

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

# SYLLABUS



**AU COMM 356 Group Dynamics and  
Leadership  
Summer 2019**

# AU COMM 356 Group Dynamics and Leadership Consortium of Adventist Colleges and Universities

## Self-Paced Full Term Courses

This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

## Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

## Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

## 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 Description

#### *Andrews University*

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.

### Course 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.

### **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

MySearchLab access

**NOTE:** Purchase textbooks through any online bookstore, such as [amazon.com](http://amazon.com), which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu), cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

### **Credit Hour and Commitment**

This course is three (3) credit hours. You are expected to spend at least 5-6 hours of study time per week for this course. You will have 2 analysis papers, each chapter AHA blogs, 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. Suggested schedule(s) to accomplish this work are included in this syllabus.

## **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, blogs, and two exams. Although this is a self-paced course, your regular participation in the course is essential to good performance.

### **Course/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. (269) 471-6016 or email [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu) if you need assistance.

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:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced but with four specific dates: start date, midterm date, final date and completion date.

### Assessment Descriptions

#### Aha's Blog (10 pts each)

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 blog. Next to each aha you must write how you would implement it and explain why it is important to a group.

#### 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, blog an analysis of your group's results. What did you find out about yourself? Discuss 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.
- 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.

**Rubrics**

<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

<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

The Midterm Exam is worth 100 pts of your grade. You are allowed 60 minutes to complete this exam.

The Final Exam is worth 100 pts of your grade. You are allowed 60 minutes to complete this exam.

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at [calendly.com/sde-exams/online](https://calendly.com/sde-exams/online).

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html)

Schedule with start, midterm, final and completion dates in **RED**.

Modules	Lessons	Read Ahead	Assignments	Couse Objectives Met
<b>1</b> May 13-19	Introduction & Orientation Chapter 1: Introduction to Communication	Orientation Writing Expectations Syllabus Schedule Videos 1-5  Ch 2: Group Development	<ul style="list-style-type: none"> <li>Post an introduction about your self</li> <li>Ch 1 AHA's Blog (see AHA assignment instructions)</li> <li><b>Create your Groups</b> of at least 4-6 members (could use a church group, work group, family group, etc including yourself)</li> <li>Upload group member list to LH</li> </ul>	CO <sub>1</sub>
<b>2</b>	Chapter 2: Group Development	Ch 11: Planning and Conducting Meetings	<ul style="list-style-type: none"> <li>Ch 2 AHA's Blog</li> <li>Copy 1 of Journal Entry (see Journal assignment instructions)</li> <li>16 PF Blog</li> <li>Service project ideas due. Submit to LH</li> </ul>	CO <sub>1</sub>
<b>3</b>	Chapter 11: Planning and Conducting Meetings	Ch 3: Group Membership	<ul style="list-style-type: none"> <li>Choose and submit team service project.</li> <li>Ch 11 Activity – Planning and Conducting Meetings</li> <li>Ch 11 AHA's</li> <li>Copy 2 of Journal Entry</li> </ul>	CO <sub>1,2</sub>
<b>4</b>	Chapter 3: Group Membership	Ch 4: Diversity In Groups	<ul style="list-style-type: none"> <li>Ch 3 Activity – Sorting the Symptoms</li> <li>Ch 3 AHA's</li> <li>Copy 3 of Journal Entry.</li> <li>Upload video of team building activity to Learning Hub.</li> </ul>	CO <sub>2</sub>
<b>5</b>	Chapter 4: Diversity in Groups	Ch 5: Group Leadership	<ul style="list-style-type: none"> <li>Team building activity Reflection Paper due</li> <li>Ch 4 AHA's</li> <li>Copy 4 of Journal Entry.</li> <li>Work on your service project. Follow an agenda, select a recorder to take minutes, and set an agenda for your next meeting.</li> </ul>	CO <sub>1,2,3</sub>
<b>6</b>	Chapter 5: Group Leadership	Ch 6: Verbal and Nonverbal Communication in Groups Ch 7: Listening in Groups	<ul style="list-style-type: none"> <li>Ch 5 AHA's</li> <li>Ch 5 Activity – Select a Leader</li> <li>Interim Written Report</li> <li>Work on your service project.</li> </ul>	CO <sub>3</sub>
<b>7</b>	<b>MID-TERM EXAM</b> Chapters 1-5, 11 Multiple Choice, Fill in the blank, True and False			
<b>8</b> June 17-20	Chapter 6: Verbal and Nonverbal Communication in Groups Chapter 7: Listening in Groups	Ch 8: Conflict and Cohesion	<ul style="list-style-type: none"> <li>Ch 6 &amp; 7 AHA's</li> <li>Ch 6 Activity – Everyone Knows What I Mean</li> <li>Work on your service project.</li> <li>Copy 5 of Journal Entry</li> </ul>	CO <sub>4,5</sub>
<b>9</b>	Chapter 8: Conflict and Cohesion	Ch 9: Structured and Creative Problem Solving in Groups	<ul style="list-style-type: none"> <li>Watch Movie: Twelve Angry Men and write an Analysis Paper</li> <li>Ch 8 AHA's</li> <li>Work on your service project.</li> <li>Copy 6, 7 of Journal Entry</li> </ul>	CO <sub>2,3,5</sub>

