refer back to them often.

Course Policies and Expectations

Although we do introduce communication theories and research concepts, group communication is first and foremost a skill to be honed. Creating a supportive environment is also vital to help you grow and sharpen your skills. Specifically, I expect my students to:

- Attend class; **arrive on time and stay until the end**

- Sit with your team in lecture - this makes in-class activities easier to facilitate.
- Be attentive and **participate in the discussion**. Post your participation assignments on time so you get credit.
- Do all readings and assignments on time – come prepared to discuss!
- In fact, discuss! Class moves faster when you demonstrate you understand the topic!
- Bring your reading assignments, and notes to class. **It helps if you have a notebook dedicated to this course.**
- **Please put away your technology during lecture** (although you may bring it out during activities to post to ReggieNet). If I have to repeatedly ask you to put away your tech, or if your browsing creates a distraction for the people around you, you'll be asked to leave and you'll forfeit activity points for the session. I prefer no laptops. I hate laptops. You can't engage in discussion if your face is buried in a screen, and class is more fun when we're all collaborating.
- Be respectful to your classmates and to me:
 - Please use your best judgment in language choices and humor
 - Please turn off cell phone ringers and avoid texting during lecture (texting in your lap under the desktop makes me wonder what you're playing with in your lap...it really doesn't look like you're using a phone down there. Gross).
 - Please be attentive during class lectures, activities and presentations – do not read the paper, chat with other students, do homework for another class, sleep, listen to music, play on your phone or do anything else that is distracting to your classmates or to me. I won't confiscate your personal items, but I will ask you to leave, and you'll forfeit your participation points.
 - Please be quiet and attentive. The lecture hall has awful acoustics. Side chatter, rustling papers and packing up books early makes it difficult for others to hear instructions or reminders.
 - Please do not bring food to class (bottled beverages are ok). I know class falls during dinner time, but rustling wrappers and smelly foods are distracting to the people around you (especially if they're hungry, too). Of course, you're always welcome to cater dinner for everyone - just let me know in advance so I can budget time into the evening's plans.
 - Please remember group meeting attendance and participation is as important as class attendance and participation. Make sure you are prepared for your group meetings and do your best to make those meetings supportive and productive.

Attendance in class and at group meetings

Lecture: Attendance is expected, and you will earn credit through participation. To earn participation credit, you must post a response to Assignments after each lecture, and include of selfie from that class (and it must show the **correct** PowerPoint slide in the background). Unless an absence is University-sanctioned (and arranged in advance), you can't make up missed points (although we typically drop a few participation scores at the end of the semester). Moreover, there are consequences for frequent absences - you will find it difficult to pass the tests, and missed participation means that you become ineligible for rounding a borderline final grade, regardless of how close you are to the next grade. If you do need to miss class, lecture notes and activities will be posted to ReggieNet, and you can touch base with your group mates for the details. Please do not email me to notify me of your absence (unless you need to discuss a University-sanctioned absence) or to ask what you missed. I'm always happy to answer content questions or clarify any posted information if you come to office hours.

Per the campus policy on University sanctioned absences, I can accept participation quizzes, assignments and schedule tests **early** (not late) under some circumstances. Please refer to the full policy at:

<http://policy.illinoisstate.edu/students/2-1-20.shtml> (Please note: Fraternity/Sorority functions, club meetings, job fairs, and job responsibilities are NOT covered by this policy. Please do not ask to make up points for absences due to these reasons).

Group meetings: I am adjusting the schedule so that you may use class time to meet with your project teams (Thursdays 5-6:15 beginning week 3). **Team meetings must take place in Milner on Thursdays at 5pm.** Because of this, team meetings are required and failure to attend will reflect poorly on you and your team. Generally, groups shouldn't need to meet more than once a week, but if you decide to have additional meetings, those will also be mandatory so please make sure to schedule them carefully and fairly.

Walk-In / Office Hours

My walk-in hours (office hours) for the semester are T/Th 3:30-4:30. You do not need to make an appointment to visit walk-in hours.

