

Communication Studies 4113

Fall 2016

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Teaching Schedule:
CMST 4201—Mondays 10:30-11:20 AM
CMST 2064-03, MWF 12:30-1:20 PM
CMST 2064-04, MWF 1:30-2:20 PM
CMST 4113-01, MWF 9:30-10:20 AM

Office Hours: Mondays—8:30-9:20 AM; 11:30-12:20 PM;
Wednesdays and Fridays—10:30-12:20 PM

Textbook:

Required: Northouse P.G. (ed.) 2016. *Leadership: Theory and Practice* (7th edition)
Sage: Los Angeles

HBR's 10 Must Reads On Teams (2013) by Harvard Business Review (\$18.54 on Amazon Prime)

Hunter, J.C. (2004). *The World's Most Powerful Leadership Principle*; Crown Business: New York (\$16.62 on Amazon Prime)

Course Objective:

The purpose CMST 4113 is to help students develop a deeper understanding of team communication and leadership concepts. Building off the basic concepts discussed in CMST 2064, this class will look closely at theories about team communication and leadership. Through class discussion, we will examine a variety of issues faced while working in teams and leading others.

Service-Learning Description:

This section of CMST 4113 will be taught as a service-learning class. Bringle and Hatcher (1995) describe service-learning as “a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, and a broader appreciation of the discipline, and an enhanced sense of civic responsibility”.

We will be partnering with the LSU Student Food Bank. More information about the service-learning component of the class follows.

Student Requirements:

Laptop policy: To help students avoid the temptation of checking Facebook, email, surfing the web, and all the many other distractions the web provides, students will not be allowed to take notes on laptops (with the exception of those students working as a

note taker for a classmate with a letter from ODS). Except for specific days, laptops in class will not be necessary.

Additionally:

- *Refrain from* talking on the cell phone, checking email, text message, or other similar behaviors; if you do so, you will be asked to leave class for the day.
- *Refrain from* sleeping in class; if you do so, you will be asked to leave class for the day.
- *Refrain from* doing crossword, reading the newspaper, or other similar activities; if you do so, you will be asked to leave class for the day.
- *Do observe* general norms of common courtesy, including (but not limited to) listening to fellow students, respectfully discussing issues of disagreement, and refraining from talking when others are talking, and not attending class when “impaired”. Failure to conduct yourself in a respectful manner will result in your being asked to leave class for the day.

Notes: Lectures will frequently include material that is not in the textbook. You will be expected to know this material for the exams and assignments. This is another reason you need to attend class on a regular basis; again, your grade will suffer if you miss these notes and do not have the information for the exams and assignments.

Exams: Two exams will be given during the semester, a mid-term exam, worth 100 points, and a final exam, worth 100 points. The date of exams are listed on the course schedule.

You **must** take your exam on time unless you are traveling with a university-sanctioned organization or have a major health or family emergency. Major emergencies include severe illness, hospitalization, or death in the family. Medical conditions such as a cold or a headache are not sufficient reasons to postpone an exam. The common excuses of having airline reservations prior to or work scheduled during an exam time are *not* acceptable grounds for taking an exam early. Please make appropriate arrangements now, while you still have months to plan.

If you need to reschedule an exam due to illness, you must receive my approval **prior to** the time of the exam (unless, of course, you are medically incapacitated). Furthermore, for any rescheduled exam, you must provide written documentation of the authenticity of your excuse.

Student honesty: Plagiarism is a completely unethical and unacceptable practice that will not be tolerated on any level. It is an egregious offense to the owner of the material that has been plagiarized, as well as a dishonest form of communication to the audience of a plagiarized piece of work. The University’s Code of Student Conduct defines “academic misconduct” as including, but not limited to “cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student” (LSU’s Code of Student Conduct, section 5.1, found on Judicial Affairs webpage August 17, 2004).

The penalty for plagiarism or cheating may include failing the assignment, failing the course, or expulsion from the University. All acts of suspected plagiarism will be

investigated and will be handled through the proper University channels.

Assignments:

Daily readings: Each student should read the assigned reading before coming to class. This is imperative to ensure full participation in class discussion. While reading, I urge you first identify the thesis statement; this will help you understand the main point of the chapter/article, and will also guide your reading. Next, as you read, think of questions you have and make notes either on a separate sheet of paper or in the margins of the reading. Also, make notes of ideas you agree or disagree with. Read critically!

