



## **BUS 5320: Communications and Team Development**

### *Syllabus*

### **Spring Semester 2016**

Online Course, 15 Sessions

*January 20<sup>th</sup> (first day) - May 3<sup>rd</sup> (last day)*

#### **General Class Information**

##### Instructor Name and Contact Information:

- Instructor: Dr. John R. McCarthy, Ph.D.
- Primary E-mail Address: [jrm4um@virginia.edu](mailto:jrm4um@virginia.edu)
- Secondary E-mail Address: [jrmccarthyusnr@yahoo.com](mailto:jrmccarthyusnr@yahoo.com)
- Primary Phone Number: (912) 604-6224

##### Subject Area and Catalog Number:

- Subject Area: *Leadership*
- Catalog Number: *BUS 5320*

##### Year and Term:

- Spring 2016

##### Class Title:

- Communications & Team Development

##### Level (Graduate or Undergraduate):

- Graduate

##### Credit Type:

- 3 Graduate Credits

##### Class Description:

- Today's leaders must be skilled in both communicating with diverse audiences and maintaining effective teams in order to succeed in a technology organization. Communications topics include addressing technical and non-technical audiences using presentations, interpersonal skills, and writing skills. Team development instruction focuses on managing teams, identifying and understanding the leadership role, the importance of shared leadership, product teams, and team decision-making.

##### Required Text:

- Text: Small Group and Team Communication, 5/E
- Authors: Thomas E. Harris, John C. Sherblom
- Ordering Information: ISBN-10: 0205692982 • ISBN-13: 9780205692989



## Learning Outcomes:

<b><i>January 20, 2016 (Session #1 Learning Outcomes):</i></b>
<ul style="list-style-type: none"><li>• Understand the types of groups found in society.</li><li>• Describe the power of groups.</li><li>• Examine the reasons for joining groups.</li><li>• Explain the basis for interpersonal attraction.</li><li>• Outline the characteristics and coordination of small groups.</li><li>• Explain group synergy.</li><li>• Describe characteristics of the small group communication process.</li><li>• Demonstrate the role of small groups in organizations.</li></ul>
<b><i>January 26, 2016 (Session #2 Learning Outcomes):</i></b>
<ul style="list-style-type: none"><li>• Understand groups as systems of interaction.</li><li>• Distinguish the four types of problem-solving groups.</li><li>• Provide a systems theory for small group communication.</li><li>• Explain a systems perspective on small group communication.</li><li>• Define the importance of system properties including: wholeness, synergy, openness, transformation, interdependence, feedback, entropy, equifinality, and the environment.</li><li>• Describe complex systems, and the processes of change and learning.</li><li>• Apply the complex system concepts of: strange attractors, phase space, bifurcation points, and irreversibility.</li></ul>
<b><i>February 2, 2016 (Session #3 Learning Outcomes):</i></b>
<ul style="list-style-type: none"><li>• Describe the importance and impact of group norms.</li><li>• Clarify the different types of group norms.</li><li>• Illustrate the concept of group roles.</li><li>• Outline the different types of roles.</li><li>• Discuss the functions of norms and roles.</li><li>• Describe group cohesion and groupthink.</li></ul>
<b><i>February 9, 2016 (Session #4 Learning Outcomes):</i></b>
<ul style="list-style-type: none"><li>• Understand the four phases of group process.</li><li>• Explain the importance of the forming stage and its communication characteristics.</li><li>• Outline the factors occurring in the storming phase.</li><li>• Illustrate how the norming phase occurs.</li><li>• Discuss the performing phase.</li><li>• Show how the termination phase operates.</li><li>• Understand modifications to the phase model.</li><li>• Specify the kinds of communication occurring during each phase.</li><li>• Introduce the role of organizational teams.</li></ul>
<b><i>February 16, 2016 (Session #5 Learning Outcomes):</i></b>
<ul style="list-style-type: none"><li>• Define diversity and its role in small groups</li><li>• Describe the impact of stereotypes</li><li>• Discuss the concept of communication contexts</li><li>• Explain the role of language use on diversity</li><li>• Discuss nonverbal communication and diversity</li><li>• Describe the impact of diversity on group consensus</li><li>• Present the strength obtained through diversity</li><li>• Suggest ways to make diverse groups work effectively</li><li>• Discuss the communication of diverse computer-mediated virtual teams.</li></ul>
<b><i>February 23, 2016 (Session #6 Learning Outcomes):</i></b>
<ul style="list-style-type: none"><li>• Discuss the functions of verbal communication</li><li>• Explain group fantasies, metaphors, and narratives</li><li>• Identify the structures of meaning in verbal communication</li><li>• Outline the types and functions of group talk</li><li>• Explain the principles of nonverbal communication</li><li>• Illustrate the types of nonverbal communication</li></ul>
<b><i>March 1, 2016 (Session #7 Learning Outcomes):</i></b>
<ul style="list-style-type: none"><li>• Explain the importance of listening</li><li>• Identify the role played by motivation in effective listening</li><li>• Outline the four components of listening</li><li>• Identify the barriers to effective listening</li><li>• Define active listening</li><li>• Identify the barriers to active listening</li><li>• Describe four response methods for active listeners</li><li>• Discuss the eight guidelines for feedback</li><li>• Describe constructive feedback techniques</li></ul>