On Thursdays, class-time is reserved for team meetings. I will not be in the classroom at this time, but WILL be on the 3rd floor of Milner and available to answer questions. **Team meetings must take place in Milner on Thursdays at 5pm.** You may meet anywhere in the library, but it must be IN the library at that time.

To make an appointment outside of walk-in hours or classtime, just drop me an email and list times you are available. Please schedule appointments at least 24 hours in advance. I have a lot of student appointments, so if you just drop by my office at times that are outside of my walk-in hours, I likely won't be available (and I won't stop a scheduled appointment to answer your "really quick question"). You may also contact our TAs for meetings.

Please understand I have an obligation to start class on time. Dropping by my office after 4:30, or trying to ask questions when I first arrive in the classroom interrupts my set-up time and will cause me to start class late. Please save questions for after class or come to office hours early enough to cover everything you need.

Rounding Final Grades

Final grades are determined by points, not percentages. Grades will be rounded for students who are within 3 points of the next grade (267, 237, 207, 177), **AND have no missed assignments or activities (including lecture participation – after the dropped scores) AND have missed no more than one team meeting.**

- Example 1: Sally's final grade is 236 points. Unfortunately, that is not within rounding distance and will be a C.
- Example 2: Pete's final grade is sitting at 267 points. Pete was a day late completing Peer Eval 2, and earned a zero. If he had completed it on time, he would have earned an A in the class. However, he missed that assignment and so earned a B.
- Example 3: Max has 237 points and has turned in all of his assignments on time. However, he missed three team meetings. Max knows he isn't allowed more than one missed meeting, so he'll earn a C.
- Example 4: Inara finished with 268 points. She's a great team member and has never missed a meeting, but she did forget to post Participation quizzes for a month. Unfortunately, those points would have made up the difference, so she will earn a B.
- Example 5: Jane is sitting on 267 points at the end of the semester. She missed 1 team meeting (which is allowed) and turned in all homework on time. Because she did everything within her power to earn the next highest grade, and the 3 points she is missing could be chalked up to subjective grading, she will be rounded to an A.
- Example 6: Sammi's ReggieNet Gradebook says she has 88.5%. She is a good student and thinks she should be rounded up because she is only .8% from an A. However, $88.5\% = 265.5$ points, which is not in rounding distance.

This policy functions on the premise that grades are earned consistently over the course of the entire semester.

Extra Credit and Extra Deductions

You have a few very easy ways to earn bonus points throughout the semester – you may earn **UP TO 15 bonus points** through a combination of options:

- **Early project submission:** You may earn up to 5 bonus points on the Portfolio score if you achieve your project goal AND turn in your Portfolio by the early submission date noted on the calendar. Note early submission means you do your campaign closeout meeting as a video instead of a live presentation. Let me know if you have questions about this.
- **Exceeding goal expectations:** If your group greatly exceeds your primary and/or secondary goals while adhering to all of the rules and guidelines of the project assignment, you can earn a bonus on the Instructor Project Assessment. This is entirely subjective and depends on the nature of the achievement, but groups have earned it for going above and beyond the scope of the project or applying course concepts to effectively and maturely solve group problems. You may lobby for consideration when you submit your final portfolio for grading. (This is either/or with the early project submission. In some cases, groups have done so well that they earned extra credit on top of the early submission, but typically it's either early submission OR exceeding goals).
- **Buffet of EC Options:** A maximum of 10 points in this course can be earned from a combination of other extra credit opportunities. With the exception of exceeding your project goals, all extra credit must be completed by the end of Week 13; nothing submitted after that time will count toward your final grade.
 - You may receive extra credit for participating in any of the studies posted to the **School of Communication's Research Announcement Board**. The Research Announcement Board is updated as research studies are opened/closed, and it is your responsibility to access the Board and be aware of available opportunities. The Research Announcement Board can be accessed via: <https://sites.google.com/site/ilstusocstudies>. In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits, but please see the call for participants for the Research Credits associated with each study. Each Research Credit is worth an additional 6 points toward your total possible final grade in this course. For example, if you participate in a research study worth .5 Research Credit, your participation would provide 3 points to your final grade. Each project listed on the Research Announcement Board will indicate the specific number of Research Credits associated with the project. The course instructor will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is your responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, please be sure to have your name, ULID (i.e., the part of your email before @ilstu.edu), instructor name, and course and section number ready, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise on the Research Announcement Board.

