

University of Waterloo
Department of Fine Arts
DEI 612 Working in Teams
Fall 2016

4:00 p.m. to 6:50 p.m., Thursdays; DMS 3129

Instructor Information

Instructor: Linda Carson

Office: DMS 2008 & ECH 208

Office Phone: 38383

Office Hours: Thursdays 2:30 p.m. to 3:45 p.m. (excepting Oct. 13), DMS 2008, or by appointment

Email: lccarson@uwaterloo.ca

Course Description

This course introduces the theory and best practices for working in teams, especially communication, co-operation, collaborative creativity and managing conflict. The format of the course will combine lectures with discussion, experiential skill-building exercises, reflective writing and team projects.

Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Recognize the conditions and practices that support the success of teams, and the typical development, processes and challenges of teamwork.
- B. Form a team and then plan and execute a project together.
- C. Communicate constructively, make decisions, manage conflict, and collaborate creatively with team members.
- D. Run an effective team meeting.
- E. Transfer skills to virtual teamwork.
- F. Evaluate the performance of a team on a project and offer sound advice based on theory and best practices for working in teams.

Textbook and course readings

The required textbook is *Group Dynamics for Teams*, by Daniel Levi. I will be working from the most recent (5th) edition (2017), but earlier editions will provide you with enough background to keep up with the course content.

I will post (or link to) course readings on the LEARN site.

I encourage you to take your own notes, which recent research has shown is the most powerful way to absorb and remember course content. I will post lecture slides regularly *after* class. As you will see in class, the slides are not bullet-point transcriptions of my lectures. The speaker's notes sometimes provide more detail.

Course Requirements and Assessment

Your knowledge and understanding of the course content will be strengthened and tested by individual and group assignments, which will contribute 70% of your grade.

This is not distance education. Come to class. Your participation in and contribution to classroom activities is an investment in your own learning and in the learning of your classmates, and will contribute 30% of your grade.

Assignment details will be explained in class and on LEARN. You will also find assignment rubrics, grades and personalized feedback on LEARN throughout the term. There are three team projects—Alpha, Bravo and Charlie—which should be completed as a team. All team members will earn the same grade for the project. All the other assignments (*shown in italics*) are to be completed individually and will be graded individually.

As always in academic writing, when you mention the ideas or work of others, you must attribute those ideas and work to their sources with both an in-text citation and a reference in the Works Cited list. Here is [one of many places to learn about MLA style](#), which is well-suited to most academic writing in the arts and humanities. When you have read the syllabus, email me a picture of one of your favourite artworks, with a citation in MLA style. For example:

Gentileschi, Artemisia. *Judith Slaying Holofernes*. 1614–20. Museo di Capodimonte, Naples. *Wikipedia*, [https://en.wikipedia.org/wiki/Judith_Slaying_Holofernes_\(Artemisia_Gentileschi\)](https://en.wikipedia.org/wiki/Judith_Slaying_Holofernes_(Artemisia_Gentileschi)). Accessed August 2016.

Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. You have the opportunity to pre-screen your own work and use the feedback from Turnitin® to find and fix any errors in quotation and citation before your final submission. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Assessment	Date of Evaluation	Weighting
<i>Participation and contribution</i>	Weekly	30%
<i>Reading and reflection (Coutu, 2009)</i>	Sept. 15	5%
<i>Reading and reflection (Pentland, 2010)</i>	Sept 22	5%
Minor team Project Alpha	Sept. 29	5%
<i>Solo reflection on Project Alpha</i>	Oct. 6	5%
<i>Reading and reflection (TBD)</i>	Oct. 20	5%
Minor team Project Bravo	Oct. 27	5%
<i>Solo reflection on project Bravo</i>	Nov. 3	5%
<i>Reading and reflection (TBD)</i>	Nov. 17	5%
Major team Project Charlie	Dec. 1	15%
<i>Solo reflection on Project Charlie</i>	Dec. 8	15%
Total		100%

Participation and contribution, throughout the term

If you attend class, participate in activities and make constructive contributions to class discussion weekly, you can expect to earn at least 75% for participation and contribution. Absences, failure to participate or disruptive behaviour that undermines the learning of classmates will be penalized. To excel, look for ways to apply what you learn about working in teams to the in-class activities and to bring your experiences and insights to discussion.

Weekly participation grades will be assigned on a scale of 0-4

- 0 absent without documented extenuating circumstances
- 1 present but did not participate in activities or contribute to discussion
- 2 participated in activities or contributed to discussion, but not both
- 3 participated in activities and contributed to discussion
- 4 demonstrated especially good teamwork skills during activities and/or made an especially insightful contribution to discussion

PRO TIP: Please keep your name card visible on the desk every week so I can be sure to give you credit for your work.