## Learning Outcomes (continued):

### ***March 8, 2016 (Session #8 Learning Outcomes):***

- Explain employee involvement as a part of team development
- Describe the scope of employee involvement
- Define the concept of Teams
- Discuss the importance of Teams
- Distinguish the characteristics of parallel structures
- Identify the structure and role of quality circles
- Explain the three limitations to quality circles
- Outline the characteristics of self-managing work teams
- Discuss the benefits and costs of self-managing work teams

### ***March 15, 2016 (Session #9 Learning Outcomes):***

- Explain the importance of defining the “problem”
- Discuss internal and external constraints
- Identify the process of developing alternatives
- Determine issues to be considered in making a decision
- Outline the implementation stage process
- Describe the decision evaluation step
- Define the factors important to group process
- Describe the influences on the decision-making and problem-solving processes
- Apply systems thinking to group process
- Discuss the decision-making process

### ***March 22, 2016 (Session #10 Learning Outcomes):***

- Describe Creativity
- Explain Creativity as a New Way of Looking, Perceiving
- Outline Perceptual, Cultural, Emotional Barriers to Creativity
- Demonstrate use of idea needlers and manipulative Verbs
- Examine association, metaphors, analogy, and fantasy in creativity
- Discuss ways of solving problems creatively
- Provide the elements of a creative group climate
- Review Gibb's group climate factors

### ***March 29, 2016 (Session #11 Learning Outcomes):***

- Describe the Goals and Uses of Brainstorming
- Explain the Creative Decision Making Techniques of:
  - Focus Groups
  - Nominal Group Technique
  - Delphi Technique
  - Synectics
  - Buzz Sessions
  - Idea Writing, Role Playing, Listening Teams
- Illustrate the Problem-Solving Tools of:
  - Flowcharts
  - Fishbone Diagrams
  - Pareto's Principle
- Outline the Risk Procedure
- Demonstrate PERT (Program Evaluation and Review Technique)
- Suggest Small Group Presentational Formats:
  - Forum
  - Panel
  - Colloquium
  - Symposium

### ***April 5, 2016 (Session #12 Learning Outcomes):***

- Define conflict as a communication process
- Explain how conflict is a consequence of actions
- Distinguish between destructive and constructive conflict
- Explain the sources of conflict
- Describe the six styles of conflict management
- Discuss negotiation as a strategy
- Provide examples of types of power

