

UNIVERSITY OF THE INCARNATE WORD

UIW Online

ADED 6388: Effective Teams and Groups

Course Outline, Fall II 2016

Instructor: Dr. Norman St. Clair | Mobile Phone: (972) 244-3318 (ok to text) | Office Location, GB Suite 149 | E-mail: stclair@uiwtx.edu

Catalog Description:

An examination of and the consequent development of those skills necessary for facilitating learning in order to increase productivity in task-oriented groups of adults. Issues, problems, and concepts frequently encountered are addressed, as well as with possible solutions.

Context:

A course for master's students interested in working with adult groups.

Course Overview:

This course may address the following topics within a semester: Importance of groups and group dynamics; concepts, issues, and problems encountered when working with adult groups; development of skills and strategies used in working with adults in groups; possible solutions for problems with adult groups and dynamics; exposure to various group theorists and the application in diverse contexts.

IMPORTANT "DROP COURSE" INFORMATION: It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There will not be a university-initiated drop for non-participation. If you do not plan to attend, you must drop your courses by Friday at 5pm of the first week of the term to be within the 100% refund period. Please submit your drop to <http://online.uiw.edu/course-drop-form> **A \$50 administrative fee is applied for all drops from courses offered through UIW Online.**

ARMY Students using tuition assistance must drop their course(s) through **GoArmyEd**. **Active duty military students do not get charged a drop fee.**

Required Textbooks:

Levi, D. (5th ed). Group dynamics for teams. Thousand Oaks: SAGE.

Course Outcomes:

Upon completion of the course, students will be able to

Demonstrate knowledge of theories of group dynamics

Integrate various properties of groups into a meaningful theoretical framework

Exhibit skills in applying social-psychological principles to real-life situations

Exhibit objectivity in the analysis of individual and group behavior

Express increased awareness of one's personal relationship to groups

Assessment:

The objectives will be assessed with:

Group discussion and presentations; readings and film analyses

Group discussion and presentations

Group experience; naturalistic observations

Group experience and discussion; peer and self-evaluation

Group discussion; reflection and analysis.

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Weekly Assignments

Weekly Discussion: Each week you will be asked to each start a discussion thread based on the assigned readings and additional video, or written material. Consider this to be discussion time as if you were in a traditional classroom. You are also asked to provide at least two responses to the postings from me and from your classmates. A posting of “I agree” does not suffice, so be sure you post thoughtful and informed responses. If you post anything based on factual information, then you will be required to provide a parenthetical citation next to your comment (in other words, how do you know what you know). Ask questions, respectfully disagree, and bring your own experience into the discussion (**see course schedule**).

Weekly Annotated Assignment Report Format:

Each week, you will be expected to provide an annotation report for this week's chapter reading assignments (5-8 pages). Please draft your assignment on one Word or .pdf document and upload to this assignment link. Also, please do not write or paste your work in the message area. All assignments must be uploaded as a Word or .pdf document. Thank you.

1. What did you learn (key chapter highlights/concepts)? Summarize the main themes within each assigned chapter and integrate these themes within this annotation report. The first section should simply identify the main themes.
2. The second section should integrate the main themes among the chapters. What do they have in common (tip: read the chapter objectives as a beginning framework)? Do you see any connections with previous chapter readings? Explain. What is your takeaway?
3. The final section should take what you learned from the readings and make direct connections with the videos and instructor notes. Are there clear connections? What are they?
4. The final section is a conclusion. Summarize your report and offer a final statement that explains how you see yourself applying these new insights within the context of your learning and/or profession.

End of Term Annotated Assignment Report Format:

At the end of the semester, you will be required to write a comprehensive report on all of the chapter readings, videos, class discussion (5-8 pages). Please draft your assignment on one Word or .pdf document and upload to this assignment link. Also, please do not write or paste your work in the message area. All assignments must be uploaded as a Word or .pdf document. Thank you.

1. What did you learn (key book section highlights)? Summarize the main themes within each part/section of the textbook and integrate these themes within this annotation report. The first section should simply identify the main themes.
2. The second section should integrate the main themes among book parts/sections. What do they have in common (tip: read the chapter objectives as a beginning framework)? Do you see any connections with previous chapter readings? Explain. What is your takeaway?
3. The final section should take what you learned from the readings and make direct connections

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with the videos and instructor notes. Are there clear connections? What are they?

4. Offer conclusion section that provides a summary, reflection, and discussion. How will you apply this learning in your professional life? Has this course changed your views on teams and groups? What impact does this course have on your leadership style?

Assessment (note: all assignments must be submitted on due date – late assignments will be reduced by 15%)	
Discussion Forum Postings	1/3 of grade
Weekly Annotated Assignment Reports	1/3 of grade
End of Term Reflection Assignment	1/3 of grade
Total	100%

At the end of each assignment, you will see a number inside the parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic each week. Its primary purpose is for accreditation standards we must maintain in each courses.

