

CA451: Communication and Leadership in Groups and Teams

Mission Statement

Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

Vision Statement

Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.

**Course CA451 Communication and Leadership in Groups and Teams
Title**

Bookstore Textbooks can be purchased through the official bookstore of accelerated classes, [MBS bookstore](#)

Semester F2A2015

Semester Oct 19, 2015 to Dec 13, 2015

Dates

Drop Date Oct 26, 2015

Withdrawal Nov 22, 2015

Date

Class Days Online

Class Time Online

Classroom Online

Location

Credit 3

Hours

Course Description

CA451 Communication and Leadership in Groups and Teams: Study of leadership, group processes, and interpersonal relationships in the small group. Special emphasis will be given to the effect of culture on small group interaction. 3:0:3

Faculty Michael S. Jeffress, Ph.D.

Name

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Textbooks

Lumsden, G., Lumsden, D., Weithoff, C. (2009). *Communicating in Groups and Teams: Sharing Leadership* (5th ed.). Boston, MA: Wadsworth. ISBN 9780495570462

Additional Resources Online

Online Classroom Technical Support- For technical assistance with the Online classroom, refer to the Canvas Guides found [here](#). OR click on the help link on the Canvas login page or in the classroom. You call the Canvas helpdesk at 844-470-5727. To see the browser requirements for Online courses, click [here](#).

[FAQ's for Online Students](#) – You can find most answers to your questions here. If you cannot remember your Park University ID number or have forgotten your password, please visit <https://accounts.park.edu>. If you continue to have problems, please call Enrollment Services at 1-877-505-1059 or the IT Help Desk at 1-800-927-3024.

Library Resources

McAfee Memorial Library Mission

The [McAfee Memorial Library](#) provides access to quality information resources that enables a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

Collections

- [Pirate Search](#) - Search all Park University Library Databases, eBooks and Print holdings at once!
- Our collections include more than a quarter million books, [ebooks](#), videos and [periodical and research databases](#). Electronic resources are available 24/7.
- Additional materials can be obtained via [interlibrary loan](#) and/or [reciprocal borrowing agreements](#) with local and regional libraries.

Instruction Service

- Reference and instruction librarians are available to help with research and the use of electronic resources on-site, via phone, [email](#) and [live chat](#).

- Classroom instruction is available in basic research, the use of electronic resources and in support of course assignments.
- Contact one of our [reference and instruction librarians](#) to schedule an instruction session.
- [Instructional videos](#) in the use of electronic resources can also be found on the library website.
- [Library at a Glance](#) (.pdf)

Contact Information Mabee Learning Center / Academic Underground

8700 N.W. River Park Drive

Box 61

Parkville, MO 64152

Phone: (816) 584-6285 (800) 270-4347

library@park.edu

www.park.edu/library

Faculty Additional Learning Outcomes

1. Explain the basic elements of group communication.
2. Explain practices of communication in small groups and teams.
3. Identify theories and research studies on groups and team communication.
4. Identify, explain, and give a real-world example of the key theories from the following communication contexts/areas of study: small group communication, leadership in groups, challenges in small groups, teamwork in groups, stages of groups, group communication theories.
5. Apply group communication concepts to your own group interactions.
6. Translate group communication research into layperson terms.

Schedule

Week 1

Small Groups and Teams

Culture

Week 2

Leadership

Week 3

Teamwork

Week 4

Task Questions and Problem Solving

Week 5

Creative Thinking, Logical Thinking

Week 6

Verbal & Nonverbal Communication, Listening & Questioning

Week 7

Conflict in small groups

Week 8

Culture's role in small groups

Assignments

Written work: There will be 2 papers, other than the case study, that you will be required to write. One will be a reaction paper, and the other will be a 3-4 page paper on the concepts and theories you will learn from the readings.

Discussion and Participation: Each week, you will have at least 2 discussions and 3 or 4 activities presented as discussions.