## Learning Outcomes (continued):

<b><i>April 12, 2016 (Session #13 Learning Outcomes):</i></b>
• Explain the characteristics of leadership
• Identify the attributes of leaders
• Differentiate between theories of leadership
• Outline the premises behind the leadership style theories
• Explain the managerial grid and its applications
• Describe transactional and transformational leadership
• Discuss leadership by adaptation
• Explain the three characteristics of leaders
• Identify different processes for becoming a leader
• Illustrate the tasks of group leaders
• Discuss the influences of leaders on group structure
• Identify leadership snags
<b><i>April 19, 2015 (Session #14 Learning Outcomes):</i></b>
• Explain four ways to make small groups successful
• Discuss the design, types and uses of rating scales
• Describe post-meeting evaluation forms.
• Explain the key question regarding information usefulness
• Describe observer feedback guidelines
• Discuss evaluation of verbal interactions and content analysis
<b><i>April 26, 2015 (Session #15 Learning Outcomes):</i></b>
• Define Computer Mediated Communication (CMC)
• Describe audio- and video- conferencing
• Discuss the effects of CMC on group processes
• Explain the concept of social presence and influences of media richness and synchronous communication.
• Describe methods for choosing an appropriate communication medium by communication task, language demand-technology fit, and communication function.
• Discuss group process and leadership responsibilities for effective small group CMC
• Research and deliver a final Team Development Analysis Paper and PowerPoint Presentation

## Assessment Components:

- Individual and team “*In Class*” participation to include online discussion questions, topic assessments (i.e. quiz, short essay summaries), case analyses, communication in individual and team forums
- Timely responses to team, individual student and instructor inquiries and course discussion questions
- Individual and team written deliverables
- End of course *Team Development “Analysis” Paper* and accompanying PowerPoint presentation (Team Project)
- End of course student survey

## Delivery Mode Expectations:

- BUS 5320 will be delivered primarily as web-based (online/asynchronous) instruction. There may be *synchronous* sessions (live/webcam) depending on requirement. Class will be in session on Monday’s which is when new material for the week will be rolled out. Students will however, be expected to be in the course several hours per week in order to work on course/team deliverables and meet required deliverable deadlines as well as to interact with the instructor, other students and team members as the course dictates. *Course runs from Wednesday, January 20, 2016 until Tuesday, May 3, 2016.*

## Required Technical Resources and Technical Components:

- Computer, good internet access (broadband recommended); access to landline phone or cell phone. Computer should be outfitted with Microsoft Office suite of applications; Microsoft Word at a minimum. All papers and written deliverables for a grade will be submitted to the instructor as Word attachments. Must have a UVA e-mail address to be able to access BUS 5320 in UVACollab.

## **Class Specific Information**

### Class Instruction and Activities:

- See UVACollab, BUS 5320 course module for specific class instruction and activities. See also, the class schedule as outlined in this syllabus for detailed class instruction and deliverable requirements.

### Class Requirements:

The course requirements, divided into 15 sessions with deliverables, consist of the following:

- Session #1:
  - Student Bio/Introduction
  - Individual Assignment: Written summary of the lecture “Small Groups: Power, Definition, Attraction” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Assignment: Article- The Business Case for Teamwork; write a short, 1-page summary of the article
  - Individual Assignment: View “The Power of Teamwork” Video- write a short 1-page essay identifying how you intend to unleash the “power” of teamwork in your assigned course team  
[http://www.youtube.com/watch?feature=player\\_detailpage&v=mR0\\_SK1K8xY](http://www.youtube.com/watch?feature=player_detailpage&v=mR0_SK1K8xY)
- Session #2:
  - Individual Assignment: Written summary of the lecture “Small Group Communication: A System of Interaction” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Team Roles and Responsibilities—Team Leader will e-mail instructor, the assigned team roles and responsibilities per syllabus description (all team members participate in determining who will take on which responsibility in the team construct)
  - End of course team paper and PowerPoint Presentation- team developed milestone/deliverable due dates e-mailed to instructor
- Session #3:
  - Individual Assignment: Written summary of the lecture “Norms, Roles, Cohesion and Groupthink (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Paper #1 Outline Due

