

GROUP DYNAMICS AND INDIVIDUAL BEHAVIOR
(PSYC 365.WS1)
Winter Term 2019
12/16/19 – 1/5/20



Instructor: Joel Nadler, Ph.D.
Email: jnadler@siue.edu

COURSE DESCRIPTION & OBJECTIVES

The purpose of this course is to acquaint the student with normal group dynamics. We will examine the theories and research of small group interaction. Further, through applied experiences, the student will learn firsthand about group dynamics and how his or her behavior influences the group experience. By the end of the course, the student should be able to

1. list various group research and/or observation methods and understand when each is appropriate
2. understand different theories of group development, process, and dynamics
3. identify his or her own group behavioral tendencies and roles and their effects
4. critique a group experience with suggestions for improved group dynamics

This is an asynchronous, online course. That means that the course does not “meet” as a group at a certain time; however, you will have deadlines for your work—the class is NOT self-paced.

Required Course Materials

- Forsyth, D. R. (2014). *Group dynamics* (6th ed). Belmont, CA: Thomson Wadsworth.
- Readings to be accessed on Blackboard

Technical Requirements

- A computer running at least MSOffice 2003 with Microsoft Word and Powerpoint software. ALTERNATIVELY, you may download free Microsoft products at www.office365.siue.edu.
- A reliable internet connection (preferably non-dialup)

NOTE: You must save all Microsoft documents WITHOUT the x (i.e., as a .doc document or a .ppt document, NOT as a .docx or .pptx document). This will make your documents more accessible to your instructors and classmates without the latest version of MS Office.

Getting Tech help

Blackboard help pages: <http://www.siue.edu/its/bb/index.shtml>
ITS helpdesk: 618-650-5500, ftc_help@siue.edu

CLASS WORKLOAD FOR Winter CLASSES

This is an intensive 15 day winter class, thus each day is the equivalent to a week in a 15 week class. Specifically, you should expect to spend 6-9 hours on this class per day (probably an hour or two per day on line, 2-5 hours per day reading, and additional time on related activities and assignments). Make sure that you have the dedicated time and resources to do so.

ONLINE DISCUSSION

Participation in the discussion forums for this course is the centerpiece of the course; it is where the learning happens. You will be required to participate in 10 online discussions across the five 3 day modules (across 15 days). Your participation will enhance and support your, and your classmates', learning.

As the instructor, I will facilitate student discussions in order to guide your learning. I will not, however, address every single post—the discussion will occur between students, not between me and each of you. I might share a related idea, give an example, intervene when the discussion goes off-track, or summarize student comments together to help deepen student learning. Note that I will not directly answer questions on the discussion board unless several students have already attempted to answer the question unsuccessfully. I will check the discussions daily during the period it is 'live,' but remember that the primary discussion is to be *between students*.

There will be approximately 2 Discussions forum for each of the 5 modules, and each forum will contain multiple threads (one per student). Specific directions for contribution will be given in the forum. For each forum, you'll be required to make an initial post on the first day of the module (i.e., the day it's listed on the syllabus), and then you'll be required to make a minimum of two follow-up posts (i.e., responses to others' posts). You will be graded on your participation in each forum; in other words, you'll get one grade for discussion in each module. Here are some tips for good discussion:

- Submit initial post(s) early in the session, and subsequent responses to the posts of other learners at timely intervals throughout the duration of the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire session.
- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- Initial posts should be within a range of approximately 250-350 words (generally 3 paragraphs and address all parts of the discussion prompt (question)). Follow up responses should be approximately 75-150 words (1-2 short paragraphs).
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. *This does not mean you should not extend the topic, but do not stray from the topic.*
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- When relevant, add to the discussion by including prior knowledge, experiences, references, web sites, resources, etc. (giving credit when appropriate), as well as references back to prior modules or discussions.
- It is vital that you demonstrate your knowledge of the material presented in the module (e.g., readings, activities, videos, etc.). However, because the readings are the key course material, it is particularly important that you demonstrate knowledge of the readings (the book AND the readings).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or spelling errors.
- The tone of your posts should be appropriate, and friendly.

