

Course Assignments for Small Group Processes: Communication 224

COMMUNICATION 224
SMALL GROUP PROCESSES
FALL 2002

ASSIGNMENT DESCRIPTIONS

Please see individual forms constructed by the instructor for more descriptive guidelines. Note: Proof read all assignments submitted to the instructor. Five points will be subtracted for each spelling and grammatical errors.

Final Small Group SL Presentation: You are to give an informative group presentation on your experience with the service-learning agency. Each group will complete an outline and deliver a 25 minute presentation as a team. In your presentation you are required to display your final SL project, integrate and reflect on the small group processes concepts, introduce your guest, and inform the class about your experience. This assignment requires you to work with a group on a direct service-learning project in the community. Each group will be expected to function autonomously to complete the task given by the organization. As a group, you are expected to set-up an initial meeting with your group's organizational contact (this should be done no later than week 3), establish clear parameters and expectations regarding the direct service, work together as a team, and keep the course objectives in mind. The group will be required to present progress reports (see course outline) to the class, as well as give a final group presentation at the end of the quarter. This activity is to allow each group member to increase his or her skills as small group members in a non-academic setting, and to be able to apply in-class readings/theories. (See the forms that follow this assignment).

Service-learning project

All members are required to dress professionally as noted under required text and materials. Professional attire will also be part of the group grade. Students are required to invite agency community partner to the final presentation. Inform the organization contact person during your initial face to face meeting. This meeting is one of the most important meetings of the quarter. Please dress professionally for your 1st agency meetings. Be sure to submit your individual service-learning team evaluation and individual log sheet on the final day of your presentation at the end of the quarter. All students will serve a minimum of 12 hours; arrange out-of-class time. Students in 224 must work on the projects together in small groups designed at the beginning of the quarter. Failure to show up as a team will result in a low grade. See me for concerns early! We will discuss preference for non-profit organizations and other direct service opportunities.

Hours Described: Minimum of 12 hours required PER PERSON

1-hour minimum: 1st initial meeting at the agency (All must attend)

7-hours minimum: Serving the community

4-hours minimum: Preparation and development time (eg group meetings)

Note: Service-learning group projects MUST be fully completed with the designated organization by the due date provided. Also submit individual log sheets at the final presentation with the contact person's signature (be sure to have your log signed at each visit and calculate your hours).

Incomplete projects as well as inaccurate log sheets will receive an 'F' for the class grade. A member of the organization or the Center for Service-Learning will notify the instructor of groups who have completed the project.

Service-Learning Reflection Oral Progress Reports: Oral and written reports will be given throughout the quarter by each group. Be sure to include: your personal reflection of thoughts, feelings, and connections with the content learned in class and how it applies at the community agency. Each group will be given 15 minutes to update the class on the progress of their direct service-learning projects. The reports should be presented in an organized fashion and well prepared. For the update, groups must submit a detailed outline responding to EACH question in full. A copy must be given to the instructor before presenting. The key purpose of the progress report is to REVIEW the project's purpose, discuss the CURRENT STATUS of the project, IDENTIFY issues and problems, and to describe your next "MILESTONE". This report will also prepare you for your final group service presentation at the end of the quarter as well as update the class and instructor of your progress. Feel free to use an overhead or other forms of presentational materials. Students will frequently be asked to relate their S.L. experience and professional communication skills learned

along with frustrations. Professional attire required. (See form)

Reflection Defined: Thoughts, feelings, past/present experiences, group interactions and communication, connection between in-class material and the actual service-learning agency. A key component of service-learning is REFLECTION which is implemented throughout your assignments and course.

Group Member Problems: Teams are responsible to adjust to group issues just as you would in any job but if a particular member(s) continues to be a problem and social loafer please notify the professor immediately. If the problem continues after the issue has been brought to the professor's attention, teams may fire the nonproductive member, state the reasons in writing, conduct a meeting with the member and instructor. The fired member will still need to complete a service-learning project ok by the instructor and agency. This may result in an entirely different project and the student may run the risk in not passing the class.

Service-Learning Team Evaluation: Each individual team member will assign a point value for each team participant as well as yourself. Evaluate yourself and team members on the following categories throughout the quarter: attendance/availability, individual interest of the project, participation, performance in the development of the SL project, and creativity (each category is worth 4 points). The number of points will be an average of the number of points assigned to you by each member in the group and yourself. Submit a brief written evaluation of yourself and each member supporting your chosen point value based on the criteria above. The evaluation write up should be no longer than one page including all group members. Keep in mind the group goal and the effort it took to complete the final goal. The evaluation must be submitted on the day of your final service-learning presentation and will be kept confidential.

Exam: Will focus on integration, service-learning, application, skills, concepts learned from the text, articles, service-learning content, movie analysis, and in-class discussions etc.

Discussion Leaders (DL): Two or more students (depending on class size) will be responsible for presenting an organized discussion based on the chapter/article read. In other words you are responsible for including the class in a discussion. Each leader should discuss how the chapter or article best relates to self, service-learning experience, questions regarding the chapter, three aspects of the chapter that were most interesting, and implement a brief exercise (5-7min). Be sure to clearly identify the purpose of your presentation, discuss text terms and concepts, include an introduction, and conclusion. The DLs will be responsible for providing the instructor and class with a 1 page outline of what they will be presenting in an organized manner. Notify the instructor ahead of time of your format if uncertain. **DO NOT WAIT UNTIL THE DAY BEFORE TO MEET ME.** Be sure to discuss any diagrams in the chapter. Presentations should be 25-30 minutes. Keep in mind that your peers have responses to share. Before, during, and after your presentation the instructor will fill in the gaps and discuss additional information. Note: This format may change from time to time where DLs may be asked to meet peers in small groups to discuss the chapter and then report to the larger group. You are permitted to include outside sources that relate to the chapter and be creative. Everyone needs to be prepared to discuss the contents of the chapter and/or article. See the forms that follow this assignment. Semi-Professional attire required.

Movie Analysis on the Impact of Diversity in Small Groups: Videos that emphasize diverse small groups coming together as a team will be viewed in class. Students will be responsible for integrating specific class concepts as they critically analyze the video. Retrieve the form before the video.

Diversity in Small Groups Paper: In groups of five or individually, students will write a research paper (not including the title page or reference list) on the impact and importance of integrating diverse groups into society. Students may use their texts but are required to research five 'Scholarly' articles at minimum, one book (not including the text), and an interview one person (design your own questions). They will be given a topic focussing on specific groups (eg. Elderly, People with disabilities, Women, gay/lesbian/bisexual/ transgendered, Native Americans) who have been integrated into society. It is important that students research the communication aspect. This will be discussed further in class. The paper must be written in American Psychological Association (APA) style. 10 subtracted for incorrect style. Be sure that title page, contents of paper, and reference list follows APA.

Participation: Students are expected to participate daily...in class discussions, group projects, feedback to discussion leaders, past & personal experiences, exercises & activities assigned, role plays, skills, and most importantly...professionally present yourself daily etc. Due to the nature of this class punctual attendance is important both in and out-of-class meetings. Five points, per class will be deducted after the first initial free absent is used. Each student is required to come to every class with a comment or question regarding the reading assigned. See the forms that follow this assignment.

Attendance: Each student will be given one free absence pass for the quarter. This pass can not be

used on a day where an assignment or exam is scheduled. Students are responsible for retrieving any missed lecture notes. Keep in mind that attendance is valued in this course.

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