Group Meeting: Pick an outside group (one that you already attend, or pick a new one) and attend 2 meetings. You will turn in an informal reaction paper about your experiences at the group meetings.

Group and team communication case study (Core Assessment): You will be expected to create your own case study. The case study will be set up like the studies in the books that you read. Your case study must show examples of at least 6 objectives we cover in class.

Grading Plan

There are 1,000 points possible in the class.

900-1000 A

800-899 B

700-799 C

600-699 D

below 600 F

Group Culture Presentation: 20%

Article reviews: 20%

Group Meetings: 10%

Discussion and Participation: 30%

Group Analysis Paper (Core Assessment): 20%

Course Topic/Dates/Assignments

Week 1

Small Groups and Teams

Culture

Chapter 1

Discussion

Activities: self-evaluation, and culture and small groups

Translation paper 1

Week 2

Leadership

Ch. 2 & 11, Appendix A:334-339

Discussion

Leadership skills evaluation

Group/topic selected

Translation paper 2

Week 3

Teamwork

Ch. 3 & 4; handouts on project management and meeting planning in doc sharing

Discussion

Have meeting (need agenda, goals, notes)

Translation paper 3

Sources for culture presentation

Week 4

Task Questions and Problem Solving

Ch. 5 & 8, review pg. 84 & 85- Table 4.2; Appendix B: 341-356

Discussion

Problem-solving activity (paper discussing due in week five), create a team plan

Translation paper 4

Outline for culture presentation

Week 5

Creative Thinking, Logical Thinking

Ch. 6 & 7

Discussion

Logical fallacies and creative thinking worksheets

Handout for culture presentation

Core assessment—draft description section

Week 6

Verbal & Nonverbal Communication, Listening & Questioning

Ch. 9 & 10

Discussion

Worksheet

Evaluate a discussion activity

Core assessment—draft evaluation section

Week 7

Conflict in small groups

Ch. 12 & 13

Discussion

Worksheet on conflict

Culture presentations finished and uploaded

Core assessment—rough draft

Week 8

Culture's role in small groups

Group culture presentations/handouts in doc sharing

Core Assessment: Group Analysis completed

Peer- and self-analysis

Discussion

Late Submission of Course Material

It is not conducive to good health or success in this course to put off readings and assignments until the last minute. Remember the wise proverb: *“By the inch, it's a cinch; but by the yard it's hard.”*

I will *not* accept for credit any assignment that is turned in late without *prior* approval. Online quizzes cannot be made up. Any assignment that is turned in past its due date will receive a zero in the grade book. Extensions on assignments may be granted only for extreme and verifiable reasons (e.g., serious personal illness lasting three consecutive days, death in immediate family, some military deployments). *If* a student requests an extension for an assignment, *and* the request is approved, *then* the assignment will be penalized by 5% off the final grade for each day that it is late. No late submission will be accepted for credit more than 7 days past its original due date.

Classroom rules of conduct

Having both taken many online courses as a student and taught even more, I have put together the following guidelines to make our discussion forum experience a more rewarding experience.