Each of the forums will be graded using the following rubric:

DISCUSSION GRADING RUBRIC

	Unsatisfactory	Satisfactory	Excellent
Spelling, grammar, clarity, and tone	Post contains at least 2 of the following: -Incomplete sentences -grammar/spelling errors -poor organization /clarity -unfriendly tone.	Post contains one of the issues listed under Unsatisfactory	Post is clear, organized, in a positive/friendly tone, and free of grammar and spelling mistakes
Demonstrates knowledge and understanding of content within module (readings, assignments, activities, videos, etc.)	Posts show little evidence of knowledge and understanding of module content (readings, assignments, etc.)	Posts show some evidence of knowledge and understanding of course content	Posts show strong evidence of knowledge and understanding of course content
Generates learning by other students	Posts do not attempt to elicit responses and reflections from other students and/or responses do not build upon the ideas of other students to take the ideas deeper	Posts attempt to elicit responses and reflections from other students and responses build upon the ideas of other students to take the discussion deeper	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other students to take the discussion deeper

Total points possible = 20 per discussion forum. NOTE THAT IF YOU DO NOT PARTICIPATE IN A POST FOR A TOPIC (FIRST OR FOLLOW-UP, YOU WILL AUTOMATICALLY LOSE 20 POINTS FOR THAT DISCUSSION)

*******I also reserve the right to award extra credit discussion points for answering each others' technical/objective questions on the readings themselves.**

DEPARTMENTAL POLICY ON INCOMPLETE GRADES AND WITHDRAWAL OPTIONS

The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

DEPARTMENTAL POLICY ON CHEATING AND PLAGIARISM

In the event of any cheating on exams, the chair of the psychology department will be notified for disciplinary procedures. The minimum punishment for any cheating will be an "F" for the course. You should consult the University's policy on cheating.

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

STATEMENT ON DISABILITIES

SIUE offers a range of resources to support students with disabilities. At SIUE every effort has been made to eliminate barriers to learning and help you reach your educational goals. If you are a student with a disability and wish to request accommodations, please contact Disability Support Services located in the Student Success Center, Room 1270 (phone: 650-3726). *Please verify directly with the Student Success Center immediately upon enrolling for the course to discuss specific needs and/or requirements during this winter term, or contact me directly.*

SIUE NON-DISCRIMINATION POLICY

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

STATEMENT ON DIVERSITY

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

EVALUATION CRITERIA

Assignments. Forty percent (40%) of your grade will be based on ten (10) reading quizzes, forty percent (40%) from the ten (10) discussion boards, as well as twenty percent (20%) from two (2) larger writing assignments. Specific information on each of these larger assignments will be given to you as they are assigned.

GRADES

<u>Task:</u>	<u>Points Possible:</u>	
10 Quizzes @ 10 pts/each	200	
Discussion Forums	200	Grading Scale:
Myers & Briggs Paper	50	A = 450-500 points
Group Analysis	50	B = 400-449 points
		C = 350-399 points
		D = 300-349 points
		F = fewer than 300 points

Please note: There will be no curving in this course, and there will be no rounding of points. Also, there will be no opportunity to earn extra points for course credit.

Tentative Schedule

Note: Please pay close attention to when your initial posts and follow-up posts/comments need to be completed. Your grade will suffer if you put off participating in the discussions, and this course will only be successful if you actively participate each day.

Module 1

During this Module you will need to read three chapters (1, 2, 4), take one quiz, and participate in two Discussion Forums.

Day	Date	Description	Readings	Live at 12:01am	Closing at 11:59pm
Monday	12/16	Read Chapter 1 and start the MBTI assignment. Post at least one comment on discussion one.	Chap. 1	Discussion 1	
Tuesday	12/17	Respond to at least two posts on Discussion one; Read Chapter 2; continue working on MBTI. Post at least one comment on Discussion two.	Chap. 2	Discussion 2	Discussion 1
Wednesday	12/18	Respond to at least two posts on Discussion two; Read Chapter 4 and take Chapter 4 quiz, continue working on MBTI.	Chap 4	Quiz 1	Discussion 2
<i>Discussions go live at 12:01am CST the day they open and remain open for 48 hours until 11:59pm the day they close</i> <i>Quizzes are live 48 hours, going live at 12:01am CST and closing at 11:59pm CST on the day they close</i>					

Module 2

During this Module you will need to read four chapters (5, 6), take two quizzes, complete one writing assignment, and participate in the Discussion Forums.

