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### Course Description and Rationale

This course demonstrates the significant role that teams, teamwork, and decision making play in organizations. Current theories and practices are examined to develop strategies for effective team building and improved decision making.

Students enrolled in this course are expected to bring their particular experiences and interests in ways that will advance their personal, academic and professional goals.

The student who is successful in this course will have an improved working knowledge of principles and practice, applications, and technique related to group dynamics for teams.

### Textbook

Levi, D. (2014) *Group dynamics for teams*, (4<sup>th</sup> ed.). Thousand Oaks, California: SAGE. ISBN-10: 1412999537 | ISBN-13: 978- 1412999533

### Instructional Method

This course will be instructed online via Desire2Learn (<http://d2l.sdbor.edu>), which you will use to:

- Communicate with your classmates and the instructor via discussions and course mail
- View lectures and lecture notes
- View and complete discussion questions
- Access all required course materials
- Access your course progress and grades

Please view the course calendar to see the schedule for Collaborate and online activities.

Collaborate meetings will occur as noted on Wednesday's at 7 p.m. online.

All of the lecture slides—which can be accessed weekly with each chapter assigned—will be made available under the **Content** area of the course, under the Activities section of the current week.

### Student Expectations

First and foremost, students are expected to read, understand and abide by all policies and procedures outlined in this syllabus, as well as those in the CDE Online Orientation, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available at USD.

As this is an online course, SDBOR engagement requirement will be reproduced by the following activities, all of which will be due by the end of the week: posting in the weekly discussions; attending and participating in the in-person sessions as outlined on the calendar; completing assignments; other assessments at the discretion of the instructor.

That said, in general, a typical week in this course will be sequenced as follows:

DAY	TASK
Monday	Start of the week; new materials and discussion topics available Open for independent work and discussions
Tuesday	Open for independent work and discussions
Wednesday	Open for independent work and discussions
Thursday	Open for independent work and discussions
Friday	Open for independent work and discussions
Saturday	Open for independent work and discussions
Sunday	All weekly discussion topics due by 11:59 PM CT on Sunday night



**IMPORTANT:** In order to complete the discussion activities each week, it will be necessary to log into the course during the week. Please plan accordingly.

This sequence will be followed for all topics and weeks. These are detailed in the Class Schedule that can be accessed via the “Getting Started” widget on the course homepage. The instructor will also provide regular updates during the week, so students should log into D2L to check for news and email **at least three times per week**, if not more frequently.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. As this is a three-credit-hour course, students should expect to dedicate **around nine (9) hours per week** to course activities.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the “Technology Requirements” towards the end of the syllabus.

One important thing to remember: when all is said and done, this is *your* class; it is *what* you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

### Important dates:

- Semester begins: 5/18/15
- Last day to drop with a full refund: 5/25/15
- Interview project and post due: 6/8/15
- Book review project and post due: 6/29/15
- Last day to drop with a 'W': 7/15/15
- Group project and post due: 7/22/15
- Learning project and post due (graduate students): 7/27/15
- Final reflection journal due: 8/3/15
- Semester ends: 8/7/15

### Instructor Expectations

The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria, within a reasonable amount of time—see the “Assessments” section below for more detail.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the CDE Online Orientation, The University of South Dakota, and the SDBOR.

### Course Objectives

This course is designed to meet several goals and objectives. The chart below gives a brief description of those goals and objectives.

<b>SPECIFIC GOALS AND OBJECTIVES</b>	<b>ASSESSMENT</b>
<b>1. Demonstrate learning regarding teambuilding, decision making and discussion. Includes:</b> <ul style="list-style-type: none"><li>a. Writing</li><li>b. Listening</li><li>c. Reading</li><li>d. Speaking</li><li>e. Interpersonal Skills</li></ul>	<b>Collaborative learning, interview, case studies, reflection journal, presentation</b>
<b>2. Analyze, synthesize, and evaluate team dynamics in a variety of contexts</b>	<b>Collaborative learning, case studies, reflection journal</b>

### Course Schedule & Coverage of Topics

Please see the “Course Schedule” link in the “Getting Started” widget on the course homepage.