1. *Be on time.* Complete your assignments on time. The accelerated pace of 8-week terms is unforgiving.
2. *Be respectful.* Our class is to be an open and safe place for everyone to share ideas, raise questions, and engage in critical thinking. We will be rich in diversity. We will be from different backgrounds with varied social, political, religious, and philosophical views. We will have different types and levels of education and experience. There will be *zero tolerance* for any disrespectful behavior, rude comments, or cyber bullying of any kind. You are free to disagree and engage in scholarly debate, but keep the focus of the debate centered on propositions and not the people who make them. Those who violate this guideline will be warned and subsequent violations may result in expulsion from the course.
3. *Use correct grammar and style.* This is a college class, and a certain level of formality and proper netiquette is expected. Complete sentences that are free of typos and include correct spelling, grammar, and punctuation are expected. I recommend that you type your posts in a word processor, run spellcheck, and then copy and paste them into the discussion forum. This may help you not only on your grade by reducing grammatical mistakes and typos, but it may also save you the time and headache of losing text from accidentally closing a window, hitting the wrong button, or the loss of Internet connection.
4. *Be concise.* Unless otherwise indicated, all posts should be limited to 300-400 words (2-4 paragraphs). This might be a challenge, but learning to provide concise comments and feedback is important.
5. *Be specific.* If you quote from the textbook, then provide the page number(s). If you quote from another source, then provide the link and bibliographic information for that source.
6. *Give proper identification.* Please sign your name to all of your posts. When you are responding to the post of another, begin with a greeting to that person. The threaded discussions can become a tangled web without following this guideline.
7. *Keep focused.* The discussion forum is for discussions about the content of the course. Please do not clutter it with personal notes or discussions unrelated to the posted topic.
8. *Sleep on it.* You do not have to reply to every post or comment, and you never have to reply or post immediately. Let your posts reflect thoughtfulness and introspection.
9. *Avoid ALL CAPS, the overuse of exclamation points (!), italics, and bold type.* Computer mediated communication is devoid of presence and nonverbal cues, and, therefore, more susceptible to miscommunication.
10. *Acronyms and Emoticons.* Do not overuse emoticon symbols and texting acronyms (e.g., JK, TTYL, LOL). We are not instant-messaging each other on a social media site; we are interacting in a virtual academic classroom, and a certain level of formality is expected.

Literacies

The Literacies represent university-level competencies that all students should be capable of demonstrating before receiving an undergraduate degree from Park University. The Park Literacies include analytical and critical thinking,

community and civic responsibility, scientific inquiry, ethics and values, literary and artistic expression, and interdisciplinary and integrative thinking. The Literacies are reflected within Park University's mission. The disciplinary and professional outcomes within Park's courses and undergraduate degrees, combined with a variety of co-curricular learning experiences, support students' acquisition of the Literacies and their fulfillment of the University mission. For more information and a complete list of the literacies, go to <http://www.park.edu/about-park/university-literacies.html>.

Academic Honesty Catalog

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty at <http://www.park.edu/current-students>.

Academic Honesty Instructor Added

PLEASE NOTE: I have ZERO tolerance for plagiarism and any form of cheating. All assignments are expected to be the result of your own thinking, preparation, and work. Academic dishonesty will be dealt with severely and without exception. Any suspected case of cheating, plagiarism, purchased papers, borrowed papers, work copied from the Internet, as well as any other act that is deemed dishonest will result in the student receiving a zero ("F") on the assignment in question. In addition, an Academic Dishonesty Incident Report will be submitted to the appropriate Department Chair, Campus Center Academic Director, or Academic Dean for further appropriate disciplinary action. Any repeat offenses will result in automatic expulsion from the course with a failing grade (WF).

Plagiarism Catalog

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.

Plagiarism Instructor Added

If you have any doubts about what plagiarism is or would like more information about plagiarism and tips on how to avoid it, please visit: <http://www.plagiarism.org>. Even if you do not copy word-for-word, you could still be guilty of plagiarism. Know the facts!

Attendance Policy Catalog

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work

- must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
 3. Students who have not attended or logged into a class, will, at the end of the second week of the course, be assumed to have unofficially withdrawn and will be administratively withdrawn from that class. International nonimmigrant students who are administratively withdrawn from a course or initiate a withdrawal may lose their lawful nonimmigrant status.
 4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
 5. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance will be reported to the appropriate agency.

Disability Guidelines Catalog

Park University is committed to recruiting, developing, retaining, and promoting talented employees with diverse backgrounds, talents, skills and experiences. At Park University, diversity encompasses a variety of characteristics, lifestyles, and perspectives. The University firmly believes this diversity is essential to enhancing the quality of service to its students, to meeting the needs and goals of its learners, and to ensuring the personal satisfaction of its employees and the Park University Community

Biography

I have been teaching online courses for Park and other universities for nearly a decade. For information about my education, professional background, and publications, please visit: <http://www.michaeljeffress.com>.

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