

**Syllabus: Group Dynamics**  
 Psy 457/557, Fall 2019, Mon & Wed 4-5:20, 301 Condon

CRN: 17303

Professor	Office	E-mail	Office Hours
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## Course Description Overview

This course has three interrelated goals:

- 1) acquaint you with theory and research on small groups, with an emphasis on recent work
- 2) improve your skills as a participant in, observer of, and consultant to small groups
- 3) develop your ability to work collaboratively in producing and critiquing scientific writing

To accomplish these goals, readings, lecture, and discussion are paired with group exercises, practice in observing and interpreting group dynamics, several writing assignments, and comments on essays written by others.

## Workload Overview and Time Estimates

Students will complete one short paper (2-3 pages), collaborate on four short (250 words max) group essays, read and comment on the essays of other groups, complete quizzes every other week, and complete a take-home final. Attendance and participation are required. Estimate of time required to do all reading and assignments with care: About 40 hours for reading, 20 hours for the group essays, 5 hours to read and comment on essays of other students, and 15 hours for the short paper (draft and final revision) and take-home final (short answer and essays).

## Land Acknowledgment

We acknowledge that we are here on Kalapuya Ili?i - the traditional Indigenous homeland of the Kalapuya people who were here first and who will always be here. The Kalapuya were dispossessed of their Indigenous homeland by the US government and white settlers over several years, but most notably in Treaties between 1851 and 1855. Kalapuya peoples were forcibly removed to what are now the Grand Ronde and Siletz Reservations and are now members of the Confederated Tribes of the Grand Ronde Community and the Confederated Tribes of Siletz Indians, and continue to make important contributions in their communities, at the UO, and across the land we now refer to as Oregon.

## Requirements

### 1. Participation

Attendance and participation are required. In Week 2, students will form permanent small groups of size 3-4. At the end of the term, each student will (confidentially) evaluate the quality of group members' participation, and there will be a chance to change group membership in Week 4 if some groups aren't working well together. Peer ratings will help determine participation grades. Posting clarification questions or comments on the bi-weekly quiz discussion forums can also benefit your participation grades.

### 2. Readings

Readings will be available on Canvas and (for several case studies) for purchase & download from the Harvard Business School site: <https://hbsp.harvard.edu/import/659621>

### 3a. Group Essays

On alternating weeks, you will discuss the readings with your group. As a group, you will also develop and post 4 short integrative group essays that analyze a case or cases by drawing on readings/lecture. These will be posted on the class blog by one of your group members at [blogs.uoregon.edu/psy457f19](https://blogs.uoregon.edu/psy457f19) and will be due by **5 PM Thursday**. To be able to post essays and write comments, you must join the blog here: <https://blogs.uoregon.edu/?join-invite-code=17269-psy457f19>. **The strict length limit is 250 words**. Each group will post a single essay. *\*Do not wait until the last minute to post! Allow a time buffer for technical difficulties\**

**Essay Grades:** Blog essays will be graded on a 1-5 scale on two dimensions:

**Content:** Ideas/Insight/Integration of Literature/Innovative/Thought-Provoking

**Execution:** Writing clarity/Organization/Accuracy /Formatting of Cites

Assignments will be posted on Canvas, along with the grading rubric and writing tips.

Blog 1 will receive feedback but no grade: the first group project is always a bit stressful, so the focus for this first blog is on developing a sensible group process.

**3b. Comments on Group Essays**

After the group essays are published, *every student* is responsible for reading all the essays. All students are responsible for making at least one substantive comment on one of the other essays by **10 AM Sunday**.

Comments should advance the conversation about the case being discussed. Specific connections back to the readings, thoughtful questions, and critical/constructive/specific feedback are all helpful. Vague comments with no specifics (“Nice job” or “What Suzy said”) will receive 0-1 credit. ***After 10 AM Sunday, the comment feature will be closed.***

**4. Bi-weekly Quizzes**

On alternating weeks (whenever there is no blog post due), you will be assigned open-book, open-note, take-home quizzes on Canvas to test your comprehension of the assigned readings. Quizzes will cover material from the prior two weeks. These will be posted on Canvas the Sunday before they are due, and will be due by **5 PM Thursday**. You must complete the quizzes yourself, but there will be a group discussion forum available on Canvas to discuss any questions that arise.

