



**KES 5315-W01  
Group Dynamics  
Spring 2025**

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**Office Hours:** M 9-11, 1-2, T 9-12, 1-2, W 10-11, 1-2, R 9-12, 1-2, and F 9-12 **By appointment** (email to set up an appointment)  
**Meeting:** via Blackboard  
**Required Text:** Effective Group Discussion: Theory and Practice 15th ed. ISBN: 9780078037016

**For this course you will be required to purchase McGraw-Hill Education Connect® access for the required textbook**

You are not required to have a print text in addition to Connect access, so please be aware that if you purchase a used textbook you will still need to purchase Connect access.

A print-upgrade option is available via Connect if you find yourself wanting a print companion at some point during the semester. This will be a full color binder-ready version of the text and can be mailed directly to you for an additional \$25.00 (including shipping and handling). Please note that Connect works best on Google Chrome or Firefox.

**You will also need to access the SRSU Library to locate and download peer-review, scholarly articles. For assistance you may 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.

## **EXPECTATION OF STUDENTS**

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion. Handouts distributed through Blackboard should be kept in a notebook in order to be referred to as necessary.

**Marketable Skills – The following marketable skills are met in this course:**

- **Collaboration** – students will interact with one another through a multitude of class discussion boards
- **Communication** –
- **Critical Thinking** – students will be asked to critically decipher a multitude of real-world scenarios
- **Career Management** – students will develop the skills necessary to thrive in a management roll in their chosen profession

## **STUDENT LEARNING OUTCOMES**

- Describe current psychological theories on group dynamics in team sports and coaching relationships.
- Identify and describe current theories on the self and self-esteem in group dynamics.
- Discuss the role of leadership and leadership styles in team sports.
- Discuss the characteristics of a successful group or team environment.
- Discuss the role of motivation in team sports
- Identify current trends in psychological research in group dynamics and sport psychology as it relates to team sports.

### **Methods of Evaluation:**

Outcome Measure	Points per unit	Available Points	Percentage of Grade
Connect LearnSmart Chapter Readings	10 @ 20 / 2 @ 25	250	22%
Connect Quizzes	3 @ 100	300	24%
Discussions	4 @ 50	200	17%
Assignments	3 @ 100	300	24%
Final Project/Presentation	1 @ 100 / 1 @ 50	150	13%
Total/Final Grade*	--	1200	100%

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

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.

### **LATE WORK POLICY**

All coursework must be submitted by the provided due dates in Blackboard or Connect. Late work will be subject to the following deductions: Discussions/Responses/Assignments/ Quizzes/Final Projects carry a 5% deduction per day late; up to 30% maximum deduction. LearnSmart readings must be completed by the due date for credit.

## TENTATIVE COURSE CALENDAR

<u>Week</u>	<u>Dates</u>	<u>LearnSmart Chapters</u>	<u>Assessments</u>
<u>1</u>	<u>January 15-19,2025</u>	<u>SmartBook Chapters 1-2</u>	<u>Discussion 1</u>
<u>2</u>	<u>January 20-26, 2025</u>	<u>SmartBook Chapters 3-4</u>	<u>Connect Test 1: Chapters 1-4</u>
<u>3</u>	<u>January 27-February 2, 2025</u>	<u>SmartBook Chapters 5-6</u>	<u>Assignment #1, Discussion 2</u>
<u>4</u>	<u>February 3-9, 2025</u>	<u>SmartBook Chapters 7-8</u>	<u>Connect Test 2: Chapters 5-8,</u>
<u>5</u>	<u>February 10-16, 2025</u>	<u>SmartBook Chapters 9-10</u>	<u>Assignment #2, Discussion 3</u>
<u>6</u>	<u>February 17-23, 2025</u>	<u>SmartBook Chapters 11-12</u>	<u>Connect Test 3: Chapters 9-12</u>
<u>7</u>	<u>February 24-March 2, 2025</u>	<u>Recommend: Begin Final Assignment</u>	<u>Assignment #3, Discussion 4</u>
<u>8</u>	<u>March 3-9, 2025</u>	<u>Recommend: Complete Final Project</u>	<u>Final Project</u>

**\*\*\*Recommend copy/save all discussions from yourself and others, and all submitted work so you can have this material for your COMP exam at the end of the program.**

### **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 of 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 above policy.

### **COURSE REQUIREMENTS**

Connect SmartBook

-300 points total; 50 per SmartBook Assignment

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 along the way. These assignments will cover information that will be on each of the chapter quizzes, as well as, information contained within your labs.

Connect Test

-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 test contains a mixture of information from the various chapters assigned. The tests will consist of multiple choice questions.

Discussions – 200pts total

-50 points each; 30 points for post / 20 points for 'response' (10 per required response)

There will be a set of discussion prompts to choose from within the week in which an assignment is due. To create a thread, you click on the hyperlink to the discussion and then click on create new thread. Put a short title and the week number in the subject line (e.g.

Macronutrient aspects to sports nutrition-Week 3). Please only respond directly in the message area, no attachments unless requested.

'Response' = "Applied"

Under each discussion post you must read and respond to one of your classmate's original discussion post. Each response is worth up to 10 points. Responses are due 48hrs after the original discussion due date.

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 the topic in class.

Specifically, an “applied” response would 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. Responses should be professional/academic responses and not chat room or informal language. To respond to another’s post, click on their post and then choose reply. Title the subject of your response with your “Last name” and “response to Authors Last Name Week 3 post” (eg. Herrera’s response to Henderson’s Week 3 post).

Assignments - 150 points total; 50 points per assignment

The assignments assigned will provide a real-world / practical application of the course content. There will be assignments throughout the semester that will focus on specific topics covered in the text. Assignments will be provided through the McGraw Hill Connect platform.

Final Project  
-200 points total

This Final Project will require in depth application of knowledge gained throughout the course in relation to the Student Learn Outcomes stated previously in the syllabus. For detailed instructions on this assignment refer to Week 8 in Blackboard.

## **Distance Education Statement**

Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, 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 information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. 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.

## **Academic Honesty:**

Each student is expected to do his or her own work. Suspected cheating will be given the rightful due process, but will be subjected to an “F” given for the assignment/exam. Plagiarized work will receive an "F" for that assignment. All written work is subject to inspection for plagiarism. The university’s academic honesty policy is published in the graduate catalog.

## **Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student’s responsibility.

## **Academic Integrity Statement**

Academic integrity represents the choice to uphold ethical responsibility for one’s learning within the academic community, regardless of audience or situation.

## **Academic Civility Statement**

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In

addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

### **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the 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.

### **ADA Statement**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) .