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|  | **Syllabus**  **PSY 443 Group Processes**  Spring Semester 2011 Mondays and Wednesdays 4:00 – 5:50 p.m.  Dr. David Foster Todd 327  Office Hours T 11:00 a.m. – noon & 2:00 – 3:00 p.m. And TR 11:00 a.m. – noon & 2:00 – 4:00 p.m.  (503) 838-8805  fosterd@wou.edu  http://www.wou.edu/~fosterd/classindex.php | | | |
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| **Text: Johnson, D.W. & Johnson, F.P. (2008). *Joining Together: Group Theory and Group Skills* (10th ed). Boston: Allyn and Bacon.** | | | | |
|  | Date | Topic | Chapter | Assignments | |
| 1 | 03-28-11 | Group Development | 1 |  | |
| 2 | 03-30-11 | Group Goals and Social Interdependence | 3 | Complete Self-Diagnosis p.3 Complete Self-Diagnosis p.72-73 | |
| 3 | 04-04-11 | Group Goals and Social Interdependence | 3 | Complete Self-Diagnosis p.68 | |
| 4 | 04-06-11 | Group Goals and Social Interdependence | 3 | Complete Self-Diagnosis p.116  Complete Self-Diagnosis p.118-120 | |
| 5 | 04-11-11 | Leadership in Groups | 5 | Complete Self-Diagnosis p.175-177  Complete Self-Diagnosis p.187-189 | |
| 6 | 04-13-11 | Dr. Foster out of town – No Class |  |  | |
| 7 | 04-18-11 | **Classroom Preparation** |  |  | |
| 8 | 04-20-11 | **Classroom Preparation** |  |  | |
| 9 | 04-25-11 | **Classroom Preparation** |  |  | |
| 10 | 04-27-11 | **Classroom Preparation** |  |  | |
| 11 | 05-02-11 | *Communication* | 4 |  | |
| 12 | 05-04-11 | *Using Power (Social Influence)* | 6 |  | |
| 13 | 05-09-11 | *Decision Making* | 7 |  | |
| 14 | 05-11-11 | **Group Evaluation/Classroom Preparation** | |  | |
| 14 | 05-16-11 | **Classroom Preparation** |  |  | |
| 16 | 05-18-11 | **Classroom Preparation** |  | **(Draft of group paper due)** | |
| 17 | 05-23-11 | *Controversy/Creativity* | 8 |  | |
| 18 | 05-25-11 | *Conflict* | 9 |  | |
| 19 | 05-30-11 | **Memorial Day** |  |  | |
| 20 | 06-01-11 | *Valuing Diversity* | 10 | **(Individual Papers due)** | |
| 21 | 06-06-11 | **Final Exam/Group Termination 4 – 5:50 pm** | | **(Group Papers due)** | |

NOTE: You must attend at least one class during the first week. Failure to do so will result in your not being allowed to participate in the course. As stated in the Western Oregon University course catalog:

*Students registered for courses for which they fail to appear at the first two class sessions may be dropped from the class roster by the instructor. If dropped (for such reason) from the class roster by the instructor, the student must formally drop the course by submitting a drop form to the Registrar’s Office on or before the official drop date. Otherwise the student will be held academically responsible for the grade in the course*.

**Evaluation**

# Grading

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| Grading Scale\* | | | |
| Score | Grade | Score | Grade |
| 93% or more of possible points | A | 76% - 73% of possible points | C |
| 92% - 90% of possible points | A- | 72% - 70% of possible points | C- |
| 89% - 87% of possible points | B+ | 69% - 67% of possible points | D+ |
| 86% - 83% of possible points | B | 66% - 63% of possible points | D |
| 82% - 80% of possible points | B- | 62% - 60% of possible points | D- |
| 79% - 77% of possible points | C+ | 59% or less of possible points | F |

# Class Attendance & Participation (50 Points)

The class will be taught using a variety a methods including lecture, discussion, role-plays, exercises, and simulations. In essence, we will turn the classroom into a laboratory, creating conditions for understanding concepts through experience as well as readings. **This type of course requires students to take responsibility for their own learning**. For this course to be successful, students must do all the reading and homework preparation and participate actively in the classroom. Therefore **attendance is mandatory** because what goes on in class is not a repeat of the readings but the heart of the course. If you have an emergency and cannot attend class, please contact me beforehand.

