

SPE 321—Small Group and Team Communication
Final Group Project—Paper Requirements
Due on the Last Day of Class
Worth 300 Points

For this assignment, you are going to work in a group of 4-6. As a group, you and your group members need to think about groups to which none of you belong and that you can easily access during the term (previous examples include, but are not limited to, sports teams here on campus, churches in Klamath Falls, and community meeting groups).

As a group, you will need to coordinate at least 15 hours of observation during the course of the term (obviously, this gets split up; if there are five of you, on average, each of you would observe for about three hours). These fifteen hours need to be documented; for your convenience, I have included a sample time log that you can print out and fill out to document your observation times. *If only one or two members of your group do the observations, then you will not get full credit!!!*

- The first part of the paper involves explaining the group and your observation patterns. What group did you observe? What is the group's purpose? What are the various roles you observed? How did you choose this group? Where did you do your observations? When did you do your observations (days and times; you could even include who observed when)? *This portion of the paper should be 1-2 pages in length.*

You are going to use your observations to analyze the group's communication. You will need to assess the group's communication on the following:

- How does the group converse? To help you in your analysis, you will need to explain at least three conversation analysis principles (reminder: these principles were discussed in the packet we worked with at the beginning of the term), offering at least one outside academic source **for each one (total of three academic sources for conversation analysis)**. You will then analyze the group's conversation, using conversation analysis principles and examples from your observations to explain how the group converses. *This portion of the paper should be 2-4 pages in length.*
- Group communication-wise, what does the group do well? Why do you say so? To help you in your analysis, you will need to explain at least two group communication principles, offering at least one outside academic source **for each one (total of two academic sources for positive group communication)**. You will then analyze the positive aspects of the group's communication, using group communication principles and examples from your observations to explain how the group communicates well. *This portion of the paper should be 2-4 pages in length.*
- Group communication-wise, what does the group still need to work on? Why do you say so? To help you in your analysis, you will need to explain at least two group communication principles, offering at least one outside academic source **for each one (total of two academic sources for "needs improvement")**

group communication). You will then analyze the areas of the group's communication that needs improvement, using group communication principles and examples from your observations to explain how the group needs to improve their communication. *This portion of the paper will be 2-4 pages in length.*

Now, you get to be creative!

- Now that you have completed the analysis, you get to be creative. You have thoroughly examined the problems that the group has and what they know how to do well. You are now going to offer solutions to their problems; ideally, with your knowledge of their strengths, you can offer solutions to the problems that incorporate what the group does well. This will enable you to apply research, personal experiences, and ideas developed in class to overcome the problem(s). Do not limit yourself to obvious solutions—be creative! Take time to discuss and provide rationale for how the solutions you propose could help the group overcome their problem(s). *This portion of the paper will be 2-4 pages in length.*

Note: As a 300-level class, you are expected to follow essay format and present a paper (relatively) free of grammar, spelling, and mechanics issues. As you will see on the rubric, you stand to lose a fair amount of points for such issues. Hopefully, every group has at least one person with strong writing skills; if not, you may want to schedule a visit to the writing center. In addition, it may benefit your group to “buddy up” with another group who can not only proofread your paper but also make sure your analysis holds up (of course, as the buddy, you would do the same for the other group).