SR | SUL ROSS
KINESIOLOGY DEPARTMENT

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KINE 5315
Group Dynamics
Fall 2023 - Online

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Office Hours:	M-Th 11-2pm; Or send email for appointment request
Required Text:	Title: Effective Group Discussion: Theory and Practice 16th Ed.
	Author: Glorie Galanes & Katherine Adams
	Publisher: McGraw-Hill Education
	ISBN10: 9780078037016

For this course you will be required to purchase McGraw-Hill Education Connect online access for the required digital textbook. You are not required to have the print version of the text. A full color binder-ready version can be mailed directly to you for an additional $25.00 (including S&H).

Get Connect access directly when clicking on the first assignment.

You will also need to access the SRSU Library online, to locate and download peer-reviewed, scholarly articles. For assistance you may use "Ask the Library" or contact the Graduate Student Center for help.

Course Description
This course looks at group dynamics in team sports and coaching relationships. Topics include the use of self in groups, leadership styles in the team setting, features of a successful group or team environment, and the role of motivation in team sports.

Course Student Learning Objectives Upon successful completion of this course students will:

1. Describe current psychological theories on group dynamics in team sports and coaching relationships.

2. Identify and describe current theories on the self and self-esteem in group dynamics.

3. Discuss the role of leadership and leadership styles in team sports.

4. Discuss the characteristics of a successful group or team environment.

5. Discuss the role of motivation in team sports.

6. Identify current trends in psychological research in group dynamics and sport psychology as it relates to team sports.

Marketable Skills
The following marketable skills are achieved in this course:
      1. Students acquire *communication* skills.
      2. Students acquire *collaboration* skills.
      3. Students demonstrate *creativity*.
      4. Students demonstrate *critical thinking*.
      5. Students demonstrate *career management.*

Style Of Teaching:
The objectives of this course will be met through an integrated teaching style that will include online discussions, Connect readings, homework assignments and group projects. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. There is an online blackboard component required for this course. No assignments shall be accepted via email and all assignments shall be turned in on blackboard or in Connect.

All Course Requirements Deadline
Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 8 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per policy below.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. LearnSmart readings must be completed by the due date for credit - no late work will be accepted. Discussions/Responses/Assignments/Quizzes/Final Projects carry a 5% deduction per day late; up to 30% maximum deduction. If you have not turned in an assignment within 7 days of the due date, you must email the professor for grading consideration.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Outcome Measure	Points Per Item	Number of Items	Available Points
Connect\Smartbook Chapter Readings	15-25	12	200
Connect Quizzes	50	3	150
Discussion	50	4	200
Assignments	100	3	300
Journal Reflections	25	2	50
Final Project/Presentation	100	1	100
Total/Final Grade*	-	-	**1000**

*Letter Grading as per SRSU policy will be used in this course.

==**Be sure to complete all assignments by the due date.**==

Note: Satisfactory progress in the HHP program means a cumulative GPA of 3.0 in all core classes (e.g. everything leading up to the final practicum course). In most cases, this means a 'B' or better in each class is considered satisfactory progress.

Class Meetings:

This course will require three (3) small group meetings and (1) live online presentation for work on your assignments 2-3 and your final project and presentation

Dates for Online/Virtual Meetings (via Collaborate Ultra inside Blackboard)
- Tuesday evenings (as assigned/scheduled for group presentations)

A quick note on group projects:

• Each group member will complete an evaluation of fellow group members' performance on the group projects. If you let others do the work on your group projects, you will be penalized.
• The summed scores of all group members' ratings will be used to obtain a final percentage.
• The percentage will be multiplied by the final grade that the group receives.
• In order for the evaluations to have merit, you must justify the ratings assigned to a person.
• Why do I do this? There's nothing worse than having someone ride the coattails of others on a project. This method provides you with a way to evaluate and report the work output (or lack thereof) that an individual put into a project. This method is meant to help your group and keeps it from being a "one-person show." In a class this small, EVERYONE will have to work together to make the project a success.

COURSE REQUIREMENTS

I. Connect LearnSmart
200 points total
LearnSmart is an interactive reading program provided through McGraw-Hill Connect. These modules will guide you through each individual chapter, asking questions to assess your knowledge.

II. Connect Quizzes
150 points total; 50 points per quiz
There will be three tests throughout the semester that will assess your knowledge of the corresponding LearnSmart assignments. Each quiz contains a mixture of information from the various chapters assigned. The quizzes will consist of multiple choice questions.

III.Discussions
200 points total; 50 points per discussion (40 points for original post / 5 points for each of 2 responses)
To create a thread, click on the hyperlink to the discussion and then click on 'create new thread'. Put your name and the discussion number in the subject line (i.e. Shanna Moody #3). Please respond directly in the message area; no attachments unless requested.

I expect your discussion to be "applied", meaning that your post must discuss the content in a new way - including, but not limited to: adding to the discussion with further information you find (cite your source), describing application to sports, health, or performance, as well as providing constructive criticism, a different viewpoint. Writing should be professional, use academic language, and be more than a social media post style of writing (aka no chat room or informal language).

To respond to a classmate's post, click on their post and then choose 'reply'. Title the subject of your response with your last name and response to the author's name and the discussion number. (e.g. Moody response to Smith #3). The response must be at least 100 words and more than "good job", "I like what you said" etc. It must be a substantial response that would be as if you were having a discussion on this topic in person. Again – tell us how you could use the information in your professional life.

IV. Assignments
300 points total. 100 points each.
The assignments will provide a real-word / practical application of the relevant course content. There will be assignments throughout the semester that will focus on specific topics covered in text. Assignments will require you to work with your classmates in group style.

V. Final Project
100 points total (50 for presentation; 50 for project submission)
The final project will require in depth application of knowledge gained throughout the course in relation to the Student Learning Outcomes previously stated in the syllabus. For detailed instructions on this assignment refer to Week 8 in Blackboard.

TENTATIVE COURSE CALENDAR
FALL 2024

Week	Dates	Content	Due
1	8/28 – 9/3	• Ch 1 - Small Groups in Everyone's Life • Ch 2 - Human Communication Processes in the Small Group Context • What is Your Personality Type Assessment	LS 1 & 2 Discussion #1
2	9/4 – 9/10	• Ch 3 - The Small Group as a System • Ch 4 - Diversity and the Effects of Culture	LS 3 & 4 Connect Test #1 (1-4) Reflection # 1
3	9/11 – 9/17	• Ch 5 - The Members and Their Roles • Ch 6 - Communication and Group Culture • Case Study • The Power of Teamwork & Team Breakthroughs	LS 5 & 6 Assignment #1 Discussion #2
4	9/18 – 9/24	• Leading Small Groups • Ch 7 - Theoretical Perspectives • Ch 8 - Practical Tips	LS 7 & 8 Connect Test #2 (5-8) Discussion #3
5	9/25 – 10/1	• Problem Solving • Ch 9 - Theoretical Perspectives • Ch 10 - Practical Tips & Techniques • Group Meeting #1	LS 9 & 10 Assignment #2
6	10/2 – 10/8	• Ch 11 - Managing Conflict in the Small Group • Ch 12 - Tools for Assessing and Evaluating Groups	LS 11 & 12 Connect Test #3 (9-12) Reflection 2
7	10/9 – 10/15	• Group Meeting #2	Assignment #3 Discussion #4
8	10/16 – 10/20	• Group Presentations to Dr. Herrera	Final Project Presentation Final Assignment

UNIVERSITY POLICIES

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

SRSU Library Info

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Disability Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenshipthrough service activitiesthat promote personal and academic growth whileenhancingthe university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:
- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.