## Class Requirements (Continued):

- Session #4:
  - Individual Assignment: Written summary of the lecture “Phases of Group Development: Forming, Storming, Norming and Performing” (follow template)
    - View YouTube video: [http://www.youtube.com/watch?v=P\\_HZd5rAF6g](http://www.youtube.com/watch?v=P_HZd5rAF6g)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Paper #1 Due (3-5-page paper)
  - Team Leader Update to Instructor: E-mail “Team Collaboration HOWGOESIT” (all team members will contribute and will receive points once update has been received by instructor)
- Session #5:
  - Individual Assignment: Written summary of the lecture “Diversity in Groups: The Strength of Different Perspectives” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Case Analysis—Starbucks Motivation and Teamwork (read case and answer questions)
- Session #6:
  - Individual Assignment: Written summary of the lecture “Verbal and Nonverbal Communication” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Paper #2 Outline Due
  - Team Leader Update to Instructor: E-mail “Team Collaboration HOWGOESIT” (all team members contribute and will be awarded points once update has been received by instructor)
- Session #7:
  - Individual Assignment: Written summary of the lecture “Listening and Feedback: The Other Half of Communication” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Paper #2 Due (3-5-page paper)
- Session #8:
  - Individual Assignment: Written summary of the lecture “Group Evolution: Teams” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Case Analysis—Student choice: Students will research and submit an analysis of a case or situation involving the challenges of team development (2-3-page analysis)
  - Team Leader Update to Instructor: E-mail “Team Collaboration HOWGOESIT” (all team members contribute and will be awarded points once update has been received by instructor)

## Class Requirements (Continued):

- Session #9:
  - Individual Assignment: Written summary of the lecture “Decision Making and Problem Solving” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Paper #3 Outline Due
- Session #10:
  - Individual Assignment: Written summary of the lecture “Creativity in Small Groups” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Paper #3 Due (3-5-page paper)
  - Team Leader Update to Instructor: E-mail “Team Collaboration HOWGOESIT” (all team members contribute and will be awarded points once update has been received by instructor)
- Session #11:
  - Individual Assignment: Written summary of the lecture “Group Process and Presentation Techniques” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Individual Review Paper—The Delphi Technique: Access the link below, evaluate and write a review of the technique developed by RAND Corporation used to survey and gather opinions in the absence of holding meetings. (2-3-page review). Follow link: <http://www.referenceforbusiness.com/encyclopedia/Cos-Des/Delphi-Technique.html>
  - Team Development Analysis Paper Outline Due (Submitted by Team Leader, all team members will have participated in developing the outline for the final team paper)
  - Team Leader Update to Instructor: E-mail “Team Collaboration HOWGOESIT” (all team members contribute and will be awarded points once update has been received by instructor)
- Session #12:
  - Individual Assignment: Written summary of the lecture “Productive Conflict Management” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Team Development Analysis Paper Draft #1 Due
  - Team Leader Update to Instructor: E-mail “Team Collaboration HOWGOESIT” (all team members contribute and will be awarded points once update has been received by instructor)
- Session #13:
  - Individual Assignment: Written summary of the lecture “Leadership in Small Groups” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Team Development Analysis Paper Draft #2 Due
  - Team Leader Update to Instructor: E-mail “Team Collaboration HOWGOESIT” (all team members contribute and will be awarded points once update has been received by instructor)

## Class Requirements (Continued):

- Session #14:
  - Individual Assignment: Written summary of the lecture “Observing and Evaluating a Small Group” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Team Development Analysis Paper Draft #3 Due (This should be as close to final product as possible)
  - Team Leader Update to Instructor: E-mail “Team Collaboration HOWGOESIT” (all team members contribute and will be awarded points once update has been received by instructor)
- Session #15:
  - Individual Assignment: Written summary of the lecture “Observing and Evaluating a Small Group” (follow template)
  - Discussion Questions/Participation (students must respond to each discussion question and post a substantive comment to at least two of their classmate’s responses)
  - Team Development Analysis Paper and PowerPoint Presentation: Complete Final Team Project Due