- **Participating in in-class options as they arise:** Occasionally students in Com 297 will ask for research help, and sometimes other groups will need a hand. Those opportunities will come with a few points, but are not scheduled. The first opportunity is following the @ISUCom223 Twitter handle (for 3 points!)

Conversely, your final grade can be penalized by missing mandatory events (like one of your team's project events) and poor communication habits. The purpose of this course is to identify standards for good communication practices and develop the skills necessary to exceed those standards. Poor Communication Habits are considered violations of these standards, and will be penalized under the premise that if you cannot demonstrate good communication behaviors then you are not learning or using the information covered in the course. Point penalties will depend on the severity of the situation. You will receive one warning (via email), and future problems will result in deductions to your grade book. No notice will be given when the deductions are posted. This policy is not meant to limit your participation in the course, but to encourage you to think carefully about how you interact with the people around you, and to utilize the best practice recommendations we will cover. The most common deduction has come from poor email communication, so please compose your messages carefully, and follow the instructions in the Email Policy.

Email Policy

Emailing me and our TAs: I want to respond to your questions quickly and accurately, but it is difficult to do that if I can't decipher either the question or the identity of the person emailing me. So please make sure you:

- 1) Email me from your ISU email account (non-ISU email is often filtered as spam).
- 2) Use the course name, your group number and name and a topic in the subject. *Example:* "COM 223, Group 2 (Team Awesome), Posting a calendar announcement"
- 3) Do not use text-speak in your email. Please proofread for proper spelling, grammar and punctuation. Remember that sarcasm doesn't translate well over email, so be aware of the tone you might inadvertently communicate.
- 4) Make sure your question is clear. If you are sending an informational email, but would like a reply as confirmation of receipt please say so.
- 5) Please sign your email with your first and last name. As the semester progresses I'll get to know who is whom, but bear in mind that there might be other people in this class (or my other classes) with your first name.
- 6) Allow 24-48 hours for a response during the week. If you email me when I'm traveling (F-M) you likely won't receive a reply until Tuesday morning. I will do my best, but sometimes the schedule and tech limitations make it impossible to send a thorough reply when I am away from the office.
- 7) Check your email for a reply before asking me if I received your email. I send most of my replies during office hours, so it's possible you got a reply right before I left for class.
- 8) I use the Announcements section on ReggieNet to send mass emails to the class so we have an archive to refer to if needed. Please **DO NOT REPLY TO THOSE EMAILS**. The replies often skip my inbox and go to the archive folder in Outlook, and I'd hate to miss one of your questions.
- 9) Please also include a salutation in your email. You may call me Megan or Ms. Koch. The TAs will tell you how they would like to be addressed. Similarly, use Mr. ___ or Ms. ___ when interacting with community contacts or ISU staff members. Please don't begin your emails with "Hey," even if it's "Hey Ms. ___." It's generally considered a faux pas in professional contexts and is a bad habit to cultivate.

Remember - unprofessional, confrontational or indecipherable emails will at best be ignored and at worst will result in a "Poor Communication Habits" penalty. I'd prefer to make sure your questions are answered quickly, so please follow these guidelines and thanks so much for understanding. It can be tough to stay on top of email from 200+ students.

