

## COM 230 - Small Group Communication

Line  
Instructor:

**Office:**  
**Office hours:**

### E-mail:

When sending an email, it's important that you include your course number (230) in the subject line. Plan ahead and be patient: It will probably take more than 24 hours for me to get back to you. If you do not receive a reply within 48 hours (longer on weekends), assume that your email was not received and try again.

*Read this syllabus carefully. By remaining enrolled in the course, you have accepted the conditions and expectations of the course.* The requirements and expectations indicated in this syllabus are non-negotiable. Withdraw from the course immediately if any aspects of the course, its rules, and/or requirements are not acceptable to you.

### Required Text:

Beebe, S. A., & Masterson, J. T. (2015). *Communicating in Small Groups: Principles and Practices* (11<sup>th</sup> ed.). Boston: Pearson Education Inc. ISBN 978-1-323-15148-8

*NOTE: We will immediately begin using the text in class.*

### Other Required Materials:

- Other sources (hand-outs, articles, and website references) are required readings and will be posted on Blackboard
- Access to ASU Student Help and Resources

### Course Description: IMPORTANT!

COM 230 provides students with an opportunity to improve their communication skills through participation in a group project. Groups will be assigned. Periodically, you will be given class time to meet with your group and discuss your projects; however, the demands of the assignments also require you to meet with your group outside of class. You can be "fired" from your group if you are not adequately participating. Consequently, if you do not have time for the necessary outside work in this course, **please withdraw immediately** to give other students the opportunity to enroll.

It is my goal to make each day of participation in this class useful. Your personal, public, and business life will benefit from what you learn in class.

### Course Objectives:

- To understand the principles and theories of small group for face-to-face and virtual groups
- To understand the development cycle of groups
- Be able to define what is and what is not a group

- To develop the following small group communication skills: engaging in effective leadership and effective role performance, engaging in effective problem-solving and decision-making, managing and resolving conflict, and conducting presentations
- To utilize the small group communication skills acquired and apply these to practical situations inside and outside of the classroom, learning to function effectively as a member of a group
- To create an awareness and increased sensitivity to one's own communication behaviors and practices within small group interactions, realizing that we are each responsible for our own behavior
- To learn to evaluate small group behavior

As a result of this course you will also

- appreciate the complex nature of within-group interaction.
- improve your ability to critically and creatively apply communication skills in your daily life, particularly in small groups.
- enhance your leadership skills.
- improve your critical thinking.
- complete the class with skills which can enhance your career development.

**IMPORTANT NOTE:** This class (as all others in the Hugh Downs School) is taught in English. If English is not your first language and you have difficulty in speaking, writing, or understanding—please seek assistance at the Writing Center on campus or with the International Student office, which provides conversational groups for non-native speakers. Since this class is taught in English, all work in this course will be graded based on a common rubric that *assumes strong competence in English*.

### **Course/Instructor Expectations:**

### **CLASS POLICIES**

**We hold these truths to be self-evident...**

1. You will at all times be prepared for class.

The interactive nature of this class means any failure to prepare will impact everyone in the class, not just the student who is unprepared. My expectations are high in this regard.

Students who require special assistance or accommodation as arranged through Disability Resources, and students participating in university-sanctioned absences (including religious holidays), should let me know within the first week of class. Students with university-sanctioned travel generally will need to complete assignments and exams in advance.

No late work will be accepted without *advance* arrangements made with the instructor or *extensive* documentation of an emergency situation. No late submissions will be accepted after the last regular class day.

2. You will respect that your classmates are here to learn.

When the instructor is speaking, you should *not* be speaking, in this or any other class. Even if you are not interested in what is being said, you have classmates who are. Respect their investment in their education.

Because communication courses by their very nature cover personal topics, it is important that we work together for an atmosphere of respect and support. Please respect the privacy of your classmates outside the classroom. It can be a very small world.

In addition, you are expected at all times to be respectful (in both language and behavior) to your classmates regardless of sex, race, age, socio-economic status, sexual orientation, religion, or personal opinions. An important part of your development as a scholar is learning how to disagree without being disagreeable.

Note that *any* form of disruptive behavior can result in loss of participation points. Verbal or physical aggression before, during or after class will result in permanent removal from the class and notification of the proper authorities. See the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct.

