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# WAYLAND BAPTIST UNIVERSITY

## DIVISION OF EDUCATION

**University Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success and service to God and humankind.

**Course Number and Title:** EDUC 5385 Group Dynamics – 2018 Winter Term

Professor: Dr. Nancy Wagner

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Office Hours: Daily via phone, text, or email as needed.

**Catalog Description:** In-depth study of models for group processes, instruction and decision making. Personal and interpersonal skills are developed through an investigation of group norms and development of effective teams. Different instructional techniques and facilitation skills are investigated and proficiency is developed in the use of group engagement models.

**Course Competencies:** Having a comprehensive understanding and working knowledge of group dynamics is essential for today's professional educators and trainers as they teach, lead, instruct, and manage both small and large groups. They structure group processes that build an effective platform for team building, professional learning communities, and effective group decision making.

Expected Outcomes for this course are:

1. Apply theories and models of effective personal and interpersonal skills in team and group interactions and functions
2. Apply models of effective group structure and processes
3. Investigate and Practice various techniques in team development, group dynamics and decision making
4. Demonstrate effective facilitation skills for individual and group learning
5. Integrate a Christian Worldview into all aspects of group dynamics

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Textbooks:

Author	Title	Edition/Year Publisher	ISBN
Levi, Daniel	Group Dynamics for Teams	5 <sup>th</sup> Sage	978-1-4833-7834-3
Kirtman, Lyle	Leadership & Teams: The Missing Piece of the Educational Reform Puzzle	2014 Pearson	978-0-13-277895-4

Prerequisite Courses: None

Attendance Requirements:

Students are expected to actively participate in all required instructional activities outlined in the syllabus. Weekly participation is required. Please refer to the "Online Attendance Policy on pages 293-294 in the WBU 2013- 2014 Academic Catalog.

Disability Statement:

"In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations."

Course Requirements and Grading Criteria:

Students will develop and apply skills in the core competencies through readings, discussion, activities, conceptual research and writing. Each module will require conceptualizing the ideas presented in the textbook through weekly assignments and quizzes. A total of 1000 points can be earned through assignments and quizzes.

1. Reading Assignments – Weekly reading assignments are of utmost importance. They provide the foundation for all learning activities in the course.
2. Written Assignments (200 Points) - There will be a variety of written assignments for each class session.
3. Discussion Board (300 Points) – There will a variety of discussion board assignments. Each assignment will be 30 points (20 points for your post and 10 points for reading and responding to other posts).

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4. Weekly Reaction Journals (150 points) – One to two page journal entries will be made each week (weeks one – ten). Entries should be your reaction to the readings/content and activities.

5. Quizzes (150 points) – Three open book (multiple choice/ short answer) quizzes will be given.

6. Leadership Development Plan (LDP) (100 points) – Students will develop a written plan for their growth and development in leadership (specifically in the area of group dynamics and team building).

7. Research Paper (100 points) - A seven to ten page research paper on Group Dynamics, Team Building, Leadership and/or Facilitation. will be a requirement for this class. At least three references (professional journals, significant research, books, etc.) are required and must be documented using APA guidelines.

Plagiarism Policy –

Intellectual integrity and truthfulness are fundamental to scholarship. Scholars, whether they are performing as students or as teachers, are engaged in a search for truth. Plagiarism is a form of cheating and also a form of theft. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased. Carelessness is no excuse. As such, it is a breach of scholarly responsibility. It is also unethical and in some cases, illegal. Looking at or copying someone else's test, answer sheet, and/or paper are counted as cheating. Plagiarism will result in an "F" in the course.