Day	Date	Description	Readings	Live at 12:01am	Closing at 11:59pm
Thursday	12/19	Read Chapter 5 and take the Chapter 5 quiz. Post at least one comment on Discussion three, continue working on MBTI.	Chap. 5	Discussion 3 Quiz 2	Quiz 1
Friday	12/20	Read Chapter 6, Respond to at least two posts on Discussion three; Your MBTI is due by midnight on Sunday (12/23).	Chap. 6		Discussion 3 Quiz 2
Monday	12/23*	Take the Chapter 6 Quiz. Post at least one comment on Discussion four. Start working on Group Analysis.		Quiz 3* Discussion 4*	
<i>Discussions go live at 12:01am CST the day they open and remain open for 48 hours until 11:59pm the day they close</i> <i>Quizzes are live 48 hours, going live at 12:01am CST and closing at 11:59pm CST on the day they close</i> <i>*Due to the holiday Quiz 3, 4, & 5 and Discussion 4& 5 will be open on 12/22 and stay open until 12/26</i>					

Module 3

During this week you will need to read four chapters (7, 8, 10), take three quizzes, and participate in the Discussion Forums.

Day	Date	Description	Readings	Live at 12:01am	Closing at 11:59pm
Tuesday	12/24*	Respond to at least two posts on Discussion five. Read Chapter 7 and take the Quiz 4, Post at least one comment on Discussion five	Chap. 7	Discussion 5* Quiz 4*	
Wednesday	12/25*	Read Chapter 8 and take Quiz 5. Post at least two comments on Discussion 5. Continue working on Group Analysis.	Chap. 8	Quiz 5	
Thursday	12/26	Post your initial comment on Discussion 6; Read Chapter 10 and take the Quiz 6, Continue working on Group Analysis.	Chap. 10	Discussion 6 Quiz 6	Quiz 3 4 & 5 Discussion 4 & 5

Discussions go live at 12:01am CST the day they open and remain open for 48 hours until 11:59pm the day they close

Quizzes are live 48 hours, going live at 12:01am CST and closing at 11:59pm CST on the day they close

**Due to the holiday Quiz 3, 4, & 5 and Discussion 4& 5 will be open on 12/22 and stay open until 12/26*

Module 4

During this Module you will need to read two chapters (11,13), take three quizzes, complete one writing assignment, and participate in the Discussion Forums.

Day	Date	Description	Readings	Live at 12:01am	Closing at 11:59pm
Friday	12/27	Post at least two follow up comments on Discussion six, Post your initial comment on Discussion seven, The Group Analysis is due by midnight on Sunday.		Discussion 7 Group Analysis paper due 12/30	Discussion 6 Quiz 6
Monday	12/30	Read Chapter 11 and take the quiz 7. Post at least two follow up comments on Discussion seven, Post at least one comment on Discussion 8.	Chap. 11	Discussion 8* & Quiz 7*	Discussion 7
Tuesday*	12/31	Respond to at least two posts on Discussion eight. Read Chapter 13 and take Quiz 8. Post at least one comment over Discussion nine.	Chap. 13	Discussion 9* Quiz 8*	

Discussions go live at 12:01am CST the day they open and remain open for 48 hours until 11:59pm the day they close

Quizzes are live 48 hours, going live at 12:01am CST and closing at 11:59pm CST on the day they close

**Due to the holiday Quiz 7, 8 & 9 and Discussion 8 & 9 will open on 12/30 and be open until 1/2/2019 at 11:59pm*

Module 5

During this week you will read two chapters (14, 17), take three quizzes, participate in the Discussion Forums. The due date for all assignments is **Sunday at midnight**—NO EXCEPTIONS.

Day	Date	Description	Readings	Live at 12:01am	Closing at 11:59pm
Wednesday*	1/1	Respond to at least two posts on Discussion nine. Read Chapter 14 and take Quiz nine. Post at least one comment Discussion ten.	Chap. 14	Quiz 9*	
Thursday	1/2	Respond to at least two posts on Discussion nine. Read Chapter 17 and take Quiz 10. Post at least one comment on Discussion ten.	Chap. 17	Quiz 10 and Discussion 10	Quiz 7, 8 & 9 Discussion 8 & 9
Friday	1/3	Respond to at least two posts on Discussion 10			Quiz 10 Discussion 10
<i>Discussions go live at 12:01am CST the day they open and remain open for 48 hours until 11:59pm the day they close</i> <i>Quizzes are live 48 hours, going live at 12:01am CST and closing at 11:59pm CST on the day they close</i> <i>*Due to the holiday Quiz 7, 8 & 9 and Discussion 8 & 9 will open on 12/30 and be open until 1/2/2019 at 11:59pm</i>					