Emailing our organizational contacts: Each group will be interacting with reps from a local non-profit. S/he will note every interaction and keep every email to support her/his final evaluation. Impolite, indecipherable and unprofessional communication with her WILL affect your project score. They interact with a lot of people over the course of the semester, so for the sake of clarity and your team's grade please make sure you do the following when emailing your contact:

- Only the group's Liaison should be emailing the organization. You want to make sure s/he's not getting the same question from multiple people in your group.
- Include a clear, specific subject
- Keep your questions brief and direct. Proofread your message carefully.

- Sign the email with your first and last name, and include your team name and number
- You're welcome to cc or bcc all of your correspondence to me or our TAs if you think you need help with an issue, but I don't expect you to do this. **This procedure may change if our contact becomes overwhelmed by the volume of email from the class, so please be polite and patient.**

Alternatives to email to get your questions answered: In addition to teaching, I also coach the ISU Forensics team. This means that I coach and do paperwork (and attend a lot of meetings) many hours a week and travel 2 or more weekends a month. I want to ensure that your questions are answered efficiently and correctly. To that end, sometimes sending me an email is not always the best route for a fast or accurate reply as I don't always have internet access when I travel, and I don't always have my course materials with me. Before you send an email I suggest you check:

Lecture notes - Lecture notes will be available in ReggieNet before class, and updated after each class session.

Course syllabus / ReggieNet / Announcements – I spend a lot of time ensuring that everything you need to know is typed out and accessible to you either in the syllabus or on the website. Course emails are sent out via the Announcements section in ReggieNet, so you won't miss anything.

Our TAs - I've lined up other helpers for this class. You might not see all of them IN class week-to-week, but they're on standby to help answer your questions and offer project advice.

Visit my office - For privacy reasons, I can't discuss some topics over email, in front of other students or on the phone. So, make a point to either come to my office hours or email me to make an appointment. Because my days fill up quickly, please schedule appointments at least 24 hours in advance.

Checking grades

Grades should be posted no later than 3 weeks after an assignment is submitted (we'll try to post sooner, but with my travel schedule and the size of the class that might not always be possible). I recommend that you keep track of your own grades separately to ensure my running totals match yours. If we're past three weeks and you still don't see a score, it could be a ReggieNet hiccup so just drop me an email. Participation scores will be posted as I have time (usually at mid-term and close to finals week); please don't panic when you don't see them updated weekly.

Disputing grades

Grades may be disputed up to 10 business days after the score has been posted to ReggieNet. To dispute a grade please:

- Do not send an angry email. Even if your dispute is valid, it will be hard to take your request seriously if your first contact is rude.
- Is this a simple math error? If yes, drop me an email to double check your math.
- **Assignment grades:** is the deduction due to a contradiction between the assignment and text, lecture, or grading rubric?
 - Read through the assignment directions question and closely testine what you submitted. Decide if you really have a case for dispute. Double check the textbook, lecture notes, and course announcements if you're unsure.
 - Write up a brief response that explains your understanding of the assignment or the assignment criteria where you were deducted points, and why you think that deduction should be reconsidered. Be as clear as possible and make sure to support your claims.
 - Upload your request to the DropBox section on ReggieNet. If I have questions or need further discussion I will contact you to set up a meeting.
- **Test questions:** In order to maintain test security, I will not give you a copy of your test to keep. So the dispute process is a little different for tests than it is for assignments. To dispute a grade please:
 - Come to my office to review your test, and discuss the correct answers
 - Take notes on what you missed and why.
 - Write up a response to discuss the questions or answers you felt were problematic and post the response to the DropBox on ReggieNet. Make sure you specifically cite the text and lecture notes to support your claim. Successful disputes tend to focus on:
 - Confusion regarding the language of the question - explain how you read the question and then use the text / notes to support your answer.
 - Show that your answer was best answer - to do so you'll have to disprove the "correct" answer as the best answer AND provide support for your chosen answer

I review test disputes as I find time and post my reply and any earned back points directly to your test. Not all disputes result in full points back, but partial credit is typical.