## Requirement Details:

### *The following is a detailed explanation of the requirements associated with BUS 5320, Sessions 1-15:*

- All written deliverables should be submitted to the instructor’s university e-mail address ([jrm4um@virginia.edu](mailto:jrm4um@virginia.edu)) as a word document attachment. When appropriate, excel can be utilized (i.e. team deliverable milestone submission could be represented as an excel spreadsheet or Gantt chart). When in doubt, please ask the instructor. All deliverables should be submitted by 11:59 PM on the date the deliverable is due.
- Online replies to instructor initiated discussion questions and responses to student posts: Students should post their responses to instructor initiated discussion questions and reply to **2 fellow student cohorts** (can be a reply to an initial student response to a DQ or to subsequent posts after the fact) in enough time that all replies and/or responses can be completed by 11:59 pm on the day the requirement is due. All posts must be substantive and address the core points made by the initial discussion question posted by the instructor, or replies posted by your fellow student cohorts. No one gains in the online environment from treating discussion questions as a check in the box exercise.
  - Although it is difficult to quantify the “amount” of response considered to be “substantive”, a good rule of thumb would be to respond/reply with 2-4 paragraphs of 8-10 lines per paragraph. If you have any questions regarding what is or is not a substantive response or reply, please contact the instructor.
- To recap the response time requirement for the instructor initiated discussion questions:
  - So, for example, Session #1 discussion questions will be available for reading and response on Monday, 01/18/16. Student posts to the initial questions and follow-up responses to 2 other students in the class should be completed by everyone by 11:59 pm Sunday 01/24/16. Essentially, discussion questions will be available on the Monday of the new week and will close 6 days later on Sunday evening. Due to the workload and individual/team requirements associated with the course, completing the class participation, online discussion questions early in the week is paramount.
  - This is a disciplined online class participation schedule and it is imperative that students make replying and responding to the week’s discussion questions a priority early in the week in order for everyone to have enough time to read, contemplate and respond to this very important element of the course.
- Session #1: Biography- students will post a short bio describing who they are and important personal perspectives from a family, professional and academic viewpoint.



- Session's #1-14: Written summary of each of the instructor posted lectures is required. Lecture summaries should be substantive enough to meet the standards of a college level student. 1-2 single spaced pages would provide a substantial amount of workspace to meet this requirement. As this is a summary of a lecture, APA formatting is not required however, effective sentence structure, proper grammar and thought conveyance are imperative. Lecture summaries should align with the following template:

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## Example:

### Session #1 Lecture Summary

Topic Title: "Small Groups: Power, Definition and Attraction"

#### I. Introduction/Overview

#### II. Key Takeaways from the Lecture

#### III. Student Lessons Learned

##### A. Lessons learned

B. How the lessons learned from the lecture could be utilized at work, school or at home

#### IV. Conclusion

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- Session #1: Individual Assignment: Article- *The Business Case for Teamwork*; this is a 1-page summary of the article. APA formatting is not essential for this article summary however; a thorough, well written, single spaced product will be required.
  - Session #1: Individual Assignment: View "*The Power of Teamwork*" Video- write a short 1-page essay identifying how you intend to unleash the "power" of teamwork in your assigned course team [http://www.youtube.com/watch?feature=player\\_detailpage&v=mR0\\_SK1K8xY](http://www.youtube.com/watch?feature=player_detailpage&v=mR0_SK1K8xY) . Again, APA formatting is not essential for this essay however; a thorough, well written, single spaced product will be required.
  - Session #2: Team Roles and Responsibilities—Team Leader will e-mail instructor, the assigned team roles and responsibilities per syllabus description (all team members participate in determining who will take on which responsibility in the team construct). Each member of the assigned team will choose one of the following team roles/responsibilities. The determined team leader will then e-mail to the instructor, who is taking which role by the due date provided in the syllabus. The roles and their descriptions are as follows:

Cohesiveness/effective teamwork and communications within the team construct (effectively executing your assigned responsibilities as an integral part of the team) is a vastly overlooked yet highly important element of successful team function. To assist with team cohesiveness and effective team operations, each member of the team will choose one of the following roles. Team leaders will identify themselves to the instructor and will, by e-mail, inform the instructor of who is taking which role. This should be accomplished by 11:59 pm on the date the deliverable is due:

1. **Team Leader:**

Facilitates team activities and communications, manages overall timelines/deadlines, and assigns who will complete which discussion questions each week. Single voice for the team regarding communications with the instructor over the team paper (project).

2. **Group Project Manager:**

Takes the lead in managing the progress of the final team project, coordinates project assignments and manages project milestones and completion deadlines. Communicates project status to the Team Leader.

3. **Group Project Editor/Quality Manager:**

Takes the lead in ensuring final project is written in a way that meets or exceeds the quality of the level of work expected of a university student. Will work with team members to ensure any corrections are made to their individual submissions to the team final paper. Will ensure the final product is "stitched" together so that the flow of the paper makes sense and ensures APA formatting is adhered to throughout the paper.