# Leadership Experience (200 Points)

Group presentation of selected concepts (50 points each)

Group self-evaluation paper (100 points)

# Individual Self-Evaluation (50 Points)

# Final Exam (100 Points)

**Leadership Experience Guidelines**

This activity allows students to use a group to develop a group activity to teach other groups about groups. The leadership of a classroom experience is an opportunity to learn how to organize material, develop plans, guide a group through an activity, and evaluate the process. Your group will need to organize itself to work through the following steps:

1) *Assignment of a chapter in the text*: The chapter will be your topic.

2) *Task*: Your group's task is to develop the material and activities in the chapter to provide an opportunity for the class to experience the concepts discussed in that chapter. See pages 66-68 of your text for guidelines in developing and presenting your chapter.

3) *Group meetings*: Time will be provided in class for some of the meetings that you will need to fulfill your task. Additional time may be needed outside of class. Be sure to obtain names and phone numbers of all your group members.

4) *Feedback*: The leadership experience will be evaluated by those who participated via an evaluation form distributed at the end of the class session.

5) ***Observation of task group process*: This small work group experience is an integral part of your learning about how small task groups operate. You are to observe the process of your group and keep notes as the group evolves.**

6) *Group Self-evaluation Report*: Each group will prepare a written self-evaluation report after the completion of the experience.

In-class leadership activity is due on the day the topic for your group is scheduled. Fifty points are possible for each in-class activity.

The group self-evaluation report is due on the date of the final exam. 100 points are possible for the group report.

**Group-evaluation of Leadership Experience**

Concrete Experience

In this section of your paper, describe what happened in your task group experience. This description should contain both objective and subjective components. The objective part should present the facts of the experience, like a newspaper account, without an attempt to analyze the content. In other words, the objective part should describe the who, what, when, where, and how of the experience. The subjective component should describe the feelings, perceptions and thoughts group members experienced *during* these events.

**Helpful hints:** (1) Replay the experience in your mind. After reviewing the experience, write a report of what you saw, heard, felt, and thought as well as what you heard and saw others doing. (2) Avoid presenting the detailed mechanics of the experience unless they are critical to the remainder of the paper. (3) Avoid reporting feelings and thoughts you experienced after the event being described.

Abstract Conceptualization

In this section of your paper, use each of the following concepts/models/theories to describe the process of the task group as the group developed.

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| --- | --- |
| One model of group development | Communication |
| Norms | Decision making |
| Group goals | Social influence |
| Interdependence | Managing conflict |
| Trust | Engaging in controversy/being creative |
| Leadership (task & maintenance) behaviors | Valuing/Managing diversity |

First, define the concept or theory that relates to your experience as you would for someone not familiar with it. Next, apply the concept **thoroughly** to your experience. Does the experience support or refute the theory? Avoid merely providing a book report of what you have read. **You should discuss in some detail how you see concepts/models/theories relating to your experiences. Provide specific examples from your group experience.**

**Helpful hints:** (1) It is sometimes useful to identify theoretical concepts first and then search out and elaborate on an experience that relates to the concepts. (2) A slightly more difficult approach is to reverse the above procedure and search out those concepts that apply to your experience.

Group Evaluation

This section of the paper should contain the following:

1. a report of the means calculated for each item of the leadership exercise evaluation collected from the class, and a total mean of all items.
2. a report of the means calculated for each item of the leadership exercise evaluation collected from your group, and a total mean of all items.
3. a chart showing the comparison between your group's and the class's ratings for each of your presentations.
4. a written description comparing your group self-evaluation of your performance with the evaluation by the class.

Active Experimentation

In this section, summarize the practical lessons your group has learned and provide an in-depth discussion of changes the group would make if it were to begin again. These ideas can be stated in the form of rules of thumb or action resolutions. (Future actions must be based on the experience reported in Concrete Experience.) You should elaborate **in adequate detail** how you see your action plans being carried out. Be **specific** and **thorough**. Present at least one thing that you have learned about each of the following areas (1. Interdependence and trust, 2. Roles and norms, 3. Task and maintenance behavior, 4. Communication, 5. Making group decisions, and 6. Managing group conflict) and a well-thought out description of how you will apply them in the future. For example, if you were to relive the experience, what would you do differently to maximize your group’s effectiveness?

**Helpful hints:** (1) Project a future experience in which you envision the implementation of your ideas and then elaborate on that experience as a way of demonstrating how your actions will be carried out. (2) Try to imagine the final results of your experimentation. What will it be like if you accomplish what you want to do?

**Individual Self-evaluation of Leadership Experience**

In addition to the group evaluation, each member of the group is to prepare an individual self-evaluation of his or her experience. This self-evaluation is to include:

1) Copies of all of the required self-diagnosis forms

2) A description of **your** behavior in the group:

a) Describe your past behavior in groups using your self-diagnosis forms as the basis of your description).

b) Describe your behavior in this group. Note and discuss any significant differences from past group behavior.

c) Describe how you would have preferred to behave in this group, but didn't.

d) What deterred or prevented you from doing what you preferred?

e) How you might have improved you contribution to this group?