**5. Reflective Essay**

For the **2-3 page reflective essay** (500-750 words), connect your observations of **one or more groups that you belong to or are otherwise have direct experience with** (for example, as coach) to class readings. Either (1) focus on one group and examine 2-3 different aspects, or (2) pick a particular topic (e.g., conflict or leadership) and compare and contrast 2-3 groups. Cite specific readings: (Wheelan, 2009). See schedule for when to submit partial draft on Canvas. ***Both the partial draft and the final essay must be submitted when due*** to receive full credit. You will complete a peer review and get a peer review of your full draft before you turn it in.

**6. Take Home Final**

The final will consist of a Canvas test and an essay. It will be open book, open notes, but you must complete it yourself. The Canvas test and completed essay must be submitted on Canvas by the time/day of our final exam time. Early submission is welcome. Students may consult a writing tutor on essay drafts. ***\*No other assistance\* is permitted.***

**Grading**

Requirement	%	Course grades based on % of 100 earned			
Participation	15	A	93-100	C	73-76.9
Reflective essay	20	A-	90-92.9	C-	70-72.9
Group blogs (2-4)	15	B+	87-89.9	D+	67-69.9
Comments on blogs	8	B+	83-86.9	D+	63-66.9
Quizzes	12	B-	80-82.9	D-	60-62.9
Take home final	30	C+	77-79.9	N	<70
Total	100			P	70 or higher

For Psychology department grading standards, see

<http://psychology.uoregon.edu/courses/departments-grading-standards/>

**Special Needs**

If you have a **documented disability** or are **on a UO sports team** and will miss class because of travel, have the relevant office (Accessible Education Center or Athletic Department) contact me regarding the appropriate accommodations. NOTE: if your schedule requires regular absences, ***you should not take this class***. **Non-native English speakers** are encouraged to consult with writing coaches for assistance. Meghan can also give you extra feedback on early drafts.

## Problem Situations

### Late Work

Points will be deducted if your **Reflective Essay draft or final essay** are late unless late submission is approved \**in advance*\* by Meghan due to some unusual circumstance. Blog comments made after the deadline **will not count**, and group blog essays \*MUST\* be submitted on time; otherwise you will mess up the schedule for the rest of the class.

### Alternative Arrangements not related to Disability, ESL, or UO Sports

If you have some kind of special circumstance and need an adjustment, this may well be possible with advance notice. Unexpected requests at the last minute (or after the fact) are much less likely to get a positive response.

### Academic Integrity / Dishonesty

All work submitted must be your own (or your group's for group assignments) and produced exclusively by you for this course, unless you receive explicit permission to use the work for more than one course. Getting feedback on drafts from group members, friends, or Meghan is encouraged and completely acceptable. Non-native English speakers are encouraged to make use of writing assistance at the Teaching and Learning Center (TLC) or work with an English coach to improve their writing. However, you must \*not\* have others do the writing for you.

The use of sources must be properly acknowledged and documented (when in doubt, cite! If still unsure, ask Meghan!). If I suspect academic dishonesty (cheating, plagiarism) I will contact you directly to discuss and I will also report this to the Office of Student Conduct and Community Standards unless I am convinced by our discussion that my suspicions are unwarranted. My preferred sanction for Academic Misconduct (cheating on tests, plagiarism, etc.) is failing the assignment or the course, depending on the severity of the infraction; the Student Conduct Committee may decide on additional actions. If you are unclear about what constitutes academic dishonesty, see <http://www.uoregon.edu/~conduct/sai.htm> for more information.

## Readings

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- Ramthun, A. J., & Matkin, G. S. (2014). Leading dangerously: A case study of military teams and shared leadership in dangerous environments. *Journal of Leadership & Organizational Studies*, 21(3), 244-256.
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- Roney, R., Greenaway, K., Anicich, E. M., & Galinsky, A. D. (2012). The path to glory is paved with hierarchy: When hierarchical differentiation increases group effectiveness. *Psychological Science*, 23 (6), 669-677.
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## Readings &amp; Activities