3. You are here to learn and will focus all of your attention on the class during all of each session. **NOTE:** Students sometimes have the view that entering and leaving the classroom at will is acceptable. It is disruptive to the instructor and to the people around you. **You may NOT leave the room during class for any reason.** Plan your bathroom/snack/phone breaks for outside of class time. If you need to leave, *do not return* during that class period, and you will be considered absent from class that day. The only exceptions are those with documented medical needs, which you must communicate to me at the start of the semester.

**FAIR WARNING**

**USING ELECTRONIC DEVICES:** For the duration of class all electronic devices – including laptops – will be turned off, put away, not handled or used in any manner without my express permission.

**PENALTY for use of ANY unauthorized electronic device:**

**1st offense: Loss of that day's participation points.**

**2nd offense: Loss of half a letter grade for the course.**

**3<sup>rd</sup> (& each subsequent) offense: Loss of an additional letter grade.**

The presence of electronics in the classroom distracts you, those around you, and the instructor. It reduces our sense of community as a class. In addition, research has found that students distracted by electronics earn significantly lower grades.

*You are expected to take class notes in longhand.* According to a UCLA study, students taking notes in longhand perform significantly better on exams than those who use computers. Their findings were featured in the *Journal of Psychological Sciences*. (Read about it at <http://chronicle.com/blogs/wiredcampus/taking-notes-by-hand-benefits-recall-researchers-find/51411>)

4. You can and will attend all classes.  
Your input is valuable to your classmates, to the instructor, and to your learning. You cannot participate if you are not present.  
We will start promptly; be on time. Expect the class to last the full period.  
Class time is NOT a review of the textbook. You are expected to have thoroughly read and understood the text *before* attending class. Lectures will elaborate and add to the course material; we will also conduct numerous activities to improve your understanding and your communication skill.  
If a class is missed, you are responsible for getting any notes *from your classmates*. Most handouts and major announcements made by the instructor will be posted on the class Blackboard.  
Makeup exams or deadline extensions will be considered **ONLY** for those who prior to or immediately *upon return to class* provide extensive written documentation of severe illness, or death in the *immediate* family. Regularly scheduled doctor [or other] appointments do NOT constitute an emergency situation. Final deadline for providing documentation, and arranging makeup work, if allowed, is two weeks following your return to class. No assignments can be turned in after the final class session.  
This is NOT an online course and failure to attend regularly and consistently will result in me asking you to drop the course.  
See the “Participation” section for additional information on attendance.

5. You will maintain high standards of personal civility.

What you learn in this class is highly relevant to today's workplace and marketplace. We will model ourselves on standards of behavior reflecting professionalism and respect. This means foul language is not appropriate. Actions or materials that are in poor taste are not appropriate. For a detailed discussion of expected standards, see the Student Conduct section, below.

6. You will maintain the highest standard of academic integrity.

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus, instructors in the College and School do not tolerate cheating and plagiarism.

Academic honesty is expected of all students in all examinations, papers, speeches, presentations, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Note that plagiarism is intentionally *or unintentionally* using another's work (including wording, phrases, or original ideas) without giving the person proper credit. This includes representing anyone else's words as your own. Exact words can be used **ONLY** in clearly attributed quotes. Individual assignments must be your work and solely your work.

Also, "self-plagiarism" is not allowed; in no case may you use material you have produced in another class or context without express *written* permission from me. Even within the class, each assignment must be new; *you may not duplicate graded material across assignments*.

Instructors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: assigning a grade of XE ("failure through academic dishonesty") to the student, advocating the suspension or expulsion of the student from the College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken.

**Remember, any academic dishonesty in this course will result in failure of the course**, and could also lead to disciplinary action by the college or university. Unfortunately my personal patience for such things has been far exceeded. I will have no hesitation at all about failing you.

**Participation:**

Attendance will be taken during every class period. You are expected to be in class, to be on time, and to be well prepared.

You will be allowed two absences – which in a night class is two-halves, or one class. Each subsequent absence will result in a 10 point deduction per half, **twenty points per evening**, from your final point total. Lateness and leaving early can also lower your points.

The exception to this is if you provide official documentation proving a legitimate reason for missing class:

- If you are too ill to come to class to take an exam or participate in your group presentation, you must have a signed and dated document from your doctor saying you had to miss the exam/presentation (on that particular day) because of your illness.
- If you miss class because of the death of a loved one, you must provide documentation as requested by your instructor.

