AU COMM 356 Group Dynamics and Leadership

Summer 2018
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  
<table>
<thead>
<tr>
<th>Service</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

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**
Movie - Twelve Angry Men

MySearchLab access

**NOTE:** Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email 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](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](https://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t already. (269) 471-6016 or email 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 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) “AHAS” (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. 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

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

Last Updated: 01/31/2018
## Reflection & Analysis Paper Rubric

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

You are allowed 60 minutes to complete both the midterm exam and the final exam. Your exam is on Learning Hub. You are not allowed to use your book. You will only be given 60 minutes to complete the exam.

Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

Please review the current policy on approved proctors before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form at least two weeks prior to each exam date. Bring an official photo ID to show the proctor at the start of the exam session.

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.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email sdeexams@andrews.edu with the reason you cannot meet this deadline, and a proposed alternate time within a week, and prior to the course end date.

Completed exams are never available to you or your proctor. Instructors provide feedback on exams other than the final exam. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your IVUE page.
## Schedule with start, midterm, final and completion dates in **RED**.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Read Ahead</th>
<th>Assignments</th>
<th>Couse Objectives Met</th>
</tr>
</thead>
</table>
| **1**   | May 14-20 | Introduction & Orientation  
Chapter 1: Introduction to Communication | Orientation  
Writing Expectations  
Syllabus  
Schedule  
Videos 1-5  
Ch 2: Group Development |  
• Post an introduction about your self  
• Ch 1 AHA’s Blog (see AHA assignment instructions)  
• **Create your Groups** of at least 4-6 members (could use a church group, work group, family group, etc including yourself)  
• Upload group member list to LH | CO₁ |
| **2**   | Chapter 2: Group Development | Ch 11: Planning and Conducting Meetings |  
• Ch 2 AHA’s Blog  
• Copy 1 of Journal Entry (see Journal assignment instructions)  
• 16 PF Blog  
• Service project ideas due. Submit to LH | CO₁ |
| **3**   | Chapter 11: Planning and Conducting Meetings | Ch 3: Group Membership |  
• Choose and submit team service project.  
• Ch 11 Activity – Planning and Conducting Meetings  
• Ch 11 AHA’s  
• Copy 2 of Journal Entry | CO₁,₂ |
| **4**   | Chapter 3: Group Membership | Ch 4: Diversity In Groups |  
• Ch 3 Activity – Sorting the Symptoms  
• Ch 3 AHA’s  
• Copy 3 of Journal Entry.  
• Upload video of team building activity to Learning Hub. | CO₂ |
| **5**   | Chapter 4: Diversity in Groups | Ch 5: Group Leadership |  
• Team building activity Reflection Paper due  
• Ch 4 AHA’s  
• Copy 4 of Journal Entry.  
• Work on your service project. Follow an agenda, select a recorder to take minutes, and set an agenda for your next meeting. | CO₁,₂,₃ |
| **6**   | Chapter 5: Group Leadership | Ch 6: Verbal and Nonverbal Communication in Groups  
Ch 7: Listening in Groups |  
• Ch 5 AHA’s  
• Ch 5 Activity – Select a Leader  
• Interim Written Report  
• Work on your service project. | CO₃ |
| **7**   | MID-TERM EXAM  
Chapters 1-5, 11 Multiple Choice, Fill in the blank, True and False  
*(Midterm Exam needs to be completed by Thursday, June 21, 11:59 PM)* |  |  |  |
| **8**   | June 17-21 | Chapter 6: Verbal and Nonverbal Communication in Groups  
Chapter 7: Listening in Groups | Ch 8: Conflict and Cohesion |  
• Ch 6 & 7 AHA’s  
• Ch 6 Activity – Everyone Knows What I Mean  
• Work on your service project.  
• Copy 5 of Journal Entry | CO₄,₅ |
| **9**   | Chapter 8: Conflict and Cohesion | Ch 9: Structured and Creative Problem Solving in Groups |  
• Watch Movie: Twelve Angry Men and write an Analysis Paper  
• Ch 8 AHA’s  
• Work on your service project.  
• Copy 6, 7 of Journal Entry | CO₂,₃,₅ |
| **10**  | Chapter 9: Structured and Creative Problem Solving in Groups | Ch 10: Critical Thinking and Argumentation in Groups |  
• Ch 9 AHA’s  
• Work on your service project.  
• Copy 8 of Journal Entry | CO₂,₃-₄,₅ |
Completing Assignments
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

<table>
<thead>
<tr>
<th>COURSE POINTS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>16 PF Reflection</td>
</tr>
<tr>
<td>60</td>
<td>Journal</td>
</tr>
<tr>
<td>60</td>
<td>Movie Analysis-12 Angry Men</td>
</tr>
<tr>
<td>120</td>
<td>Aha’s Blogs</td>
</tr>
<tr>
<td>120</td>
<td>Case Studies/Assignments</td>
</tr>
<tr>
<td>100</td>
<td>Team Building Experience Video &amp; Reflection Paper (50pts each)</td>
</tr>
<tr>
<td>400</td>
<td>Team Service Project (Activity/Reflection 200pts; Interim Written Report 100pts; Oral Video Presentation 100)</td>
</tr>
<tr>
<td>100</td>
<td>Final Summary Evaluation Paper</td>
</tr>
<tr>
<td>200</td>
<td>2 Exams (Mid Term and Final) 100 pts each</td>
</tr>
<tr>
<td>1200</td>
<td>Total Points Possible</td>
</tr>
</tbody>
</table>

FINAL EXAM
Chapters 6-10, 12: Multiple Choice, Fill in the blank, True and False
(Final Exam needs to be completed by Thursday, August 2, 11:59 PM)
**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**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

**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](http://www.andrews.edu/distance/students/withdrawal.html). The incomplete policy is found online at [http://www.andrews.edu/weblmsc/moodle/public/incompletes.html](http://www.andrews.edu/weblmsc/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/](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](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.

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.