### Assessments

Because of the online nature of this course, it is important that students receive regular feedback on their progress. To that end, there will be weekly participation requirements and discussions to assure that ample feedback is provided and that ample opportunity is provided to ask questions about the various course topics.



**IMPORTANT:** Make-up assessments will only be available under conditions such as serious illness, family emergencies, etc., and will be provided solely at the discretion of the instructor. When possible, students should notify the instructor prior to missing any assessment.

REFLECTION JOURNAL	U:POINTS	G:POINTS
Due 8/3/15	150	100

### Graded Assessments: Reflection Journal

Your reflection journal will consist of 12 entries. You will work on this journal weekly over the duration of the course. Save the journal as a single document and only submit it once at the end of the semester as your final body of work for the course.

Weekly entries should be your reflections on the Ted Talks video, the chapter, discussion board and case studies presented during that week. Each entry should be 1-2 pages in length (for a total of 12-24 final pages). Entries may include reflection on your growth as a team member, experiences that illustrate/align with the weekly content, and/or important points you want to remember and do/avoid in your future behavior.

An important part of building a team (as a team member or manager) is being able to reflect, give and receive feedback, and link events; this journal will give you practical experience in these areas. There are no right or wrong topics, hence the title “journal”.

As there is no specific format for a ‘journal’, please simply ensure that it is a word document in a format easy to read. Also, please include a cover page with your name.

Papers **MUST** be submitted via the **Assessments→Dropbox**—not through course mail. Feedback and grades will be available in the GradeMark feature of the the Dropbox within two (2) weeks after the due date, unless otherwise stated.



**IMPORTANT:** At the discretion of the instructor, any reflection turned in past the due date will be docked fifty (50) points for each day that it is past due; thus, any paper not turned in within three days will receive zero points.

### Graded Assessments: Interview and Presentation

INTERVIEW & DISCUSSION	U:POINTS	G:POINTS
Due 6/8/15	200	150

In order to learn from others, you will complete an interview with someone who has participated on a team. This could be someone that has been on a project team at one point in their career, it could be with another student that has been a part of a team/group project, it could also be with someone from

an athletic team. For this project, you will interview the individual you select and write a 4-5 page paper that describes:

- Whom you interviewed
- The questions you asked
- A summary of the individual's responses
- Lessons learned from the interview

In addition to the submitted paper, students will also share their project via a PowerPoint presentation and discussion via the discussion board. Your PowerPoint presentation should show and overview of the work and display the learning in a way that all students can learn and benefit from. Your PowerPoint should be no more than seven (7) slides, not including your title page. Your PowerPoint should be posted to the discussion board thread by the due date. During the week, all students will engage in online dialogue asking questions and offering feedback for the postings. Only your PowerPoint should be posted to the discussion board; your paper should only be submitted to the instructor.

Projects (your paper and PowerPoint) **MUST** also be submitted via the **Assessments** Dropbox—not through course mail. Feedback and grades will be available in the GradeMark feature of the Dropbox within two (2) weeks after the due date, unless otherwise stated.

### Graded Assessments: Book Review and Presentation

BOOK REVIEW AND DISCUSSION	U:POINTS	G:POINTS
Due 6/29/15	200	200

Identify a popular team-building book and provide a 2-3 page book summary and a one page handout for the class. It will be your responsibility to pick a topic you can easily link to the course content. Write a 2-3 page paper that highlights the key points of the book, how the book relates to the course content, your evaluation of the book, and your rating of the book for future readers. For the discussion board post, create a one (1) page handout to share with the class (that can be used as a future reference tool) that provides a general summary/key learning's from the book. Your handout can be in the media of your choice.

Only your one page handout should be posted to the discussion board; your paper should only be submitted to the instructor.

Projects (your paper and one page handout) **MUST** also be submitted via the **Assessments** Dropbox—not through course mail. Feedback and grades will be available in the GradeMark feature of the Dropbox within two (2) weeks after the due date, unless otherwise stated.

## Graded Assessments: Group Project and Presentation

GROUP PROJECT AND DISCUSSION	U:POINTS	G:POINTS
Due 7/20/15	200	200

To plan, design, and deliver a group activity for the class.