- If you will miss class because of the observance of a religious holiday, please let me know at the start of the semester.
- If you are active in University-sponsored events (athletic teams, debate, etc.) you must supply the appropriate school-provided documentation.

I reserve the right to determine what qualifies as a legitimate reason for missing class and/or as acceptable documentation.

Please note that group presentations *must* be given on the assigned dates. If a student is late or absent, the group must still make the presentation. Additionally, being absent on a day that an assignment is due does NOT mean you can turn the assignment in late.

Exams are given *only* on the assigned dates. If you are absent on an exam day, you will not be able to make-up the exam unless your absence is promptly and properly documented.

### **Blackboard:**

Several aspects of this class will be conducted online through the course Blackboard. To succeed in this course it is essential that you have regular and reliable online access to Blackboard, that you be familiar with and able to use the Blackboard system, and that you regularly (i.e., daily) check the Announcements in the course Blackboard. Announcements are in chronological order and appear when you open the course site.

**Course Contact:** Periodically, I will post announcements and/or send out individual and class emails with updated information about the class. All email sent via Blackboard is automatically sent to students' asu.edu accounts. Therefore, you must regularly check your ASU email. Of course, you can forward your ASU email to another account if you wish. Note, though, that ASU has good firewalls. It's best to use your ASU email to contact me. Email from accounts other than your ASU account may not reach me.

**Deadlines:** *Deadline for all online assignments is 11 p.m. on the due date.*

“Computer problems” do *not* excuse late work. It is your responsibility to be certain that your available computer and software are compatible with Blackboard, and to do this well ahead of any assignments being due. In general, you should prepare your work and submit online assignments *at least one day ahead* of deadline. Penalties will apply to all late work unless *advance* arrangements have been made with the instructor.

If you have computer problems using Blackboard, *do NOT* contact the instructor for help. If you have computer/internet or Blackboard-related problems, you should immediately contact 1-855-278-5080 or visit the My ASU Service Center ([my.asu.edu/service](http://my.asu.edu/service)) to get personalized support through 24/7 live chat or by submitting your request online. You can also get computer assistance week days by visiting the technology studio next to the main entrance at the Computer Commons.

**IMPORTANT NOTE:** Computer, Internet, Blackboard, printer, and life-related problems happen every day, and they are almost always unexpected and seemingly beyond one's control. Be prepared by submitting your assignments *early*.

**General Course Questions/Connecting with your classmates:** The Blackboard button called Hallway Conversations is the place to post questions, raise issues, and make suggestions. Because Hallway Conversations is an open forum – all students can see what goes on there – you can benefit from what others have to say, and you can participate in the conversation.

- You must subscribe to this Forum right away to avoid missing important course information. By subscribing, you'll receive an email notice when questions or answers are posted.
- Put the subject matter of your question/comment in the reference line of your post so that everyone can use this as a resource for future reference.

If you have private issues or concerns, feel free to email me directly.

### **Writing Requirements:**

The required format for all papers is .rtf, .doc or .docx, NOT .pdf, etc. If you use the SAVE AS feature to change the file type, be sure to check the document before you submit it. All papers must be typed in black 12-point Times Roman font, double-spaced (except as directed) and have one-inch margins. [NOTE: Your computer default setting may not be 1". Reset it, as needed. Contact the ASU Helpdesk if you need assistance.] Any citations must be formatted in APA (American Psychological Association) style.

Grading will be based on:

- meeting ALL of the defined requirements.
- clarity of expression.
- quality of reasoning (logical, consistent, sufficient).
- mechanics (good writing, spelling, grammar, APA style, proper formatting, etc.).

In keeping with our emphasis on professionalism, correct spelling and grammar are required on all assignments. There are invaluable resources available to you, including The Writing Center (<http://studentsuccess.asu.edu/home/writingcenters>). Grades on poorly written assignments will be lowered substantially. If you have ANY doubts about your writing abilities, I strongly suggest that you seek assistance. Students whose work does not meet acceptable standards may be required to document their use of the Writing Center for *each* assignment.

Individual papers must be your work and solely your work. Also, "self-plagiarism" is not allowed; in no case may you use material you have produced in another class without express *written* permission from me. Note that duplicating your own material from one assignment to another is also self-plagiarism. You may expand on *ideas* from one assignment to another, but do NOT cut and paste material. [See the discussion on Academic Integrity.]