The grade dispute process serves two purposes: 1) it ensures that you can have your concerns heard (in the past successful disputes have benefited the whole class) and 2) it reinforces clear and direct communication strategies for managing conflict. I will not entertain disputes that are more than 10 days old, so please make sure you check your grades frequently - including project assignments that aren't your direct responsibility (like Agendas and Minutes). Emails at the end of the semester saying, "I just noticed this assignment from Week 2 has a low grade," will not be well received.

Grade privacy

Please understand that I can't discuss your individual grades with someone else in the room or your group assignment grades without you present. So, for issues regarding an individual assignment or test score each individual must file their own dispute and schedule a separate meeting. In order to discuss a group assignment grade, I must have all members agree to complete the dispute and attend the meeting. Furthermore, the School of Communication does not allow me to discuss the specifics of your grade over email, IM, or the phone. Please refer to the Grade Dispute section if you want to challenge a grade.

Submitting Assignments And Late Work

- ReggieNet assignments will show two dates: the due date, and the last acceptance date. Anything submitted after the DUE DATE will see point reductions. Please follow the syllabus calendar closely to make sure you know when items are due.
- All assignments must be turned in early or on time and in accordance with the directions on the individual assignment (if it says turn it in on ReggieNet, I will not accept a hard copy; if it says submit a hard copy, you may not submit online; if it says paste to the text box, please do not post an attachment. Peer evaluations must be submitted through the Teammates App).
- Points will be deducted for failure to follow directions; please read all instructions carefully.
- All assignments must be typed – handwritten assignments will not receive credit.
- All assignments must have your name on it. No name = no score recorded.
- Individual assignments (peer evaluations, participation assignments, quizzes), must be turned in on time or they will receive a zero.
- Group assignments (proposal, midterm assessment, papers) will receive a 5% deduction for each day they are late (you'll be able to post it to ReggieNet as usual, it will just be marked late), but will not be accepted for credit after six days. **Please keep in mind the entire group is responsible for an on-time submission, so the penalty for a late assignment will apply to the entire group.** However, no extensions will be allowed for the final project submission or any accompanying presentations – the end of semester submission is a hard deadline.
- I do not accept assignments via email. Ever.
- **If you submit an assignment to ReggieNet as an attachment or Google Drive file and I can't open your link for any reason, you will not receive credit for an on-time submission;** I do not give extensions for corrupted files.
- Illness is not an acceptable reason to turn in an assignment late – if you are going to miss class make sure you turn the assignment in to me before class (by whatever method has been assigned).
- If ReggieNet is down when an assignment is due, you MAY email me a copy to verify that you completed it on time and to notify me of the problem. However, you will be expected to post the assignment to ReggieNet for grading when it's up and running. I will not grade the emailed copy.
- If the Assignments section or Forums are not accepting your submission, and you know you're within the deadline, you may post your submission to the DropBox folder so that it is date/time stamped. Do NOT email your assignment. Assignments that are meant to be submitted in hard copy form may not be submitted via the DropBox for credit (unless you get permission from me to do so in advance).
- **I drop at least two low participation scores, and one exam. PLUS you can earn about 15 extra credit points. That's a total of 72 FREEBIE POINTS PER SEMESTER if you take advantage of all of them.** And you get a percentage deduction on some late work instead of a zero. So, no, I won't allow makeups for illness, or job fairs, or because you forgot to submit something, or because everyone in the group thought someone else was going to post the assignment. Period. University Sanctioned Absences should be arranged in advance. Long-term illnesses or family emergencies must be documented through the Dean of Students office and verified. Outside of those two extreme circumstances, the existing policies for dropped scores or percentage deduction will apply, so please don't ask for an exception.

Tech and ReggieNet Problems

Since all work is expected on the date it is due, you should make sure to anticipate those predictable problems so that you can prevent them. Generally, it's a bad idea to try and finish an assignment the same day it's due – you end up rushing around, and this is typically when problems arise (no ink, crashed My.illinoisstate, lost flash drives, papers are forgotten on printers, etc.). In real emergencies I will make other arrangements with individual students but such cases are relatively rare.