<b>Week 1</b>	<b>Topic/Focus</b>	<b>Readings</b>	<b>Other Events &amp; Assignments</b>
M Sept 30	<b>Studying Groups</b>	Syllabus	Introductions, temporary groups
W Oct 2		Arrow 2010; Wheelan 2009	Process Coding Exercise
<b>Week 2</b>	<i>Permanent Groups formed this week</i>		
M Oct 7	<b>Composition &amp; Dynamics</b>	Arrow & Henry 2019; Tziner & Eden 1985	Speed dating
W Oct 9		Army Crew Team case (Snook & Polzer)	Group formation & first task: <b>Group blog 1 due Thursday 5 pm</b>
<b>Week 3</b>			
M Oct 14	<b>Status &amp; Influence</b>	Ronay et al. 2012; Sidanius & Pratto 2011	Group exercise
W Oct 16		Learning Team case (Isabella)	<b>Quiz 1 due Thursday 5 pm</b>
<b>Week 4</b>			
M Oct 21	<b>Diversity &amp; Conflict</b>	Edmondson & Roloff 2009; Hinds & Mortensen 2005	Group checkup / Member change
W Oct 23		Greg James case (Neeley & DeLong)	<b>Group blog 2 due Thursday 5 pm</b>
<b>Week 5</b>			
M Oct 28	<b>Decision Making</b>	Packer 2009; Sunstein & Hastie 2004; Wittenbaum & Park 2001	<i>Skills &amp; class assessment</i>
W Oct 30		Columbia case (Bohmer et al.)	<b>Quiz 2 due Thursday 5 pm</b>
<b>Week 6</b>	<i>Submit first 150 words of Reflective Essay</i>		
M Nov 4	<b>Task Performance</b>	Woolley et al. 2008; Lingard et al. 2004	Marbles Group exercise
W Nov 6		Surgical Teams case (Edmondson 2003)	<b>Group blog 3 due Thursday 5 pm</b>
<b>Week 7</b>	<i>Submit full draft of Reflective Essay on Canvas, complete peer review by class on Wed</i>		
M Nov 11	<b>Leadership</b>	Wu & Sun 2014; Ramthun & Matkin 2014	Peer review of Essay/Case
W Nov 13		Mount Everest case (Roberto & Carioggia)	<b>Quiz 3 due Thursday 5 pm</b>
<b>Week 8</b>	<i>Submit final version of the Reflective Essay on Canvas</i>		
M Nov 18	<b>Intergroup Dynamics</b>	Pettigrew et al. 2011; Zarate et al. 2004	Peer review of Essay/Case
W Nov 20		Contemporary conflict: Immigration	<b>Group blog 4 due Thursday 5 pm</b>
<b>Week 9</b>			
M Nov 25	<b>Adaptation</b>	LePine 2005; Waller et al. 2004	Group exercise
W Nov 27	<b>THANKSGIVING</b>	NONE	NONE
<b>Week 10</b>			
M Dec 2	<b>Adaptation</b>	Mann Gulch & Storm King case (Weick, 1993; Roberto & Ferlins, 2003)	<b>Quiz 4 due Tuesday 5 pm</b>
W Dec 4	<b>Putting it all together</b>	Peer Evals, Review for Final	<b>*Take home final essay Qs will be posted by Tuesday 6 PM*</b>
<b>Finals Week</b>	<i>*FINAL: Complete on Canvas by 12:30 pm, Tuesday, December 10.</i>		

**Due dates**

Thurs, Oct 10, 5 PM: Group Essay 1 due on the course blog at [blogs.uoregon.edu/psy457f19](https://blogs.uoregon.edu/psy457f19)  
Sun, Oct 13, 10 AM: All students make a comment on one of the group essays  
Thurs, Oct 17, 5 PM: Quiz 1 due on Canvas  
Thurs, Oct 24, 5 PM: Group Essay 2 due on the course blog at [blogs.uoregon.edu/psy457f19](https://blogs.uoregon.edu/psy457f19)  
Sun, Oct 27, 10 AM: All students make a comment on one of the group essays  
Thurs, Oct 31, 5 PM: Quiz 2 due on Canvas  
Sun, Nov 3, 10 AM: First 150 words of Reflective Essay due on Canvas  
Thurs, Nov 7, 5 PM: Group Essay 3 due on the course blog at [blogs.uoregon.edu/psy457f19](https://blogs.uoregon.edu/psy457f19)  
Sun, Nov 10, 10 AM: All students make a comment on one of the group essays  
Sun, Nov 10, 10 AM: Full draft of Reflective Essay due on Canvas  
Wed, Nov 13, 4 PM: Assigned peer review of Reflective Essay due on Canvas  
Thurs, Nov 14, 5 PM: Quiz 3 due on Canvas  
Sun, Nov 17, 10 AM: Final version of Reflective Essay due on Canvas  
Thurs, Nov 21, 5 PM: Group Essay 4 due on the course blog at [blogs.uoregon.edu/psy457f19](https://blogs.uoregon.edu/psy457f19)  
Sun, Nov 24, 10 AM: All students make a comment on one of the group essays  
Tues, Dec 3, 5 PM: Quiz 4 due on Canvas

**Due date for Final**

Tues, Dec 10, 12:30 PM: Complete both parts of the final: Canvas test + Final essay