Modules	Lessons	Read Ahead	Assignments	Couse Objectives Met
10	Chapter 9: Structured and Creative Problem Solving in Groups	Ch 10: Critical Thinking and Argumentation in Groups	<ul style="list-style-type: none"> <li>Ch 9 AHA's</li> <li>Work on your service project.</li> <li>Copy 8 of Journal Entry</li> </ul>	CO <sub>2,3,4,5</sub>
11	Chapter 10: Critical Thinking and Argumentation in Groups	Ch 12: Technology and Virtual Groups	<ul style="list-style-type: none"> <li>Ch 10 AHA's</li> <li>Ch 10 Case study – Please read the case study in the textbook on page 222 and answer the discussion questions.</li> <li>Continue working on the service project. You need to be close to completing the service project so that you can execute the project before end of the semester.</li> <li>Copy 9 of Journal Entry</li> </ul>	CO <sub>2,3,4,5</sub>
12	Chapter 12: Technology and Virtual Groups		<ul style="list-style-type: none"> <li>Ch 12 AHA's</li> <li>Ch 12 Case study – Please read the case study in the textbook on page 267-268 and answer the discussion questions.</li> <li>Service project is due by next module</li> <li>Copy 10 of Journal Entry</li> </ul>	CO <sub>1,2,3,4,5</sub>
13	Service Project Final Summary/Evaluation Paper Wrap Up	Closing Video	<ul style="list-style-type: none"> <li>Service Project Video &amp; Activity/ Reflection DUE</li> <li>A final summary and evaluation of your experiences throughout the term</li> <li>All Completed Journal entries due</li> </ul>	CO <sub>1,2,3,4,5</sub>
14				
15				
16 July 29-August 1	<b>FINAL EXAM</b> Chapters 6-10, 12: Multiple Choice, Fill in the blank, True and False <b>(Final Exam needs to be completed by Thursday, August 1, 11:59 PM)</b>			

**Completing Assignments**

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

**Part 4: Grading Policy**

**Graded Course Activities**

COURSE POINTS	DESCRIPTION
40	16 PF Reflection
60	Journal
60	Movie Analysis-12 Angry Men
120	Aha's Blogs
120	Case Studies/Assignments
100	Team Building Experience Video & Reflection Paper (50pts each)

400	Team Service Project ( Activity/ Reflection 200pts; Interim Written Report 100pts; Oral Video Presentation 100)
100	Final Summary Evaluation Paper
200	2 Exams ( Mid Term and Final) 100 pts each
1200	Total Points Possible

**Viewing Grades in Learning Hub**

- Click into the course.
- Click on the **Grades** link in the Settings Box 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 <http://www.andrews.edu/distance/students/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/moodle/public/incompletes.html>.

**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.

**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/accommodationsregform.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.

### **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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.