Instructor contact information

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Course Description

Welcome to the “groups class!” This course covers information about individuals as group members, basic approaches to structured group work, and the implications of group approaches to the personal and educational development of students and adults.

In this course, you will have an opportunity to participate, both during class and out of class, in a variety of learning experiences including small group activities, self-reflection and self-assessment exercises, presentations, and reading. This course will be conducted in a manner that encourages active, experiential, and collaborative learning. We will also draw on your knowledge and experience as a base for many discussions and assignments.

Course Objectives

EDLR 5105 is a survey course designed to introduce the basic principles of small group functioning. These principles are directly applicable to staff/team development and training, organizational leadership, student development interventions, and assessment/evaluation strategies. More specifically, the purpose of this course is for students to develop the following knowledge, skills, and attitudes:

Knowledge: Students will demonstrate an understanding of principles of group dynamics; theories of small group effectiveness, models of group leadership and facilitation, and application of group processes to contemporary student affairs functions such as staff development and supervision, advising student organizations, and leadership development for particular student populations (e.g. student government, multicultural student organizations, fraternities/sororities). Students will recognize multicultural perspectives and their effects on group functioning; discriminate between effective and ineffective group functioning; and determine their preferred group leadership/facilitation style and its impact.

Skills: Students will develop and/or enhance existing skills related to group facilitation, small group communication, decision making and conflict management. Students will demonstrate scholarly skills, including effective oral presentations and discussion, and use of APA (6th Edition) style for written work. Students will also demonstrate minimum technological proficiencies, including: professional communication; sending/receiving document attachments via electronic e-mail; searching, retrieving, and reading information from World Wide Web sites, including reference databases; and proficient use of Power Point or Prezi and visual aids.

Attitudes: Students will develop an appreciation for the complexity of applying group principles in an experiential context; the multiple applications of group principles to student affairs work, and the creativity required for effective group facilitation.

Course Texts

ISBN 13 978-0-13-267813-1  
ISBN 10 0-13-267813-6

An additional book will be loaned to students and used for a group project.
Grading & Course Requirements

**MAJOR ASSIGNMENT:**
40 points  Small Group Original Experience and Presentation – 65 minutes includes time for
Class feedback
Workshop presentation including Power Point or Prezi (25 points)
Handouts including facilitation guide (10 points)
Annotated bibliography (5 points)

20 points  Ropes Course Reflection and Analysis

**MINOR ASSIGNMENTS:**
5 points  Reading Reflections
5 points  Teambuilding / Maintenance / Closure Activities
15 points  20 minute Group Presentation and facilitated discussion on assigned book
15 points  Final examination

Grades will be based upon the quality of a student’s (group’s) work in the above noted areas. Final grades will be
determined by adding the number of points accumulated during the semester. This number will be translated into a letter
grade according to the following scheme:

- 99-100 points = A+
- 94-98 points = A
- 90-93 points = A-
- 87-89 points = B+
- 83-86 points = B
- 80-82 points = B-
- 77-79 points = C+
- 70-72 points = C-
- 66-69 points = D+
- 60-65 points = D
- Below 60 points = F

**Attendance:** It is expected that students will attend all class sessions in order to be an active participant in the learning
environment. Non-attendance, tardiness, or leaving early will result in the lowering of a student’s grade.
If you are unable to attend a class meeting, please inform me via e-mail or phone prior to class
if at all possible. You are
responsible for arranging with a classmate to obtain materials from classes you are unable to attend.

**EXCUSED ABSENCES:** Excused absences include, but are not limited to, illness, presenting at a professional conference,
court appearances, jury duty, and an unforeseen emergency or other situation outside your control. Assistantship activities
are not typically excused absences.

**LIMITS:** Barring extraordinary circumstances (e.g. extended illness, multiple religious holidays) you are permitted ONE
excused absence.

**UNEXCUSED ABSENCES:** The following are point deductions for unexcused absences
1st absence – 2 point deduction
2nd absence—4 point deduction; total of 6 point deduction
3rd absence—6 point deduction; total of 12 point deduction
4th absence—8 point deduction; total of 20 point deduction
5th absence—10 point deduction; total of 30 point deduction

**Participation:** Students are expected to be prepared for class and to participate actively in all class activities. Participation
in small and large group dialogues is an essential part of the learning process. While it is recognized that there may be some
students who are less comfortable communicating in a group setting, the participation of all students is necessary for the
growth and development of the group. All voices are valuable and integral to the learning process.

