



**Virtual Campus
School of Education**

UNIVERSITY MISSION STATEMENT

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 & NAME:

EDUC 5385 -- Group Dynamics

TERM:

Winter 2019

INSTRUCTOR:

Dr. Nancy Wagner

CONTACT INFORMATION:

Office phone: 907-687-3944

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OFFICE HOURS, BUILDING & LOCATION:

Monday – Friday via virtual classroom, phone, and Email

COURSE MEETING TIME & LOCATION:

Virtual Classroom

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.

PREREQUISITE: None

REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

Textbooks:

| Author | Title | Edition/Year Publisher | ISBN |
|--------------|--------------------------|------------------------|-------------------|
| Levi, Daniel | Group Dynamics for Teams | 5th Sage | 978-1-4833-7834-3 |

The following textbook is also required but is not available through the university's bookstore. It must be ordered through Amazon.

| Author | Title | Edition/Year Publisher | ISBN |
|---------------|--|------------------------|-------------------|
| Kirtman, Lyle | Leadership & Teams: The Missing Piece of the Educational Reform Puzzle | 2014 Pearson | 978-0-13-277895-4 |

OPTIONAL MATERIALS

COURSE OUTCOMES AND 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

ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a

student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

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).
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.

Grading Scale:

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

Grade Appeal Statement: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

TENTATIVE SCHEDULE

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

| LEARNING MODULE | TOPICS/ACTIVITIES |
|-------------------|---|
| Learning Module 1 | Introductions – Review of Syllabus Readings Chapters 1-3 from Leadership and Teams Case Study Reflection Questions Discussion Board Weekly Journal Entry |
| Learning Module 2 | Readings Chapters 4-6 from Leadership and Teams Case Study Reflection Questions Discussion Board Identify Topic for Research Paper |
| Learning Module 3 | Quiz – Chapters 1-6 from Leadership and Teams Case Study Readings Chapters 1-2 from Group Dynamics for Teams and Team Leaders Challenges and Attitudes toward Teamwork Weekly Journal Entry |
| Learning Module 4 | Readings Chapter 3-4 from Group Dynamics Challenges and Attitudes toward Teamwork Weekly Journal Entry |

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|--------------------|---|
| Learning Module 5 | Readings – Chapters 5-6 from <u>Group Dynamics for Teams</u> Leader’s Challenges and Surveys Weekly Journal Entry |
| Learning Module 6 | Readings – Chapters 7-9 from <u>Group Dynamics for Teams</u> Conflict Resolution Survey Team Observation Activities Weekly Journal Entry |
| Learning Module 7 | Quiz – Chapters 1-9 from <u>Group Dynamics for Teams</u> Readings – Chapters 10-13 from <u>Group Dynamics for Teams</u> Leader’s Challenges and Activities Weekly Journal Entry |
| Learning Module 8 | Readings Chapters 14-15 from <u>Group Dynamics for Teams</u> and Chapter 7 from <u>Leadership and Te</u> Leader’s Challenges and Surveys Weekly Journal Entry |
| Learning Module 9 | Readings Chapters 16-17 from <u>Group Dynamics for Teams</u> Submit Leadership Development Plan Work on finalizing Research Paper Weekly Journal Entry |
| Learning Module 10 | Quiz Chapters 10-17 from <u>Group Dynamics for Teams</u> Work on Finalizing Research Paper Submit Executive Summary to classmates Weekly Journal Entry |
| Learning Module 11 | Course Summary Discussion Board Activity Submit Research Paper |
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ADDITIONAL INFORMATION

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.