3) A description of your perception of the level of performance of your group in the leadership assignments:

a) How did the actual experience(s) differ from your expectations?

b) How does your evaluation of your group’s performance compare with the class evaluation?

4) Describe in detail your task and maintenance behaviors (e.g., the behaviors listed in self-diagnosis form 5.5) in the group. How did your task and maintenance behaviors compare with that of the others?

5) Describe in detail what you would do differently if you were to begin the entire experience over again.

6) Other comments.

**written work policies**

All written work should be typed, double-spaced, with 1 inch margins and 12 point type (either Courier or Times New Roman). If written work is more that one page in length, all pages must be STAPLED together. **Work that fails to meet any of these specifications will NOT be accepted.**

Assignments are due IN CLASS on the day indicated on the syllabus. Assignments turned in late (e.g., after class) will have points automatically deducted from the number of points possible at a rate of 10% per day to a maximum of 50%. Late assignments will NOT be accepted after 10 weekdays after they are due. Late assignments must be submitted in person to the Psychology Division Administrative Assistant in Todd Hall 325. Assignments must be time stamped to be accepted.

Technological failures will not be considered a valid excuse for late or missing papers/assignments. Please make sure to make multiple backup copies of your work and store these copies in different locations. For example, you may want to have copies of your paper on your hard drive, network drive, and a portable storage device.

**Academic Honesty (Honor Code)**

Fabrication & plagiarism

According to the WOU Code of Student Responsibility Section 574-31-030(1) the following pertains to academic dishonesty:

*Fabrication: unauthorized falsification and or/invention of any information or citation in any academic exercise*.

*Plagiarism: representing without giving credit the words, data, or ideas of another person as one’s own work in any academic exercise. This includes submitting, in whole or in part, prewritten term papers of another or the research of another, including but not limited to the product of commercial vendors who sell or distribute such materials, and the appropriation and/or use of electronic data of another person or persons as one’s own, or using such data without giving proper credit for it.*

Any student who is caught fabricating or plagiarizing will receive a zero on the assignment and his/her name will be turned over to the Coordinator of Campus Judicial Affairs.

Cheating on exams

You are responsible for your own work on exams. Do not discuss exam questions with other students who have not taken the exam. If you hear other students discussing exam questions, please let me know immediately. Cheating on exams is not permitted and will result in a zero on the exam. In addition, your name will be submitted to the Coordinator of Campus Judicial Affairs.

**Course Changes**

The instructor reserves the right to make any necessary changes to the syllabus (i.e., schedule changes, exam changes) during the course of the class. Every attempt will be made to provide students with adequate advance notice of impending changes to the syllabus. It is the student’s responsibility, however, to be aware of any changes made to the syllabus, regardless of class attendance.

**Accommodations**

*A student who feels she or he may need an accommodation for any type of disability, please make an appointment to see me during my office hours or contact the Office of Disability Services (838-8250v/tty) in the Werner University Center.*

**Dropping the class**

Course withdrawals require completing the proper add/drop form and filing this form with the Registrar’s Office before the end of the sixth week of the term. If you stop coming to class without officially "dropping" the class as described above, you will probably receive an F grade.

**Incompletes**

I do not give incompletes (I) grades as a way for a student to avoid receiving a low grade. To be eligible for an incomplete in this class you must be passing the class but lack one essential requirement, such as missing one exam or one project. In addition, I must find your reason for requesting an incomplete acceptable (An illness or death in the family would probably be acceptable, whereas a trip to Hawaii would probably not be acceptable). If an incomplete is granted, the student must sign an incomplete grade contract with the instructor prior to the end of the term. See me for more details regarding incompletes.

**Communication**

Important announcements, supplemental resources, and other information may be available through e-mail. Consequently, **all students are expected to have an active WOU account and to check this account regularly for information, assignments, etc.** Conversely, you may contact me via e-mail but unless otherwise indicated, I typically respond to e-mails during normal business hours (e.g., 9:00 a.m. to 5:00 p.m.). I will only respond to e-mails from your WOU accounts and my responses will also go to your WOU accounts.

**Audio Recording**

If you want to request permission to make audio recordings of the lectures, please contact the professor. Permission to make audio recordings is only granted if the student signs an agreement, which specifies acceptable use of the recordings. Out of respect for other students’ right to privacy, video taping the lectures is not allowed.

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