GROUP PROCESSES FOR EDUCATIONAL PERSONNEL  
EDF 6165  
FALL 2014

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Course Purpose: The course provides students with the knowledge to apply group process skills to their professional settings. The goal of the course is the application of group process research to the needs of professional educators and training officers.

Welcome to EDF3122. This section of EDF6215 is presented in a 100% online format. While I have taught similar courses at an online university for several years, this is our first effort to offer EDF6215 completely online at USF. If you are having difficulties navigating the course, I encourage you to contact Kendi Judy at 359-4638, kjudy@sar.usf.edu or Carlos Montoya at 359-4295, cmmontoya@sar.usf.edu. They are the experts on Canvas and the structure of this course.

I have traditionally run this course as a small group, studying group concepts experientially. By the nature of the online format, this will not be possible. I will frequently ask that you reflect on groups to which you have belonged. The only way to truly understand group behavior is to experience it, so these reflections will be extremely important. In your papers that are based on these reflections, provide sufficient information about the group and the process so that it clear that you are connecting concepts to applications. Also, there are many questionnaires that have to do with self-reflection about your behavior in group settings. Be honest with yourself in these questionnaires and share as much as you are comfortable with in your written analysis for class consumption.

In all of the material that you submit for this course, please make a conscious effort to combine the theoretical with the practical. I believe strongly that master educators should have a firm grounding in what we understand to be true. You should be able to take a theoretical position and defend it with facts and literature. However, we do not teach in a theoretical classroom. The value of a group process or communication theory is, in part, measured by its utility to understand human behavior and facilitate human interactions.

Course Prerequisites: There are no prerequisites for this course.

Course Topics: This course will cover the following content areas:
- Definition of a group.
- Models of group development.
- Elements of group culture and structure
- Stages of group development
- The individual and the group
- Groups, organizations, and society
- Effective leadership
- Group exercises
- Skills training groups
- Work groups
Course Objectives:

- To understand and apply selected aspects of contemporary systems theory as it applies to helping and groups in educational/professional settings.
- To understand and apply principles of the helping relationship process and skills.
- To experience and benefit from laboratory training in techniques of interpersonal communication and influence.
- To understand and apply elements of group culture and structure.
- To learn effective techniques in analysis of group performance.
- To learn techniques of diagnosis and analysis of problems in groups that relate to or derive from interpersonal communication and influence.

Course Learning Outcomes: Upon completion of this course, students will be able to:

- Identify a group, its structure, and communication patterns.
- Identify specific stages of group development and manage them effectively.
- Identify the relationships between individuals, groups, and organizations.
- Distinguish between groups and training groups.
- Develop an understanding of your own behavior in groups and its impact on you and the group.
- Develop expectations for effective group leadership in a variety of settings.
- Develop an awareness of how to implement groups activities for maximum effectiveness.

Required Textbook:


Additional books to consider. These are classics, as you can tell from the numerous editions. Consider buying an earlier edition for a few dollars to keep in your professional library.


CANVAS USE:

The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for (add specific information to your course). Information on how to use Canvas is available at: http://www.usfsm.edu/infocommons/students.php

Course Requirements - General

Grades are based on your engagement with and mastery of concepts underlying learning theory and its application in practice. The following tasks will comprise the assessment of how well you engaged with and mastered the material offered in the class.

- Read the required and recommended readings as they are assigned, including the Schunk textbook. Students will be expected to read the text, prepared to discuss concepts, issues, and trends.
• Students will introduce themselves to the class writing one or two paragraphs about themselves, their previous experience with this material, and their goals for the course.

• Students will respond to weekly prompts, successfully completing a series of written tasks on Canvas. These tasks are designed to solidify your learning of the concepts of the course. The assignments are posted in weekly modules and will take one of several forms: a class discussion where you will post a response to the prompt and respond to your peers’ posts with analytical analysis, a PowerPoint, or an APA style paper of a designated length. Note that all of these assignments must contain APA references that may be from your textbook or additional resources used to respond to the prompt. The prompts are lengthy and contain several parts. You must respond to each part of the prompt in order to receive credit for the assignment. Gross writing errors will also lead to a lower grade on this assignment.

• The course includes frequent self-assessments of your behavior in previous group settings. These assessments are in the form of questionnaires that you will analyze to learn more about yourself. Be honest with yourself in these questionnaires and share as much as you are comfortable with in your written analysis for class consumption. If you have any questions about these assessments, the scoring of the questionnaires, or your findings, please feel free to contact me.