### **Submission Policy:**

All in-class work is due at the BEGINNING of the class period on the designated day and as scheduled on Blackboard by 11 p.m. on the due date. No late work will be accepted without *advance* arrangements made with the instructor. Computer problems are *not* an excuse for late work. Late assignments lose 10% per calendar day. All "excuses" must be sufficiently documented. Presentations generally cannot be rescheduled.

**IMPORTANT:** Each time you submit an assignment through SafeAssign, *verify that your paper was submitted correctly*. To do this, go to the Grade Center. If you see an icon in the space where your grade will be, then your assignment was successfully received. It is your responsibility to verify this PRIOR to the deadline as no assignments will be accepted and graded that are not successfully submitted through SafeAssign. Submitting the "wrong" paper and/or in the wrong SafeAssign file will result in a lower score.

- I do not accept e-mailed assignments as a substitute for the SafeAssign submission.
- In emergency situations, e-mailed assignments may be accepted *in lieu of a hard copy* with advance permission ONLY, and will incur a 5% penalty *in addition* to any penalties for lateness.
- Papers will not be graded until a copy is submitted to SafeAssign.

## Grades Based on Individual Performance (550 points)

### Quizzes (90 points)

The class will include 10 online quizzes, which are open book and cover the readings. The nine best scores will count, the lowest score will be dropped. In most cases these reading quizzes will be due PRIOR to any lecture or class discussion. The quizzes are done online, and can be found under the *QUIZZES* tab in Blackboard.

Each quiz (or pair of quizzes) is worth 10 points. They include multiple-choice and true/false questions. You will be allowed two attempts on each quiz. Your highest score will count for each quiz. Deadlines for the quizzes are absolute.

IMPORTANT: The Course Quiz is due the first week of class.

### Exams (300 points)

You will have a mid-term (100 points) and a final (200 points), both taken in class. Exams cover ALL class material, including readings, lectures and discussions. Both exams will have multiple-choice and true-false questions; the final may include essay questions.

See the Course Calendar for the final exam schedule. It will be taken in our classroom and CANNOT be taken at any other time.

#### LATE ARRIVALS:

No student will be permitted to take an exam if he or she arrives late to the exam and any other student, having seen or finished the exam, has left the room. Parking trouble or other transportation problems are not acceptable excuses. Be sure to arrive on campus well before the start of class. Late students will receive a zero for the exam.

### Written Evaluations (120 points)

As a result of taking this course, you will have a collection of assignments documenting the development of your understanding and application of small group process. These can be an important tool for you in future job applications and interviews, because demonstrated skill in working in groups and teams is highly valued in today's marketplace.

Each evaluation will be based on a specific topic(s). Information related to the evaluations are posted under the *ASSIGNMENTS* tab on the Blackboard site. You will need to use material from the text, lectures, and your personal experience in the group to answer the given questions. Tie each topic to relevant issues facing you and the group. This means reacting to the issues, resolved/unresolved problems, your feelings about the group, your role, and the roles of other members, task versus social dimensions, cohesiveness, progress on task, etc. BE SPECIFIC. The purpose of your evaluations is to apply small group theory to what you are experiencing as a group member.

Only the instructor has access to your evaluation unless you choose to share it with others. You can be as creative as you want, as long as you fulfill the basic criteria.

All evaluation entries should be typed, double-spaced in 12-point font with 1" margins and **submitted through SafeAssign no later than 11 p.m. on the due date**. See the course calendar for due dates.

#### Evaluation #1: 30 points

You will write a 400-500 word paper based on the following questions: What are your experiences in small groups? (Think across a variety of contexts, such as friends, family, work, classmates.) Have your experiences been positive or negative? Assess your current strengths and weaknesses in working in small groups. What knowledge or skills do you anticipate would help you to work more effectively in small groups?

Evaluation #2: 30 points

You will write a 400-750 word paper based on the following questions related to your group experience: What is working well? What is getting in the way? What can you do to improve the performance of the group?

Evaluation #3: 30 points

You will write a 400-750 word paper based on the following questions: If you could start this project over again, what would you do differently and why? What would you keep the same and why? What is the most important lesson you learned this semester and why was it important?

Evaluation #4: 30 points

You will write a 400-750 word paper pertaining to your experience with your virtual group by answering the following questions: How was this group both different from and similar to your face-to-face group? What were the biggest challenges and how did your group overcome them? What advice would you give to someone about working in a virtual group like this?

