Syllabus: Group Dynamics  
CRNs: 35092 / 35103

Psy 457/557, Spring 2019, Tues & Thurs 2-3:50, 302 Gerlinger

<table>
<thead>
<tr>
<th>Professor/TA</th>
<th>Office</th>
<th>E-mail</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Dr. Holly Arrow</td>
<td>Straub 420</td>
<td><a href="mailto:harrow@uoregon.edu">harrow@uoregon.edu</a></td>
<td>Wed 2-3 &amp; Thur 4-5</td>
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<tr>
<td>Ashleigh Landau</td>
<td>Straub 462</td>
<td><a href="mailto:alandau2@uoregon.edu">alandau2@uoregon.edu</a></td>
<td>Fri 11-12:30</td>
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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.

Work Load Overview and Time Estimates

Undergrads (457) will complete one short paper (2-3 pages), collaborate on five short (250 words max) group essays, read and comment on the essays of other groups, and complete a take-home final. Attendance and participation is 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).

Grad students (557) Along with the assigned readings and class time (80 hours) grads will complete a case analysis (15 hours including extra reading) a literature review (30 hours including reading), 5 short essays (25 hours), and read and make comments on the undergrad group essays and provide feedback on the draft lit reviews of other grad students (10 hours).

Requirements for Undergrads (447) and Grads (557)

1. Participation
Attendance and participation is required. In Week 2, students will form permanent small groups of size 3-4, with undergrads and grad students in different groups. At the end of the class, 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. Completing quizzes and posting clarification questions 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/622440

Every week you discuss the readings with your group. As a group, you will also develop and post 5 short integrative group essays that analyze a case or cases by drawing on readings / lecture. These will be posted on a blog (accessible to class members only) and will be due by 5 PM Friday. 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*

3b. Grad Student Essays (557)
Grad students will complete 5 essays. The assignments will differ in some weeks from the undergrad assignments. Some will be submitted on Canvas instead of posted on the blog.

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/Formating of Cites
Assignments will be posted on Canvas, along with the grading rubric and writing tips. Blog 0 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.

3c. Comments (All): After the blog essays are published, every student is responsible for reading all the essays. For the first two essays (0 and 1), all students are responsible for making at least one substantive comment on one of the other essays by 10 AM Monday.
   For subsequent essays (which alternate between ODD and EVEN groups, 2a-4b), students in groups that did NOT write an essay that week are responsible for making at least one substantive comment by 10 AM Monday.
   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 0-0.5 credit. After 10 AM Monday, the comment feature will be closed.

4. Make observation notes (raw material for reflective essay or case)
Pick a group or two you are in or interact with and start right away taking notes on your observations and insights. These will serve as raw material for either the Reflective Essay (457) or the Group Dynamics Case (557). Your notes are private – no need to turn in.

4a. Reflective Essay (457)
For the 2-3 page reflective essay (500-750 words), connect your observations of one or more groups 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 (different deadlines for Odd and Even group members). 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.
4b. Group Dynamics Case (GRADS only, 557)
Pick either a single group that has an identifiable challenge or problem, or two groups that provide a useful contrast. These may be groups you belong to, groups you are observing directly, or other groups about which substantial documentation is available. Write a 5-7 page case analysis modeled after one of the cases assigned for class. Make connections to class readings and other relevant literature. Partial draft due on Canvas Week 5; Final version due Week 6. **Both the draft and final case must be submitted when due** to receive full credit. *NOTE: Two extra HBS readings provide tips for case writing.*

5a. Take Home Final (457). 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.

5b. Literature Review Paper (GRADS only, 557). Choose a substantive question about group dynamics and complete a literature review of relevant research. The paper should include a minimum of 20 sources, of which at least 10 are peer-reviewed articles published in 2000 or later. A 7-10 page double-spaced review essay should provide a critical summary of what these sources tell us about the question, what issues remain unresolved, and what you think is the most important direction for future research to take. The full paper (counting title page, reference list, etc.) should be 2500-3500 words. Partial draft due Week 9; Final version due Mon Finals week.

**Grading**

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<thead>
<tr>
<th>UNDERGRADS</th>
<th>GRADS</th>
<th>%</th>
<th>Course grades based on % of 100 earned</th>
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<tr>
<td>Participation</td>
<td>Participation</td>
<td>20</td>
<td>A  93-100</td>
</tr>
<tr>
<td>Reflective essay</td>
<td>Case analysis</td>
<td>20</td>
<td>A- 90-92.9</td>
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<tr>
<td>Group blogs (1-4)</td>
<td>Blog essays (1-4)</td>
<td>20</td>
<td>B+ 87-89.9</td>
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<tr>
<td>Comments</td>
<td>Comments</td>
<td>10</td>
<td>B  83-86.9</td>
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<tr>
<td>Take home final</td>
<td>Lit review paper</td>
<td>30</td>
<td>B- 80-82.9</td>
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<tr>
<td>TOTAL</td>
<td>TOTAL</td>
<td>100</td>
<td>C+ 77-79.9</td>
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For Psychology department grading standards, see http://psychology.uoregon.edu/courses/department-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. Holly and Erik 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 (or Case or Lit Review drafts or finals for grads) are late unless late submission is approved *in advance* by Holly 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, Holly, or the TA 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 Holly or the TA!). 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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<tr>
<th>Week One</th>
<th>Topic/Focus</th>
<th>Readings</th>
<th>Other Events &amp; Assignments</th>
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<tr>
<td>T April 2</td>
<td>Studying Groups</td>
<td>Syllabus</td>
<td>Introductions, temporary groups</td>
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<tr>
<td>R April 4</td>
<td></td>
<td>Arrow 2010; Wheelan 2009</td>
<td>Process Coding Exercise</td>
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**Week Two**

| T April 9      | Composition & Dynamics | Arrow & Henry 2019; Tziner & Eden 1985        | Speed dating                                |
| R April 11     |                   | Army Crew Team case (Snook/Polzer)           | Group formation & first task:              |