Course Schedule (subject to change)

Week	Chapter Readings	Assignments Due
1	PART I: CHARACTERISTICS OF TEAMS Chapter 1 & 2	Video Assignments (see this week's media folder) (1) Due Wednesday: post your comments on chapters and videos in weekly discussion forum.(.5) Due Thursday: Respond to two of your classmates' responses.(.5) Due Sunday Weekly Annotated Assignment Report due by 6:PM (4)
2	PART II: PROCESSES OF TEAMWORK Chapters 3 & 4	Video Assignments (see this week's media folder) (1) Due Wednesday: post your comments on chapters and videos in weekly discussion forum.(.5) Due Thursday: Respond to two of your classmates' responses.(.5) Due Sunday Weekly Annotated Assignment Report due by 6:PM (4)

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3	PART II: PROCESSES OF TEAMWORK Chapters 5, 6 & 7	Video Assignments (see this week's media folder) (1) Due Wednesday: post your comments on chapters and videos in weekly discussion forum.(.5) Due Thursday: Respond to two of your classmates' responses.(.5) Due Sunday Weekly Annotated Assignment Report due by 6:PM (4)
4	PART III: ISSUES TEAMS FACE Chapters 8, 9, & 10	Video Assignments (see this week's media folder) (1) Due Wednesday: post your comments on chapters and videos in weekly discussion forum.(.5) Due Thursday: Respond to two of your classmates' responses.(.5) Due Sunday Weekly Annotated Assignment Report due by 6:PM (4)
5	PART III: ISSUES TEAMS FACE Chapters 11, 12, & 13	Video Assignments (see this week's media folder) (1) Due Wednesday: post your comments on chapters and videos in weekly discussion forum.(.5) Due Thursday: Respond to two of your classmates' responses.(.5) Due Sunday Weekly Annotated Assignment Report due by 6:PM (4)

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6	PART IV: ORGANIZATIONAL CONTEXT OF TEAMS Chapters 14 & 15	Video Assignments (see this week's media folder) (1) Due Wednesday: post your comments on chapters and videos in weekly discussion forum.(.5) Due Thursday: Respond to two of your classmates' responses.(.5) Due Sunday Weekly Annotated Assignment Report due by 6:PM Report due by 6:PM (4)
7	PART IV: ORGANIZATIONAL CONTEXT OF TEAMS Chapters 16 & 17	Video Assignments (see this week's media folder) (1) Due Wednesday: post your comments on chapters and videos in weekly discussion forum.(.5) Due Thursday: Respond to two of your classmates' responses.(.5) Due Sunday Weekly Annotated Assignment Report due by 6:PM (4)
8	Comprehensive Class Discussion: Bringing Everything Together End of term Comprehensive Annotation Report	Due Tuesday: Post a comprehensive reflection of the semester's content. Follow the same reflection format as for the assignments: <ul style="list-style-type: none">• What were the most important points I learned during this semester?<ul style="list-style-type: none">○ Why were they the most important?• What did I learn that resonated with me?<ul style="list-style-type: none">○ Why?• What areas of the content did I resist?<ul style="list-style-type: none">○ Why?○ Was I confused?○ If yes, what steps did I take to improve my understanding?• Provide a statement that connects key course concepts to your life? How? Why? (1) Due starting Wednesday: Respond to two of your classmates' reflections and any comments that were directed to you. Due Thursday: Offer final thoughts on discussion. End of term paper is due at 6PM on Thursday (4)

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Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 286
Administration Building – Suite 105
San Antonio, TX 78209
(210) 829-3997
(210) 829-6078
www.uiw.edu/sds

Title IX Information

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix.

Academic Honesty Statement:

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the student handbook for definitions and procedures for investigation of claims of academic dishonesty.

Professional Ethics Statement:

The UIW graduate student, in maintaining the dignity of the Mission of the University of the Incarnate Word, shall comply with standard practices of academic integrity and professional conduct in coursework, conduct of research, and public representation of UIW and its programs.

Documented Alternative Instructional Equivalencies (AIE)
Extended Academic Programs – University of the Incarnate Word

Course Number and Section: **ADED 6388**

Semester: **Fall II 2016**

Course Title: **Effective Teams & Groups (UIW Online)**

Instructor: **Dr. Norman St. Clair**

Week	Alternative Instructional Equivalent (AIE) for Activity	Estimated Hours
<i>In-class Hours (if applicable)</i>		0 (this is an online course)
<i>Week 1</i>	Week's video review (1.0) Week's Blackboard discussion posts on videos and chapters (1.0) Chapter annotations (4)	6 hours
<i>Week 2</i>	Week's video review (1.0) Week's Blackboard discussion posts on videos and chapters (1.0) Chapter annotations (4)	6 hours
<i>Week 3</i>	Week's video review (1.0) Week's Blackboard discussion posts on videos and chapters (1.0) Chapter annotations (4)	6 hours
<i>Week 4</i>	Week's video review (1.0) Week's Blackboard discussion posts on videos and chapters (1.0) Chapter annotations (4)	6 hours
<i>Week 5</i>	Week's video review (1.0) Week's Blackboard discussion posts on videos and chapters (1.0) Chapter annotations (4)	6 hours
<i>Week 6</i>	Week's video review (1.0) Week's Blackboard discussion posts on videos and chapters (1.0) Chapter annotations (4)	6 hours
<i>Week 7</i>	Week's video review (1.0) Week's Blackboard discussion posts on videos and chapters (1.0) Chapter annotations (4)	6 hours
<i>Week 8</i>	Week's Blackboard discussion posts (1) End of Term Paper (4)	5 hours
	Total	47 Hours