Like most instructors, I am more understanding if you keep me informed: if you encounter problems, please let me know right away. I may be able to help.

With the exception of campus-wide server outages, problems with your computer, internet connection, ReggieNet or My.illinoisstate are not acceptable reasons to submit assignments late or request extensions on quizzes.

If you have a technical issue with ReggieNet:

- Immediately contact the HelpDesk either at www.ilstu.edu/helpdesk or (309) 438-HELP. After the HelpDesk has resolved your issue they will send you an email to “close your ticket.” Please forward me a copy of this email so I know your problem has been resolved properly.
- Drop me an email to let me know you’re having a problem and to show me your filed help ticket. If you were trying to post an assignment, include that assignment in this email so I know it was completed. Also include any error messages you're seeing (screencaps are helpful for this).
- When the problem has been resolved, post your assignment to ReggieNet as usual. I won't grade an assignment that has been emailed to me, so please make sure it's posted per the requirements in the assignment.

If My.illinoisstate goes down, you can still use your ULID and password to access ReggieNet at <https://reggienet.illinoisstate.edu>. If you email me from a non-ILSTU account, make sure to include your name in the subject heading (otherwise I'll think it is spam).

There are many excellent computer labs available on campus including 2 in Fell Hall. Problems with your personal computer should not impact your ability to do your work on time.

Cheating and plagiarism

Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and this syllabus (including the Project Ground Rules).

- All work is to be appropriately cited when it is quoted or paraphrased from another source (including the course text and info on your non-profit organization).
- Unauthorized and unacknowledged collaboration on assignments or tests, misrepresentation of sources, and/or the presentation of someone else's work as your own is considered plagiarism.
- Completing individual assignments for another student, re-using assignments from another course for credit in this one, misrepresenting attendance or contributions on any class document, misrepresenting the source of donations raised or making your course work available to other students for dishonest submission are also considered to be cheating.

Students found to commit unintentional or intentional acts of plagiarism may earn a zero on the assignment, may fail the course and will be referred for appropriate disciplinary action through Student Dispute Resolution Services. Plagiarism or cheating on group work (whether it's intentional or not) will impact all members of the group, so please be honest in your work, and carefully check anything that has your name on it.

Special Needs and Accommodations

Any student needing to arrange a reasonable accommodation for a documented disability should contact Student Access and Accommodation Services at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD). www.studentaccess.ilstu.edu. The Accommodations office will not contact me about your needs, so plan on visiting my office early in the semester to discuss what I can do to help. Please make sure you EMAIL your accommodation card to me, and put “Com 223 Accommodation Card” in the subject heading so I can file it in the correct folder. Accommodations are not retroactive – for example, you can't retake a test if you didn't have accommodations in place prior to taking it – so visit them early if you think you might have a need they could help address.

Getting help for your team members

I know it's a massive inconvenience when team members disappear, but sometimes the reasons for that person's absence are complicated and overwhelming. If you haven't heard anything from a team member in a while, or suspect that they might be in need of help or resources from the campus, please let me know or submit a Redbird Care Team Alert on their behalf. This report doesn't get anyone in trouble, but it does demonstrate care and concern and enlists the assistance of professionals on campus who are equipped to deal with difficult situations. For more information or to submit a report please visit: <https://studentaffairs.illinoisstate.edu/who/safety/rct.php> or call: the Dean of Students office at 309-438-2008