**Week Three**

| T April 16     | Status & Influence  | Ronay et al. 2012; Sidanius & Pratto 2011    | Group exercise                              |
| R April 18     |                   | Learning Team case (Isabella)                |                                             |

**Week Four**

| T April 23     | Diversity & Conflict | Edmondson & Rolof 2009; Hinds & Mortensen 2005 | Group checkup / Member change              |
| R April 25     |                   | Greg James case (Neeley & DeLong)             |                                             |

**Week Five**

| T April 30     | Decision Making    | Packer 2009; Sunstein & Hastic 2004; Wittenbaum & Park 2001 | Skills & class assessment                  |
| R May 2        |                   | Columbia case (Bohmer et al.)                |                                             |

**Week Six**

| T May 7        | Task Performance   | Woolley et al. 2008; Lingard et al. 2004     | Marbles Group exercise                      |
| R May 9        |                   | Surgical Teams case (Edmondson 2003)         |                                             |

**Week Seven**

| T May 14       | Leadership         | Wu & Sun 2014; Ramthun & Matkin 2014         | Peer review of Essay/Case                  |
| R May 16       |                   | Mount Everest case (Roberto & Carioggia)     |                                             |

**Week Eight**

| T May 21       | Intergroup Dynamics| Pettigrew et al. 2011; Zarate et al. 2004    | Peer review of Essay/Case                  |
| R May 23       |                   | Contemporary conflict: Immigration           |                                             |

**Week Nine**

| T May 28       | Adaptation         | LePine 2005; Waller et al. 2004              | Group exercise                              |
| R May 30       |                   | Mann Gulch & Storm King case (Weick, 1993; Roberto & Ferlins, 2003) |                                             |

**Week Ten**

| T June 4       | Putting it all together | *Case Options for Final*                   | *Take home final essay Qs will be posted by Wed 6 PM* |
| R June 6       |                   | Peer Evals, Review for Final               |                                             |

**Finals Week**

*FINAL: (457) Complete on Canvas by 12:30 AM, Tues, June 11. (557) Submit Lit Review*
Due dates for ALL GROUPS and Students (447 & 557)

Friday, April 12, 5 PM: All groups submit Blog #0 to https://blogs.uoregon.edu/s2019psy457557/
Mon, April 15, 10 AM: All student make a comment on one of the blogs
Friday, April 19, 5 PM: All groups submit Blog #1 to https://blogs.uoregon.edu/s2019psy457557/
Mon, April 22, 10 AM: All student make a comment on one of the blogs

ODD GROUPS & Students in Odd Groups Due Dates (447)

Friday, April 26, 5 PM: Odd groups submit Blog #2a to https://blogs.uoregon.edu/s2019psy457557/
Sunday, May 5, Noon: Individuals submit first 150 words Reflective Essay on Canvas
Mon, May 6, 10 AM: Individual students make a comment on one of the 2b blogs
Friday, May 10, 5 PM: Odd groups submit Blog #3a to https://blogs.uoregon.edu/s2019psy457557/
Mon, May 13, 10 AM: Individuals submit full draft Reflective Essay on Canvas
Tues, May 14, 1 PM: Individuals complete assigned peer review on Canvas before class
Thurs, May 16, Midnight: Individuals submit final version of the Reflective Essay on Canvas
Mon, May 20, 10 AM: Individual students make a comment on one of the 3b blogs
Friday, May 24, 5 PM: Odd groups submit Blog #4a to https://blogs.uoregon.edu/s2019psy457557/
Mon, June 3, 10 AM: Individual students make a comment on one of the 4b blogs

EVEN GROUPS & Students in Even Groups Due Dates

Mon, April 29, 10 AM: Individual students make a comment on one of the 2a blogs
Friday, May 3, 5 PM: Even groups submit Blog #2b to https://blogs.uoregon.edu/s2019psy457557/
Sunday, May 12, Noon: Individuals submit first 150 words Reflective Essay on Canvas
Mon, May 13, 10 AM: Individual students make a comment on one of the 3a blogs
Friday, May 17, 5 PM: Even groups submit Blog #3b to https://blogs.uoregon.edu/s2019psy457557/
Mon, May 20, 10 AM: Individuals submit full draft Reflective Essay on Canvas
Tues, May 21, 1 PM: Individuals complete assigned peer review on Canvas before class
Thurs, May 23, Midnight: Individuals submit final version of the Reflective Essay on Canvas
Mon, May 28, 10 AM: Individual students make a comment on one of the 4a blogs
Friday, May 30, 5 PM: Odd groups submit Blog #4b to https://blogs.uoregon.edu/s2019psy457557/
Mon, June 3, 10 AM: Individual students make a comment on one of the 4b blogs

GRADS (557) Due Dates

Friday, April 26, 5 PM: Blog #2G due
Wed, May 1, 10 PM: Submit partial draft Case Study on Canvas
Mon, May 6, 10 AM: Make a comment on one of the 2b blogs
Wed, May 8, 10 PM: Submit final Case Study on Canvas
Friday, May 10, 5 PM: Blog #3G due
Mon, May 20, 10 AM: Make a comment on one of the 3b blogs
Friday, May 24, 5 PM: Blog #4G due
Mon, June 3, 10 AM: Make a comment on one of the 4b blogs

Due date for Final (457/557)

Tues, June 11, 12:30 AM: UNDERGRADS Complete both parts of the final: Canvas test + Final essay
GRADS submit Lit Review on Canvas