Reading and reflection DUE on LEARN 4:00 p.m., September 15

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on the assigned reading.

Reading and reflection DUE on LEARN 4:00 p.m., September 22

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on the assigned reading.

Minor team Project Alpha DUE on LEARN 4:00 p.m., September 29

Complete a small group project (details to be announced) and present the results in class. Teammates will all earn the same grade (provided they have met their commitments to the team to the satisfaction of their teammates).

Solo reflection on Project Alpha DUE on LEARN 4:00 p.m., October 6

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on Project Bravo and working in teams.

Reading and reflection DUE on LEARN 4:00 p.m., October 20

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on the assigned reading.

Minor team Project Bravo DUE on LEARN 4:00 p.m., October 27

Complete a small group project (details to be announced) and present the results in class. Teammates will all earn the same grade (provided they have met their commitments to the team to the satisfaction of their teammates).

Solo reflection on Project Bravo DUE on LEARN 4:00 p.m., November 3

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on Project Bravo and working in teams.

Reading and reflection DUE on LEARN 4:00 p.m., November 17

Short reflective essay (3-6 pages) using the ORID model and guiding questions to reflect on the assigned reading.

Major team Project Charlie DUE on LEARN 4:00 p.m., December 1

Complete a major group project (details to be announced) and present the results in class. Teammates will all earn the same grade (provided they have met their commitments to the team to the satisfaction of their teammates).

Solo reflection on Project Charlie DUE on LEARN 4:00 p.m., December 8

Reflective essay (6-10 pages) using the ORID model and guiding questions to reflect on Project Charlie and working in teams.

Course Outline

We will cover the course topics in the order shown below. The timing may vary slightly, depending on current events and how lively our discussions and activities get. In class, you will learn about key concepts for working in teams, put them into context with your own teamwork experiences, and do related activities in groups to apply and practice what you have learned. Most—but not all—of the content is based on the textbook. Some students may benefit from pre-reading the related textbook chapters, especially if the topic is unfamiliar. Other students may prefer to read the textbook chapters after class, to reinforce the lesson before completing their assignments.

Class	Date	Topic	Chapters (Levi, 2017)
1	Thursday Sept. 8	Introduction, motivation & reflective writing	1, 2 & 3
2	Thursday Sept. 15	Communication	6
3	Thursday Sept. 22	Basic team processes, cooperation and competition & leadership	4, 5 & 10
4	Thursday Sept. 29	Decision-making	9
5	Thursday Oct. 6	Problem-solving & creativity	11 & 12
Thanksgiving and Study Break			
6	Thursday Oct. 20	Problem-solving & creativity	11 & 12
7	Thursday. Oct. 27	Team-building and team training & evaluating and rewarding teams	17 & 16
8	Thursday Nov. 3	Forming teams & launching Project Charlie	Appendix
9	Thursday Nov. 10	Diversity & team/organizational/international culture	13 & 14
10	Thursday Nov. 17	Managing conflict & power and social influence	7 & 8
11	Thursday Nov. 24	Virtual teamwork	15
12	Thursday Dec. 1	Presentation & peer evaluation of Project Charlie	

Late Work

Late assignments will be penalized 10% per week and this is not recoverable. All late assignments must be submitted to the dropbox by 4:00 p.m. on the last day of class, Thursday Dec. 1, at the latest.

Electronic Device Policy

Cell phone conversations will not be tolerated in class. Mute your cell phone, laptop and other devices before you arrive so as not to interrupt the class or disturb your classmates. Thank you.

Attendance Policy

DEI 612 is a team sport, not a television broadcast. Your attendance and punctuality will contribute greatly to your learning and success in this course, and to the learning and success of your classmates. Absenteeism can seriously affect your participation and contribution grade in this course, but when it is due to various types of emergencies, personal issues, bad weather, or medical reasons it is, of course, justifiable. In such cases, please see me and provide documentation so I can address the issue appropriately.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Other sources of information for students

[Academic integrity](#) (Arts)

[Academic Integrity Office](#) (uWaterloo)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services office](#), located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

“When you collaborate with someone else on something creative, you get to places that you would never get to on your own. The way an idea builds as it careens back and forth between good writers is so unpredictable. Sometimes it depends on people misunderstanding each other, and that’s why I don’t think there’s any such thing as a mistake in the creative process. You never know where it might lead.”

John Cleese