Tentative Course Schedule

Week	Date	Day	Material Covered	Assignment Due
1	8/20	T	Syllabus Review Introduction to 223	
	8/22	Th	Lecture – Intro to Small Group Communication	8/20 Participation response and selfie by 6pm No reading (but I will be covering Chapter 1, if you want to review)
2	8/27	T	Lecture – Group theories; Intro to the project	8/22 Participation Response and selfie by 6pm Group Placement Survey by 11:59pm No reading
	8/29	Th	Lecture – Group Development	Read Chapter 2 8/27 Participation response and selfie by 6pm
3	9/03	T	Lecture – Planning and Conducting Meetings	Read Chapter 11 8/29 Participation Response and Selfie by 6pm
	9/05	Th	First team meeting Come to Capen to meet with your group!	9/3 Participation response and selfie by 6pm
	9/06	F		Meeting minutes to Forums by 11:59p
4	9/10	T	Lecture – Group Membership	Read Chapter 3
	9/11	W		Meeting agenda to Forums
	9/12	Th	Team Meetings	9/10 Participation response and selfie by 6pm.
	9/13	F	Proposal submission portal open	Meeting report to Forums
5	9/17	T	Lecture – Communication in groups	Read Chapter 6
	9/18	W		Meeting agenda to Forums
	9/19	Th	Team Meetings	9/17 Participation response and selfie by 6pm.
	9/20	F		Meeting Report to Forums Proposal Due to Assignments
6	9/24	T	Lecture – Listening & Feedback	Read Chapter 7
	9/25	W		Meeting agenda to Forums
	9/26	Th	Team Meetings	9/24 Participation response and selfie by 6pm.
	9/27	F		Meeting Report to Forums Peer Eval 1 Due via Teammates (look for an email)
7	10/01	T	Test 1 opens at noon on ReggieNet No Lecture	
	10/02	W		Meeting Agenda to Forums Test 1 closes at 11:59pm
	10/03	Th	Team Meetings	No participation selfie
	10/04	F		Meeting Report to Forums
8	10/08	T	Lecture – Problem solving and decision making	Read Chapter 9

	10/09	W		Meeting Agenda to Forums
	10/10	Th	Team Meetings	10/08 Participation response and selfie by 6pm.
	10/11	F		Meeting Report to Forums Midterm assessment survey due by 11:59pm Last day to drop course
9	10/15	T	Lecture – Diversity in groups	Read Chapter 4
	10/16	W		Meeting Agenda to Forums
	10/17	Th	Team Meetings	10/15 Participation response and selfie by 6pm.
	10/18	F		Meeting Report to Forums
10	10/22	T	Lecture – Power and Leadership	Read Chapter 5
	10/23	W		Meeting Agenda to Forums
	10/24	Th	Team Meetings	10/22 Participation response and selfie by 6pm.
	10/25	F	Final Project Submission Portal Open	Meeting Report to Forums Peer Eval 2 Due via Teammates (look for it in your email)
11	10/29	T	Lecture – Leadership pt 2	
	10/30	W		Meeting Agenda to Forums
	10/31	Th	Team Meetings	10/29 Participation response and selfie by 6pm.
	11/01	F		Meeting Report to Forums
12	11/05	T	Lecture – Conflict	Read Chapter 8
	11/06	W		Meeting Agenda to Forums
	11/07	Th	Team Meetings	11/05 Participation response and selfie by 6pm.
	11/08	F		Meeting Report to Forums Early project submission extra credit deadline
13	11/12	T	Test 2 opens at noon on ReggieNet No Lecture	
	11/13	W		Meeting Agenda to Forums Test 2 closes at 11:59pm
	11/14	Th	Team Meetings	No Participation Selfie.
	11/15	F	Campaign Closeout Meeting Signup Opens on ReggieNet	Meeting Report to Forums
14	11/17-11/22		Thanksgiving Break	

15	11/26	T	Lecture – Final Exam Review	
	11/27	W		Meeting Agenda to Forums
	11/28	Th	Team Meetings	11/26 Participation response and selfie by 6pm.
	11/29	F		Meeting Report to Forums
16	12/03	T	Campaign Closeout Meetings	
	12/04	W	Campaign Closeout Meetings	
	12/05	Th	Campaign Closeout Meetings	
	12/06	F	Campaign Closeout Meetings	Peer Eval 3 Due Final Portfolio Submission Due
Finals Week	12/08	S	Test 3 opens on ReggieNet at 5pm	
	12/12	Th		Test 3 closes at 11:59pm