**Group Project Peer Performance Evaluation (40 points)**

For the group project, you will be evaluated by your fellow project group members on your performance. If you fail to complete the peer evaluations on your fellow group members, you will receive a 0 for the assignment, regardless of the feedback from your peers. Scores are averaged on a 5 point scale.

**Grades Based on Group Performance (250 points)**

You will have the opportunity to participate with a group of peers on a project. To be the most effective group, you will be required to meet outside of class. These meetings will be arranged by your group. It is not unusual for groups to meet weekly or more often at times during the course. Each group assignment involves a group effort and each member will receive the same grade. Detailed instructions will be provided.

**Proposal for Group Project (50 points)**

Select, plan and carry out AS A GROUP a project worthwhile to the community. This must include direct, face-to-face contact with the public/community, and all group members must participate *at the same time, working together* in the project.

How can you determine if your proposed project is “worthwhile to the community”? Ask yourself if this is work you would be proud to discuss when you were applying for a job with a major corporation. If not, find another project.

It is assumed that some advance research will be necessary to create your proposal. One source of possible projects is the ASU Changemaker Central; <https://changemaker.asu.edu/>.

Your proposal should include:

- Overall group goal
- Specific proposal to achieve goal
- Projected necessary steps
- How the steps will be assigned and carried out (*including* preparation for the group presentation and group paper).
- Approximate time-frame for completion of each step

Careful preparation of this proposal makes it significantly easier for your group to complete your project successfully.



Your proposal should be primarily in paragraph form, typed, not more than three pages, with sufficient specifics to convince the instructor that the project is both worthwhile and can realistically be carried out within the time constraints of the course. If it does not sufficiently meet these criteria, you will be required to adjust your proposal accordingly.

It is possible that in carrying out your project, your group may need to deviate somewhat from the approved proposal. If significant changes are necessary, you must notify me immediately.

### **Group Project Presentation (100 points)**

Each group member must participate in this presentation. The presentation will receive a grade, which will go to all members. However, any member absent for a presentation will receive two grades lower than the group for the presentation.

The project presentation will cover

- The social need that this project, and/or event, and/or organization fills.
- The history of your project, and its outcome.
- An insightful analysis of how your group functioned, according to the terms and concepts in your textbook and class discussions.

You will be graded on the success of your group in carrying out its goal for the presentation and the quality of the presentation itself in conveying this information to your audience. The time limit is 10-15 minutes with an additional 5 minutes for questions (a total of 20 minutes *maximum*).

**NOTE:** Except for a documented illness, members who did not participate fully in the project itself will receive a *minimum* of two grades lower than the group for the presentation. Consequently photos documenting the group's project must be part of your presentation. (At some volunteer locations – such as abuse shelters – photographs may not be permitted. Discuss photo alternatives with your instructor **PRIOR** to carrying out your project.)

### **Group Case Study Paper (100 points)**

The purpose of the group paper is to analyze the history and dynamics of your group over the semester (including each member's role, your project, and your presentation), relating all to the concepts and ideas learned in this course. Consider the group's goals, how successfully they were achieved (or not), and the communication factors that affected the process and outcome. Insights from your individual evaluations should help in your analysis of the complexities of group interaction and the relationship between small group theory and practice.

You are expected to cogently demonstrate your command of the course material. The paper will be evaluated in terms of your ability to apply the concepts of communication to the behavior of the group and its members. *Make explicit connections* between the course content and your observations.

The group process paper must be entirely a *collaborative* effort. You will **NOT** fulfill the assignment if you simply divide the paper into areas to be covered by different group members.

Your group paper will be graded on the thoroughness of your analysis, relevant and accurate application of course material, and grammar/spelling as well as meeting APA guidelines. The paper should be five-seven typed pages. This will require you to write concisely and effectively – a skill much valued outside academics. Both the proposal and the paper will be submitted through SafeAssign.

