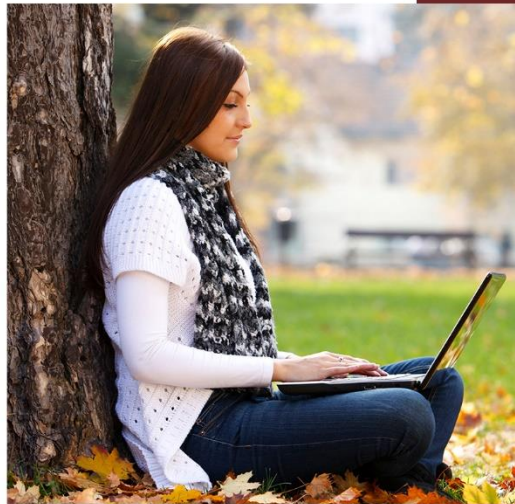
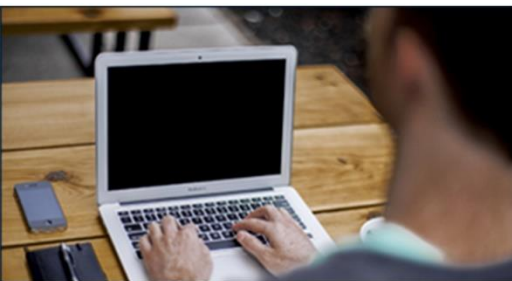


**CONSORTIUM**  
*of Adventist Colleges & Universities*

# SYLLABUS



**COMM 356 Group Dynamics and Leadership**  
**Fall 2020**

# COMM 356 Group Dynamics and Leadership

## Consortium of Adventist Colleges and Universities

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(269) 471-6566

## Part 1: Course Information

### Course Descriptions

Group Dynamics and Leadership is an experiential study of groups in process within organizations for the purpose of problem solving and team building. You will work in teams to plan and complete a service project during the semester.

### Required Text/Material

Engleberg, I. & Wynn, D. *Working in Groups*, sixth edition, Allyn and Bacon, ISBN -13: 978-0-205-02937-2 ISBN -10: 0-205-02937-X

Movie - Twelve Angry Men

**NOTE:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

### Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to approximately 11 hours each week. You will have 2 analysis papers, each chapter AHA discussions, a team-building exercise that you will have to find and video tape, and a major group project that will be due at the end of the semester.

A recommended weekly schedule to divide your time is provided:

Readings: 2 hours  
Lectures: 2 hours  
Chapter AHA Discussions: 1 hour

Working on the final paper: 2 hours  
Team Service Project: 2 hours  
Assignments: 1 hour  
Exams: 1 hour

### **Student Learning Outcomes**

By the end of this course, students should be able to

1. Identify and apply basic group communication principles in a variety of contexts such as:
  - a. Identify, explain and adapt to group developmental stages and their effects on member needs, group norms, and group roles.
  - b. Adapt to diverse group members by demonstrating an understanding and respect for member differences in personality, culture, gender, age, and religions.
2. Demonstrate effective group interaction skills by appropriate communication strategies and skills for managing communication apprehension, enhancing assertiveness and by applying appropriate conflict resolution strategies that will enhance group cohesiveness.
3. Identify and apply group communication strategies and skills that facilitate the achievement of group goals by setting appropriate goals and motivating members to achieve those goals, apply group leadership skills, selecting appropriate procedures for group problem solving and demonstrating the ability to argue effectively and cooperatively.
4. Identify and demonstrate essential group discussion strategies and skills by planning and conducting effective meetings, planning and presenting individual and team presentations, and participating effectively in virtual group meetings and interactions.
5. Explain and apply the principles and practices of ethical communication in a variety of group contexts.

## **Part 2: Course Methods and Delivery**

### **Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, reflections on assignments, journaling, team and service projects, discussions, and two exams. Although this is a self-paced course, your regular participation in the course is essential to good performance.

### **Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable).

### **LearningHub Access**

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Assessment Descriptions

#### 16 Personality Assessment and Results (40 pts)

You and your group are to take this free personality test from the following website [www.16personalities.com](http://www.16personalities.com). Each member of the group is to complete the assessment. Once you have completed the assessment, write up an analysis of your group's results. What did you find out about yourself? Reflect on the similarities and differences of your group members and explain how these differences and similarities will help your group work together successfully.

#### Twelve Angry Men Analysis Paper (60 pts)

View the film *Twelve Angry Men* and write a 2-3-page paper analyzing the group discussion in the film. While watching the film, take notes that include specific examples to illustrate concepts related to group communications. You may want to rent the film from a local video store and view it again as you develop ideas for your paper.

#### Case Studies/Activities (20 pts each)

You are to read the case studies assigned and answer the questions, typed and double spaced between questions. Please make sure you answer in full sentences.

#### Journal (60 pts)

You are to analyze and evaluate all team experiences throughout the time of the course. You will be given specific instructions on how to keep your journal in the module.