- Groups will be formed during the first two weeks of class; the instructor will assign and post group assignments via the News Tool on D2L.
- Each group will select their own topic for their lesson plan. The plan should be one in which the group will be able to engage the class in dialogue via the Discussion Board.
- Using course content as a guide, each group will identify a team building activity and case study. The group will prepare a lesson plan and facilitation instructions for the class and post both to the Discussion Board.
- All materials need to be posted by 7/20. The posting thread must include all information on your lesson plan, case study and team building activity.
- All students will participate in discussion and a question & answer period for each group.

Projects **MUST** also be submitted via the **Assessments** Dropbox—not through course mail. Feedback and grades will be available in the GradeMark feature of the Dropbox within two (2) weeks after the due date, unless otherwise stated.

## Graded Assessments: GRADUATE STUDENT Learning Summary and Online Discussion

LEARNING SUMMARY AND DISCUSSION	U: POINTS	G: POINTS
Due 7/27/15	N/A	100

UNDERGRADUATE AND GRADUATE STUDENTS: Participation in the Discussion Board to achieve discussion board project and participation points.

GRADUATE STUDENTS ONLY: In order to learn with one another, this assignment requires each graduate student to compile a learning summary based upon the key content in the course. Prepare a 4-5 page paper highlighting:

- Three key learning's you have had in the class to date
- Two strengths you identify that would make you a high performing team member
- One opportunity you want to focus on further to personally grow in team roles

In addition to the submitted paper (only submitted to the instructor), graduate students will also share a brief summary post on the discussion board. All students will participate in discussion and a question & answer period for each post. Projects **MUST** be submitted via the **Assessments** Dropbox—not through course mail. Feedback and grades will be available in the GradeMark feature of the Dropbox within two (2) weeks after the due date, unless otherwise stated.

### Graded Assessments: Online Discussions

For each week of content, there will be an associated discussion on topics covered in said content. Students will need to post at least one direct response to the instructor's posting and at least one response to another group member's response.

When posting in the discussions, each student needs to abide by the "Netiquette" section in the CDE Online Student Orientation, which can be found in the "Getting Started" widget on the Course Home page. Additionally, each student will need to post a substantive response to the question or questions posed by the instructor and then reply substantively to another student's response. A substantive response is more than simply saying, "I agree," or "I disagree;" rather, it will provide arguments to support the student's response.

Participation in the twelve discussions is required and will each be worth twelve (12) points, awarded according to this rubric:

ONLINE DISCUSSION EXPECTATIONS	U:POINTS	G:POINTS
Posting a response to instructor's question by Friday @ 11:59 PM CT	3	3
Substantiveness of initial posting	2	2
Responding to peer posting	3	3
Substantiveness of peer posting response	2	2
Reading the majority of peer postings* *see important note below	2	2
<b>TOTAL</b>	<b>12</b>	<b>12</b>

In addition, there will be one introduction discussion thread; responding to this thread is worth 6 points.

ONLINE DISCUSSION EXPECTATIONS	U:POINTS	G:POINTS
Posting a response to the introduction thread by Friday 5/22 @ 11:59 PM CT	6	6

As stated in the rubric, your initial response to the instructor's question is due by **Friday @ 11:59 PM CT**. If you do not post your initial response by this time, you will lose three points.



**TIP:** You must post a response in the discussion topic before being able to see other postings made by your peers.

Weekly discussions will close on **Sunday @ 11:59 PM CT**, so you must complete all requirements by that time or you will lose points for whatever requirements are incomplete.



**IMPORTANT:** At the discretion of the instructor, you will **not** be penalized for not reading a few peer postings, especially if they have been posted late on Sunday evening. That said, if you do not read a majority of the peer postings (based on the

instructor’s calculation of messages read vs. those posted), and lose the points for not doing so, it will be **your responsibility** to notify the instructor of this situation, as D2L’s grading tools do not report this information to the instructor.

Discussion participation will be assessed at the conclusion of each discussion topic on the level and quality of participation. In general, the instructor will provide grades in the **Assessments** & **Grades** section of the course, designated by “DW#,” where the “#” will be replaced by the week number. All feedback will be returned within two weeks of the due date, unless otherwise noted by the instructor.