Discussion question: It is your responsibility to come to class prepared to discuss each reading. To ensure thorough discussion of readings, each student should come to class with at least one typed discussion question. These questions will be used during class to facilitate smooth discussion of each reading. Obviously this requires that students read each assigned reading before arriving to class. These will periodically be taken up to ensure that each student is prepared for class.

Group discussions: Each group will choose one reading to lead the class in a discussion. For the group discussions, groups should consider things like making connections between different readings, asking about concepts that may be difficult to understand, concepts that groups agree or disagree with (and why), and other important issues raised in the readings. Most importantly, groups should highlight the main concepts of each reading. This includes identifying the thesis statement of each reading, and explaining the most important issues. Every attempt should be made to relate the chapter/article to other examples that students can easily identify with. In other words, think of real world examples to relate to the readings. Obviously, I will offer help and clarification on confusing issues, but I should not be relied on to guide the discussion. If groups need help with the readings before their assigned date, I will be more than happy to meet with each group during my office hours.

In-class writings: Throughout the semester, in-class writing assignments will be required. For each writing students will be asked to synthesize and make connections between concepts discussed in class.

Service-learning project: Each group will have a semester task in which the group is responsible for the organization and implementation of a project that will benefit the LSU Student Food Bank. Details of the projects will be provided in class and posted on Moodle. In addition to the group project, each student will be required to work in the LSU Food Bank throughout the semester—hours to be determined. Additionally, each student is required to participate in the group project.

Group participation: Groups are inherently interdependent in nature; this means that that the actions of one group member impacts the entire group. Much of the work done in this class will be done in your groups and will require the full participation of all the group members. Unfortunately, this does not always happen in groups, as many students have realized due to negative group experiences. One group member may have trouble delegating tasks, takes control, and does most of the work. Another group member may slack off, not contribute to group quizzes or group meetings, knowing that

the others will pick up the slack. Other numerous problems may occur. All of these problems have negative impacts on groups. In an attempt to ensure that the semester grade adequately reflects the amount of group participation a student has done, I will ask each student to rate his/her fellow group members on a scale of 1-25 at the end of the semester, along with an explanation for each rating. This is a separate grade from the project group evaluation stated above.

Make up and late policy: I understand that emergencies occur on days when assignments are due and in these situations you should contact me immediately. Either call my office or email me and include your phone number so I can contact you and we can discuss the situation. Be sure to do this immediately so we can make new arrangements for turning in an assignment at a later time. Additionally, you should be able to present valid documentation (doctor's note, etc.) the next time you are in class. If you are able to present a valid university excuse, your grade will not suffer. However, you will not be able to turn in an assignment late without a valid university excuse.

Students cannot make up pop quizzes or other in-class assignments regardless of the reason for the absence, including excused absences.

Late work not associated with an *excused* absence will only be accepted until the end of the next class period after the original assignment due date; additionally, the student's grade on the assignment **will be penalized 25% for tardiness**. Assignments will not be accepted after the next class period following the original due date; the student will receive a "zero" for the assignment grade. **Emailed assignments will not accepted.**

Disabilities:

The Americans with Disabilities Act and Rehabilitations Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive the accommodations letters, **please meet with me as soon as possible to discuss the provisions of these accommodations.**

Grading:

A total of 500 points are available in this class. The following will explain the breakdown of the final grade:

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|-----------------------------|------------|
| 1. Discussion questions | 50 points |
| 2. Group participation | 25 points |
| 3. Group discussion | 25 points |
| 4. In-class writings | 100 points |
| 5. Midterm exam | 100points |
| 6. Final exam | 100 points |
| 7. Service-learning project | 100 points |

A more complete breakdown of the project grades will provided when we begin the project.

I do not post grades on Moodle. You are adults and should be responsible enough to keep track of your own grades.

I do NOT round up grades.

Plus/Minus Grading scale (based on final percentages):

485-500—A+	(97-100%)
465-484—A	(93-96%)
450-464—A-	(90-92%)
435-449—B+	(87-89%)
415-434—B	(83-86%)
400-414—B-	(80-82%)
385-399—C+	(77-79%)
365-384—C	(73-76%)
350-364—C-	(70-72%)
335-349—D+	(67-69%)
315-334—D	(63-66%)
300-314—D-	(60-62%)
Below 299—F	(59% and below)