#### Team Building Experience/Reflection Paper (100 pts)

You are to Participate in an indoor or outdoor team-building experience. You must find an activity and gather no less than 4 other people to participate with you. Then you are to record the entire day and upload it to Learning Hub. Once you have participated in the team-building experience, you are to write a three-page paper on the team-building experience. In the paper you should provide a **brief** summary of what you experienced and then apply what you have read in the textbook together with what you observed and experienced and write a thoughtful analysis. I'd like to know what you learned about your teammates individually and as a group. Were there any leaders? What role did you play? Did you learn anything about yourself or about the role you play in a group?

**Team Service Project (400 pts)**

Work with a four-to-six-person team on a service project that your team identifies, selects and gains approval from the instructor. Specific instruction for this project is provided on LH. This project consists of three parts as outlined below:

**Team Service Project Activity/Reflection (200 pts)**

You will research and select a group project that will benefit a community group—in your local community. You can check with a ministry in your church like Pathfinders, community service, or at your job, or local YMCA, for example for a project. After completing the project you will write a two to-three-page reflective paper that discusses your feelings about this project, including what was learned about the community, what went well with the project, what could have been improved with the project, and how she/he was affected by doing this project? You will turn in a copy of the hourly log sheet kept for the project, a set of minutes and agenda that you wrote.

**Interim Written Report on Team Service Project (100 pts)**

The components of the report:

- a) Your team-written report on what you've accomplished and what you plan
- b) Your individual report, describing your personal responses to the experience so far.
- c) Agendas, minutes, and forms/assessment instruments you've used in developing your team and your task.

**Team Service Project Presentation (100 pts)**

Your team will have 20 minutes to present the results of your project in front of a camera. Please upload your recording to Learning Hub.

**Final Summary/Evaluation Paper (100 pts)**

A final summary and evaluation of your experiences throughout the term.

**Discussion Forums: Aha's Discussion (10 pts each)**

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

You are expected to read each chapter and from the week's assigned reading, you need to come up with 5 (**five**) "**AHA'S**" (points you found interesting, important, or even confusing). You'll share your "aha's" in the class discussion forum. Next to each aha you must write how you would implement it and explain why it is important to a group.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.



**Rubrics****Discussion Forum Rubric:**

<b>AHA's Grading Rubric</b>					
<b>Criteria</b>	<b>Exceptional</b>	<b>Very Good</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>No Submission</b>
Frequency & Quantity	All AHA's are posted				No Submission
Quality	All AHA's use course terms and concepts accurately, focus on the topic, and show critical thinking.	Majority of the AHA's use course terms and concepts accurately, focus on the topic, and show critical thinking.	Less than half of AHA's use course terms and concepts accurately, focus on the topic, and show critical thinking.	No AHA's use course terms and concepts accurately, focus on the topic, or show critical thinking.	No Submission
Community	All AHA's expand the discussion using examples from reading, Web research, or personal experience as appropriate.	Majority of AHA's expand the discussion using examples from reading, Web research, or personal experience as appropriate.	Less than half of AHA's expand the discussion using examples from reading, Web research, or personal experience as appropriate.	AHA's do not expand the discussion using examples from reading, Web research, or personal experience as appropriate.	No Submission
Citation	All AHA's use accurate citation in APA format where appropriate.	Majority of AHA's use accurate citation in APA format where appropriate.	Less than half of AHA's use accurate citation in APA format where appropriate.	One or more AHA's are plagiarized. <i>[This may be grounds for a zero!]</i>	No Submission
Length	All AHA's are a reasonable length 5 or more ideas	Majority of AHA's are a reasonable length 4-5 ideas	Less than half of AHA's are a reasonable length 2-3 ideas	Less than 2 AHA's fail to meet assignment expectation.	No Submission

**Reflection and Analysis Paper Rubric:**

<b>Reflection &amp; Analysis Paper Rubric</b>				
<b>Grading Rubric</b>	<b>Exceptional</b>	<b>Very Good</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
Focus/Quality	Clear and full development of thesis, concepts are accurate, focus on the topic, shows critical thinking.	Competent and well developed thesis, thesis represents sound and adequate understanding of assigned topic.	Thesis is weak, unclear, too broad, ideas are simple, with no sense of purpose.	Lacks a thesis, no critical thought to the ideas represented.
Ideas, Support, Evidence, Organization	Consistent evidence with depth of ideas, ideas work together, main points are sufficiently supported with evidence, organization is appropriate to assignment.	Ideas supported sufficiently, support is sound, valid and logical, competent organization.	Attempts to organize ideas are limited, support of ideas is lacking, need pull ideas together smoothly.	Ideas lack structure, absence of support for main points.
Mechanics and Presentation, Citation	Virtually free of punctuation, spelling, and grammar errors, appropriate format for the assignment. APA style used for citations correctly.	Contains occasional punctuation, spelling, and grammar errors. Few formatting errors. APA style used for citations tried and used consistently.	Contains several punctuation, spelling, and grammar errors. Shows lack of proofreading. Formatting is inconsistent. APA style used for citation sparingly.	Frequent errors in punctuation, spelling, and grammar. No format used. APA was not used for citations.
Length	Fulfills assignment			Does not fulfill assignment