**IMPORTANT:** Because of the interactive nature of discussions, if you miss a weekly discussion, even for an excused absence, you will NOT be able to make it up.

### Graded Assessments: Discussion Board Project Participation

For each live Collaborate meeting, there will be an associated discussion on topics covered in the chapters, case-studies, instructor and student presentations and general question & answer. To support active and social learning, students will need to participate in the class to support an open learning environment.

Participation in the four threads (interview, book review, group project and graduate learning summary post) is required and each will be worth twenty-five (25) points, awarded according to this rubric:

DISCUSSION EXPECTATIONS FOR GRADED ASSESSMENTS	U:POINTS	G:POINTS
Collaborate discussion participation	15	15
Feedback given/received on presentations	10	10
<b>TOTAL</b>	<b>25</b>	<b>25</b>



**IMPORTANT:** Because of the interactive nature of discussions, if you miss a weekly discussion, even for an excused absence, you will NOT be able to make it up.

### Participation / Attendance:

Participation/attendance is of the utmost importance and will be measured in three ways:

PARTICIPATION EXPECTATIONS	U:POINTS/ SESSION	G:POINTS/ SESSION	U:TOTAL POINTS	G:TOTAL POINTS
Introduction post (1)	6	6	6	6
Weekly discussions, online (12)	12	12	144	144
Discussion Board project threads (4)	25	25	100	100
			<b>TOTAL 250</b>	<b>TOTAL 250</b>

If:

1. more than one weekly discussion absence is recorded, or
2. more than one project session is missed

The instructor may lower the student's final grade by two (2) percentage points per additional absence.



Anyone missing two or more times, or who is not otherwise satisfying the course’s expectations, may be withdrawn from the course at the instructor's discretion. Should this be the case, the student will receive a grade of “W” on his/her official transcript and will not receive a refund.

**Course Point Total:**

Given the types of assessments and number of points each is worth, the total number of points in the course is broken down as follows:

TOTAL POINTS	U:POINTS	G:POINTS
Reflection Journal	150	100
Interview & Presentation	200	150
Book Review & Presentation	200	200
Group Project and Presentation	200	200
Online Discussions	150	150
Project Thread Participation	100	100
Graduate Learning Summary & Presentation	N/A	100
<b>TOTAL</b>	<b>1000</b>	<b>1000</b>

Note: the actual number of points in the course may vary slightly from this.

**Grading:**

Your grade is calculated using straight percentages (this grading table applies to both undergraduate and graduate students):

Letter Grade	Percentage	Points (approximate)
A	90-100%	900-1000
B	80-89%	800-899
C	70-79%	700-799
D	60-69%	600-699
F	up to 59%	up to 599

**Technology Requirements:**

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CDE Online Orientation document in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in that document, this course also requires:

All students should have the ability to submit work in one of the following formats -- Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS. The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: <http://docs.usd.edu/>.

**Student Resources:**

The University of South Dakota provides a number of useful services to students:

- **CDE Online Orientation Guide (see link in the “Getting Started” widget on the course homepage):**  
This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.
  
- **USD Portal at: <http://usd.edu/>**
- The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  - WebAdvisor
  - I.D. Weeks Library
  
- **The USD Writing Center:**  
The USD Writing Center was established to provide writing assistance to students in order to help individuals become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.  
You can email the writing center for support: [wcenter@usd.edu](mailto:wcenter@usd.edu)

### Plagiarism Policy:

Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result, at a minimum, in a grade of zero for that assignment.

Since it is impossible to evaluate a plagiarized paper, no credit can be given. At the discretion of the instructor, a student may be subject to any, or a combination, of the following:

- allowed to rewrite and resubmit the assignment for credit
- given a zero for the assignment
- assigned a reduced grade for the course
- reported to the program in which the student is majoring and that department may take additional action
- dropped from the course
- failed in the course

### Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any

course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Department of Music at (605) 677-5274 to initiate a review of the evaluation.

### **Disability Services:**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:

**Ernetta L. Fox, Director**  
**Disability Services**  
**Room 119 Service Center**  
**(605) 677-6389**  
[http://www.usd.edu/ds/  
dservices@usd.edu](http://www.usd.edu/ds/dservices@usd.edu)

### **Diversity:**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. This course will explore many of these areas.