Grading Scale:

A =90% - 100% B = 80% - 89% C = 70% - 79% D = 60% - 69% F = Below 60%

Course Outline for Virtual Class Tuesday – Tuesday of Each Week:

## Tentative Class Schedule

LEARNING MODULE	TOPICS/ACTIVITIES
<b>Week One – Learning Module</b>	Introductions – Review of Syllabus Readings – Chapters 1-3 from Leadership and Teams Case Study Reflective Questions Discussion Board Weekly Journal Entry
<b>Week Two – Learning Module II</b>	Readings – Chapters 4-6 from Leadership and Teams Case Study Reflective Questions Weekly Journal Entry Discussion Board  Identify Topic for Research Paper
<b>Week Three – Learning Module III</b>	Quiz – Chapters 1-6 of Leadership and Teams Readings – Chapters 1-2 from Group Dynamics for Teams Team Leader's Challenges and Attitudes toward Teamwork Weekly Journal Entry
<b>Week Four – Learning Module IV</b>	Readings – Chapters 3-4 from Group Dynamics for Teams Submit Research Proposal (Topic and Outline of Research) Leader's Challenges Weekly Journal Entry
<b>Week Five – Learning Module V</b>	Readings – Chapters 5-6 from Group Dynamics for Teams Leader's Challenges and Surveys Weekly Journal Entry

**Week Six – Learning Module VI**

Readings – Chapters 7-9 from Group Dynamics for Teams Conflict Resolution Survey  
Team Observation Activities  
Weekly Journal Entry

**Week Seven – Learning Module VII**

Quiz – Chapters 1-9 from Group Dynamics for Teams Readings – Chapters 10-13 from Group Dynamics for Teams Leader's Challenges and Activities  
Weekly Journal Entry

**Week Eight – Learning Module VIII**

Readings Chapters 14-15 from Group Dynamics for Teams and Chapter 7 from Leadership and Teams Leader's Challenges and Surveys  
Weekly Journal Entry

**Week Nine – Learning Module IX**

Readings Chapters 16-17 from Group Dynamics for Teams Submit Leadership Development Plan  
Work on finalizing Research Paper  
Weekly Journal Entry

**Week Ten – Learning Module X**

Quiz Chapters 10-17 from Group Dynamics for Teams  
Work on Finalizing Research Paper  
**Submit Executive Summary to classmates**  
Weekly Journal Entry  
Course Summary  
Discussion Board Activity

**Week Eleven – Learning Module XI**

Course Summary  
Discussion Board Activity  
Submit Research Paper

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## Classroom Teaching and Learning

Classroom Teaching and Learning: As a teacher it is my responsibility to facilitate the learning process in a way that develops an excitement about learning. I teach because I love learning. I want to pass my passion and love for learning on to my students. I want to motivate them and inspire them to believe in themselves.

Knowing that my students leave my class feeling good about themselves and the knowledge and skills they have acquired is very rewarding. Learning should be enjoyable and motivating. I believe my responsibility, as a teacher, is to create a classroom environment conducive to learning: a place where students are actively engaged.

Virtual Classrooms activities, by nature, require a lot of writing. As a master's level student, good writing skills are expected and necessary. I encourage students who have issues with their ability to write effectively to take advantage of the writing resources provided by WBU. You will find links to these resources on the course navigation system on the left hand side of the screen when logged into Blackboard.

I incorporate as many experiential learning opportunities as possible. Applying course content and critical thinking skills to solve current problems provides the relevance needed to keep students interested and engaged.

I have high expectations for my students. I expect them to apply themselves and to engage in classroom activities. I expect them to think critically and be effective consumers of information from a variety of sources, including Web- based resources. I expect them to master the content of the course and to apply it to real-world situations. My job is to facilitate a variety of interactive learning experiences that will support my students in reaching these expectations.

## Student Responsibilities

Student Responsibilities: Students are responsible for reading, understanding, and obeying all academic policies appearing in the Wayland Baptist University Academic Catalog applicable to their curriculum and/or program of study. Students are expected to be fully engaged in the classroom learning experiences being provided.

## Changes in Syllabus

Changes in Syllabus: Although this course is expected to follow the syllabus as written, the instructor reserves the right to adjust the syllabus. The instructor will inform the students of all major changes in a reasonable and timely manner.