## Exams

There are two exams in this course. The midterm exam covers material from chapters 1-5, is made up of multiple-choice and true/false questions and worth 100 points. This exam is an open book exam. You will be allowed 60 minutes to take this exam. The final exam covers material from chapters 6-11, is made up of multiple-choice and true/false questions and worth 100 points. This exam is an open book exam. You will be allowed 60 minutes to take this exam. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

## Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Weeks	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24 - 27	Introduction & Orientation Chapter 1: Introduction to Communication	Writing Expectations Syllabus Schedule Videos 1-4 Ch 2: Group Development	AHA's Discussion Ch. 1 <b>Create your Groups</b> of at least 4-6 members (could use a Church, group, work group, family group, etc including yourself) Upload group member list to LH <b>Due Thursday, Sept 3, 11:55pm</b>	SLO1
2 Aug 28 – Sept 3	Chapter 2: Group Development	Ch 11: Planning and Conducting Meetings	AHA's Discussion Ch. 2 Journal Entry 1 16 PF Assessment and Results Service Project Ideas	SLO1
3 Sept 4 - 10	Chapter 11: Planning and Conducting Meetings	Ch 3: Group Membership	Ch. 11 Activity – Planning and Conducting Meetings AHA's Discussion Ch. 11 Journal Entry 2 Choose and submit team service project	SLO1,2
4 Sept 11 - 17	Chapter 3: Group Membership	Ch 4: Diversity In Groups	Ch. 3 Activity – Sorting the Symptoms AHA's Discussion Ch. 3 Journal Entry 3 Team Building Exercise Video	SLO2

Weeks	Lessons	Readings	Assignments	Outcomes Met
5 Sept 18 - 24	Chapter 4: Diversity in Groups	Ch 5: Group Leadership	AHA's Discussion Ch. 4 Journal Entry 4 Team building Experience/Reflection Paper Work on your service project	SLO1,2,3
6 Sept 25 – Oct 1	Chapter 5: Group Leadership	Ch 6: Verbal and Nonverbal Communication in Groups Ch 7: Listening in Groups	Ch. 5 Activity – Select a Leader AHA's Discussion Ch. 5 Journal Entry 5 Interim Written Report Work on your service project	SLO3
7 Oct 2 - 8	MID-TERM EXAM Chapters 1-5, 11 Multiple Choice, Fill in the blank, True and False			
8 Oct 9 - 15	Chapter 6: Verbal and Nonverbal Communication in Groups Chapter 7: Listening in Groups	Ch 8: Conflict and Cohesion	Ch. 6 Activity – Everyone Knows What I Mean AHA's Discussion Ch. 6 AHA's Discussion Ch. 7 Journal Entry 6 Work on your service project	SLO4,5
9 Oct 16 - 22	Chapter 8: Conflict and Cohesion	Ch 9: Structured and Creative Problem Solving in Groups	AHA's Discussion Ch. 8 Journal Entry 7 Watch Movie: Twelve Angry Men and write an Analysis Paper Work on your service project	SLO2,3,5
10 Oct 23 - 29	Chapter 9: Structured and Creative Problem Solving in Groups	Ch 10: Critical Thinking and Argumentation in Groups	AHA's Discussion Ch. 9 Journal Entry 8 Work on your service project	SLO2,3,4,5
11 Oct 30 – Nov 5	Chapter 10: Critical Thinking and Argumentation in Groups	Ch 12: Technology and Virtual Groups	AHA's Discussion Ch. 10 Journal Entry 9 Ch. 10 Case study Continue working on the service project	SLO2,3,4,5
12 Nov 6 - 12	Chapter 12: Technology and Virtual Groups		AHA's Discussion Ch. 12 Journal Entry 10 Ch. 12 Case study Service project is due by next module	SLO1,2,3,4,5
13 Nov 13 - 19	Service Project Final Summary/Evaluation Paper Wrap Up	Closing Video	Team Service Project Activity/Reflection Team Service Project Presentation Final Summary/Evaluation Paper	SLO1,2,3,4,5
14 Nov 20 - 26				
15 Nov 27 – Dec 3				
16 Dec 4 - 10	FINAL EXAM Chapters 6-10, 12: Multiple Choice, Fill in the blank, True and False (Needs to be completed by Wednesday, December 9, 11:59pm)			

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.



## Part 4: Grading Policy

### Graded Course Activities

Points	Description
40	16 PF Reflection
60	Journal
60	Movie Analysis-12 Angry Men
120	AHA's Discussions
120	Case Studies/Assignments
100	Team Building Experience Video & Reflection Paper (50 pts each)
400	Team Service Project (Activity/ Reflection 200 pts; Interim Written Report 100 pts; Oral Video Presentation 100 pts)
100	Final summary Evaluation Paper
200	2 Exams: Midterm and Final (100 pts each)
1200	Total Points Possible

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/webimsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

**Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

**Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

**Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

**Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.