**Readings:** All assigned readings should be completed prior to the class session for which they are assigned. Each student is
responsible to the instructor and the other members of the class to be knowledgeable of major themes, concepts, and
ideas presented in the reading. Your questions and comments will be considered in the context of the class discussions.

**Teambuilding / Group Process/ Closure Activities & Reflections:** Class members will be required to facilitate
original or modified already existing teambuilding, group process, or closure activities for the other class members. These
activities will last no more than 35 - 40 minutes, including processing questions. When you present, you are to provide materials to the other class members so that they can replicate the activities in the future. Make sure to cite all materials. Each time class members present, other class members will provide feedback. Due as assigned throughout the semester.

**Reading Reflections:** Students will be given “Reading Reflections” in order to demonstrate a general understanding of assigned readings and the ability to apply readings to the field of Student Affairs. Each reflection will have two parts: the first covering the topics on the syllabus and the second asking students to apply that topic to a real-life experience in Student Affairs. Through these reflections, students will be able to focus their thoughts on the topics covered in class, to demonstrate comprehension of the assigned readings, and to apply written information to practice in Student Affairs. These are completed during class time and will occur throughout the semester.

**Ropes Course Reflection & Analysis Paper:** Our experience on the Ropes Course will serve as a means of team development for the cohort and an experiential learning lab on facilitation and group development. It is CRITICAL that you attend the entire Ropes Course scheduled for this class in order to complete this assignment. Failure to attend the Ropes Course may result in an automatic grade of zero for this assignment. After the ropes course experience, you will write a paper to summarize and analyze the ways in which the topics we have covered to date in this course were demonstrated during the day. You will be expected to cite instances where topics already covered in class were evident in practice on the ropes course This may include, but is not limited to, group dynamics, group development, trust, group goals, group norms, individual roles within groups and communication. The paper must include your observations, thoughts, and conclusions about the activities you participated in on the Ropes Course (this is reflection). You also must use the textbook to analyze your reflections. Sample questions for analysis include, but are not limited to: Are your observations/ reflections supported by information from our textbook? Did you observe behaviors/actions that contradict items in the textbook? Are there experiences you had that relate to topics in the textbook we will cover in future classes? This paper will be 6-7 pages in length. APA style and citations from your textbook are expected. You may seek other sources to cite but are not required to do so. A title page or bibliography will not count towards the page limit. Due October 8, 2014.

**Small Group Experience and Presentation:** You will be a member of a four-person small group that will engage in a project for learning and teaching over the course of the semester. The topic will be an in-depth exploration of a concept related to groups. The topic must be submitted to your instructor and approved by October 1, 2014. You will create and give a 65-minute workshop for the class based on your topic. The workshop must use Power Point or Prezi and include an experiential learning activity of your own creation. You will also turn in an annotated bibliography (10 sources other than your textbook) and a “facilitator’s guide” for the experiential learning activity. Copies of the facilitator’s guide and bibliography should be made for all your classmates. Please also make a handout copy of the Power Point/Prezi presentation for the instructor (this is optional for your classmates). Presentations will occur on November 5, November 12, and November 19. (All presentation materials are due to the instructor on November 5, 2014.) The class members not in the presenting group will evaluate the presentation and this feedback will be considered when the presentation is graded.

**Book Review Presentation and Facilitated Discussion:** Students will be given one of six different books that relate to diversity and inclusion. The individuals reading the same book will work together to present a brief overview of the book to the class (5 minutes at most) and will facilitate a discussion relative to the concepts covered in the book (20 minutes total for each group). The purpose of these discussions is to address issues related to group composition, including but not limited to: how to enhance group effectiveness by including diverse perspectives in group decisions and process, how to handle conflict related to diversity; and the role privilege plays in student and staff groups found on college campuses. The class members not in the presenting group will evaluate the presentation and this feedback will be considered when the presentation is graded.