• A term paper on some issue related to group dynamics is required. See the Course Requirements section below.

Course Evaluation

1. Attendance and participation 25
2. Six-word autobiography 15
3. Self-reflection questionnaires 40
4. Weekly written assignments 280
5. Literature review 40
Total 400

Course Requirements - Specific

1. Attendance and Participation (25 points):
Class attendance and participation are indications of students’ commitment and professionalism; therefore, activity in the online classroom will be taken into consideration and participation will be observed. Lack of participation will be seriously considered when assigning final grades.

2. Six-word autobiography (15 points):
Complete this assignment as described on Canvas.

3. Self-reflection Questionnaires (40 points total):
These will be used to personalize the concepts of the course. Each student will be expected to complete the questionnaires and report the findings along with self-reflection.

4. Written weekly assignments (280 points):
Respond completely and thoroughly to the weekly prompt on Canvas.

5. Literature Review (40 points):
This individual paper is due on November 5. Each student will complete a review of the literature on some aspect of group culture and structure (e.g. communication, goals, norms, status and roles, conformity, cohesion, process, conflict). A review of the literature is a comprehensive summary of the research literature for a particular topic. The purpose of your paper is to give the reader a solid grounding in your topic area citing key researchers, their work, and how the research addresses the question(s) you posed regarding the topic area.
Your paper should be no more than 7-10 pages in length and must utilize APA format. You should have, at a minimum, 10 recent sources, with at least half from scholarly journals, books, dissertations.

**Student Performance Activities:**

As all students are preparing to be teachers, professional attitudes and demeanor will be expected in class. Students will be expected to attend all classes and participate in all activities. All assignments are clearly described and the due dates noted. In order to receive full credit, students must turn in assignments on the due date.

**USFSM AND USF SYSTEM POLICIES**

A. **Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, [USFSM Undergraduate Catalog](http://www.usfsm.edu/) or [USFSM Graduate Catalog](http://www.usfsm.edu/), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](http://www.usfsm.edu/). The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. Many of your assignments will be submitted to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. Any attempt to use the work of others as your own is grounds for failing the course. There is no negotiation if you have plagiarized.

B. **Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: [USFSM Undergraduate Catalog](http://www.usfsm.edu/) or [USFSM Graduate Catalog](http://www.usfsm.edu/), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](http://www.usfsm.edu/).

C. **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Safety Preparedness Website](http://www.usfsm.edu/) for further information.

D. **Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, [disabilityservices@sar.usf.edu](mailto:disabilityservices@sar.usf.edu), [http://www.usfsm.edu/students/disability/](http://www.usfsm.edu/students/disability/)

E. **Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.
F. **Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

**A Note on Writing Quality:**

As a graduate student and future student affairs professional, how you write is important. If you have difficulty in this area, NOW is the time to do whatever is necessary to master the mechanics and style so that your ideas are well served by how you express them in writing. It COUNTS! You can use the Writing Lab consultants as a resource, for example.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Chapter 1: Are Groups Real?</td>
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<td>September 1</td>
<td>Labor day holiday on Monday</td>
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<td>Chapter 2: Models of Group Development</td>
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<td>September 8</td>
<td>Chapter 3: Elements of Group Culture and Structure</td>
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<td>September 15</td>
<td>Chapter 4: Stage One: Dependency and Inclusion</td>
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<td>September 22</td>
<td>Chapter 5: Stage Two: Counterdependency and Fight</td>
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<td>September 29</td>
<td>Chapter 6: Stage Three: Trust and Structure</td>
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<td>October 6</td>
<td>Chapter 7: Stages Four and Five: Work and Termination</td>
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<td>October 13</td>
<td>Chapter 8: The Individual and the Group</td>
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<td>October 20</td>
<td>Chapter 9: Groups, Organization, and Society</td>
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<td>October 27</td>
<td>Effective Team Leadership</td>
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<td>November 3</td>
<td>Literature Review Due 11/6/2014</td>
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<td>November 10</td>
<td>Group Exercises</td>
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<td>November 17</td>
<td>Chapters 13 and 14: Skills Training Groups and Work Groups</td>
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<td>November 24</td>
<td>Happy Thanksgiving!</td>
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<td>December 1</td>
<td>Final Thoughts</td>
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