**Grading:**

|  |                   |
|--|-------------------|
| • Quizzes (9 of 10 counted)<br>10 pts. ea. | 90 points         |
| • Mid-term                                 | 100 points        |
| • Final Exam                               | 200 points        |
| • Evaluation #1                            | 30 points         |
| • Evaluation #2                            | 30 points         |
| • Evaluation #3                            | 30 points         |
| • Evaluation #4                            | 30 points         |
| • Project Proposal                         | 50 points         |
| • Project Presentation                     | 100 points        |
| • Case Study Paper                         | 100 points        |
| • Peer Performance Review                  | 40 points         |
| • Negative Attendance Points               | NO LIMIT          |
| <i>TOTAL</i>                               | <i>800 points</i> |

**Grading Scale**

| <u>Grade</u> | <u>Points</u> |
|--------------|---------------|
| A+           | 792 - 800     |
| A            | 744 - 791     |
| A-           | 720 - 743     |
| B+           | 696 - 719     |
| B            | 664 - 695     |
| B-           | 640 - 663     |
| C+           | 616 - 639     |
| C            | 560 - 615     |
| D            | 480 - 559     |
| E            | 0 - 479       |

**IMPORTANT NOTE:** I do not “give” grades. Grades are *earned* based on individual and group performance over the semester. Individual graded assignments do not determine your final grade. Consistent work over the entire semester is totaled to determine a final letter grade based on points earned. Thus, the point breakdown listed here will be strictly followed; points are NOT “rounded.”

You may be tempted to skip assignments that appear to have a small point value. Be aware that each 0 score creates a major drag on your potential points for the course, and those deficiencies quickly add up.

**GRADE CHALLENGES:** Grade challenges must be submitted to the instructor in writing *within one week*. This INCLUDES issues related to whether an assignment was properly submitted online. It is YOUR responsibility to be certain that all your online submissions are done properly and on time.

**Feedback:**

I welcome feedback about the course. If we wait until university evaluations at the end of the semester, I cannot make changes that will help you. I regularly ask the class for feedback. Please share your thoughts with me in a collaborative manner during the semester. You can make suggestions in class, with me privately during office hours, or via email.

**Team Conflict and Instructor Intervention:**

Conflict is a normal and inevitable part of group development. Occasionally, teams are confronted with a significant amount of conflict that requires instructor intervention. In these instances, I will be available to intervene in the form of facilitator to discuss group issues and (re)establish group goals. This is not an

invitation to seek assistance for every group conflict, but rather an option if no other processes to alleviate group conflict are successful. Generally, the process is as follows:

1. Inappropriate behavior that undermines group behavior is observed.
2. The group member is approached by the group (or by a specified individual) to discuss the issue.
3. If inappropriate behavior persists, the group documents and signs a form that outlines the issue, expected future behavior, and ramifications if behavior is not improved. A copy of the document is provided to the instructor.
4. If no change, the instructor steps in as a last resort to facilitate a group discussion regarding the issue and expected changes.

If severe enough, a group may fire a non-productive member of the group by taking a vote (simple majority), drafting a letter of grievance to me and copying that student on the letter, and finally conducting a meeting with the member and me. The instructor reserves the right to overrule a group decision at any time. The fired member will not be given an alternate group assignment, but may ask other groups if they can join their group. Groups must attend to all steps as outlined above before action will be taken.

### **Disability Service:**

Students needing accommodations in this course due to disabilities must be registered with the Disability Resource Center (DRC) before requesting accommodations. Please contact me at the beginning of the semester, as I will be more than willing to make the necessary arrangements. The DRC is located on the first floor of Matthew's Center. They can be contacted at <http://www.asu.edu/studentaffairs/ed/drc/>. They can also be contacted at 480-965-1234 (voice)/480-965-9000 (TDD).

### **Student Conduct:**

The Hugh Downs School of Human Communication strives for a classroom climate that is comfortable for all. In a communication class, it is especially important that we...

- display respect for all members of the classroom – including the instructor and students;
- pay attention to and participate in all class sessions and activities;
- avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and
- avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.

This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced each time you engage in these sorts of behaviors.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>). This includes students who are verbally or physically aggressive towards the instructor or another student before, during, or after class. As noted in this document, "An instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor." In cases where disruptive behavior does not warrant removal from class, at the instructor's discretion a student's final grade will be lowered by 25% instead.

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (<http://students.asu.edu/srr/code>) as well as the ACD 125: Computer, Internet, and Electronics Communications (<http://asu.edu/aad/manuals/acd/acd125.html>).

**Important Caveat:**

I reserve the right to update or change portions of this syllabus in order to make the course a better experience for everyone. This may be in response to suggestions from students, from my own observations, or as the result of requirements by the School, College, or University. Changes will be announced in class and posted on the course Blackboard site.