**Final Examination:** Students will work together during the final exam period to answer the questions, which they will then present to the class. The other class members will evaluate and contribute to the final grade for the other groups. The final exam will demonstrate knowledge, synthesis, and application of course materials. December 10, 2014 (tentative date)
Academic Integrity

Student behavior shall be consistent with conduct delineated in the Responsibilities of Community Life: The Student Code, Appendix B: Academic Integrity in Graduate Education and Research [Adopted November 1998] @ http://www.community.uconn.edu/student_code.html. Students are responsible for understanding: Forms of Academic and Scholarly Misconduct; Academic Misconduct within a Particular Course; Allegations of Academic Misconduct; and the section on the Graduate Hearing Committee

Religious Holidays

Sec. 10a-50. (Formerly Sec. 10-334g). Absence of students due to religious beliefs. No person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of such reason an equivalent opportunity to make up any examination, study or work requirements which he has missed because of such absence on any particular day or days or at any particular time of day. No special fees of any kind shall be charged to the student for making available to such student such equivalent opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. For the purposes of this section, “institution of higher education” shall mean any of the schools comprising the state system of higher education, as defined in section 10a-1. (P.A. 75-367, S. 1.)

According to UConn University Senate guidelines, “Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.” For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

Reasonable Accommodations:

The University of Connecticut is committed to protecting the rights of individuals with disabilities. The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.
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<thead>
<tr>
<th>Date</th>
<th>Topic (s)</th>
<th>Readings</th>
<th>Items Due</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Syllabus and Expectations</td>
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<tr>
<td>9/3</td>
<td>Strengths Quest (All about you)</td>
<td>Facilitator - Krista Muise Chapter 13</td>
<td>Group Teambuilding A</td>
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<tr>
<td>9/10</td>
<td>Myers-Briggs Type Indicator (More about you)</td>
<td>Handouts</td>
<td>Group Teambuilding B</td>
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<tr>
<td>9/17</td>
<td>Group Dynamics, Group Goals, Social Interdependence, and Trust (Effective Groups) (Theories about groups)</td>
<td>Chapters 1 and 3</td>
<td>Group Teambuilding C</td>
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<tr>
<td>9/24</td>
<td>Cooperative Learning in the Classroom and Communication, (Group processes)</td>
<td>Chapters 4 and 11 <strong>Bring SYE materials to class</strong></td>
<td>Group Teambuilding D</td>
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<td>9/29</td>
<td><strong>Ropes Course (This is a MONDAY)</strong></td>
<td>Meet at Depot Campus 11:45 a.m. – 4:00 p.m.</td>
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<td>10/1</td>
<td>Debriefing on the Ropes Course Christine Wilson will facilitate part of class (Group processes)</td>
<td>Article on Reflection</td>
<td>Group Process Activity A <strong>Small Group membership and presentation topic DUE</strong></td>
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<td>10/8</td>
<td>Experiential Learning and</td>
<td>Chapters 2</td>
<td>Group Process Activity B <strong>Ropes Course Reflection and Analysis Paper DUE</strong></td>
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<td>10/15</td>
<td>Leadership and Diversity</td>
<td>Chapters 5 and 10</td>
<td>Group Process Activity C</td>
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<td>10/22</td>
<td>Power and Managing Conflict 2 Book Review Presentations</td>
<td>Chapters 6 and 9</td>
<td>Group Process Activity D</td>
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<td>10/29</td>
<td>Controversy, Creativity, and Decision Making 4 Book Review Presentations</td>
<td>Chapters 7 and 8</td>
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<td>11/5</td>
<td>Two Small Group Presentations</td>
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<td>All presentation items DUE to instructor</td>
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<td>11/12</td>
<td>Two Small Group Presentations</td>
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<td>11/19</td>
<td>One Small Group Presentation and Closure Activity</td>
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<td>Closure Activities A and B</td>
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<td>11/26</td>
<td>NO CLASS – Thanksgiving / Fall Break</td>
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<td>12/3</td>
<td>NO CLASS – Cancelled because of extra meeting for Ropes Course</td>
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<td>12/10</td>
<td>Final Exam</td>
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