4. **Group Project Risk Manager/Lead Problem Solver:**

In coordination with the Team Leader, Group Project Manager and Group Project Editor, manages the potential risks to project milestone and finished project completion. Determines ways to mitigate potential stumbling blocks and obstacles to project success. For example, if a team member is unable (for whatever reason) to complete their section of the final team project, presents potential solutions to the team so that the project gets back on track and is completed on time.

5. **Group Project Final Presentation Manager:**

Facilitates the completion of the final group project PowerPoint presentation. This aspect of the project generates a PowerPoint presentation of the final team paper. In this role, the student assigns workload, oversees slide development and timelines for completion. This manager does not take on the responsibility of developing the entire slide presentation. Each student will develop their own slides relative to their written portion of the paper and will utilize the presentation format determined by this manager and the team. Students will e-mail their completed slides to this manager who will then ensure each team member's contribution is "stitched" together into a cogent slide presentation product.

**Note: Responsibilities will be adjusted accordingly depending on team size (less than or greater than 5 students). Team leaders will work with the team and instructor to ensure equitable distribution of responsibility.**

- NOTE: The Team Development Analysis Paper and PowerPoint Presentation is a **team** project due by **Session #15**. The crux of the team paper is for the group to choose a topic area for research, writing and presentation (presentation in a figurative sense), focusing on a group/team's development within an organization of some kind. For example:
  - Business organization
  - Governmental organization
  - Small business unit within an organization
  - Small lean or continuous improvement group or team formed within an organization
  - Functional department within an organization
  - Military team or unit
  - Small business start-up
  - Not for Profit organization
  - School or University department
  - Group or team of the team's choice
- As a focus for research, all of the concepts associated with the course are potential topics within a team's chosen organization. Some examples of specific research topics include:
  - *The role of the small group or organizational teams in your chosen organization, department, unit etc.*
  - *The function of norms and roles in the various groups within your chosen organization, etc.*
  - *How communication (verbal, non-verbal) is leveraged within teams in your chosen organization etc.*
  - *Diversity and computer-mediated virtual teams*
  - *Stereotypes and their effect on team development*
  - *Listening and feedback in the team construct*
  - *Decision making and problem solving as part of team development*
  - *How creativity is fostered within teams and the techniques utilized within your chosen organization*
  - *Group processes and presentation techniques as they relate to brainstorming and idea generation within your chosen organization*
  - *Conflict management and resolution techniques*
  - *Leadership within the team development process*
  - *How your chosen organization employs evaluation within teams or small groups for the purpose of providing essential feedback*
  - *Research topic of the team's choice (must be approved by instructor)*
    - *There are an infinite number of organizational and research topics that teams could choose. Team's should brainstorm their selections early in the course (recommend within the first week) and pass their ideas by the instructor for suggestions and ways ahead.*
    - *Paper will follow all APA formatting requirements. Paper length will be a minimum of 20 pages and no more than 40 pages. The page length does not include cover page, reference page(s) or appendices (if utilized).*
    - *Online APA assistance: <https://owl.english.purdue.edu/owl/resource/560/01/>*
- Session #2: End of course team paper and PowerPoint Presentation- team developed milestone/deliverable due dates e-mailed to instructor. This assignment provides the team and the instructor with a good idea of **whom** within the team construct is writing **which** portion of the final team paper along with milestones for completion. This team developed milestone/deliverable due date tool is primarily for use within the team and represents a high level of team communication in an online environment. The tool also serves as a basic "project management" scheduling tool that helps to keep the team on track.

- Session #3 and #4: Individual Paper #1 Outline (due session #3) and Individual Paper #1 (due session #4). Students will develop an outline for their paper for submission in Session #3 and then write and submit the actual paper in Session #4. Topics include the following:
  - *The Power of Small Groups*
  - *The Challenges of Small Group Communication and Interaction*
  - *Developing Cohesion Among Members of a Group*
  - *How Groupthink Influences Team Decision-Making*
  - *Models of Group Phase Development and Their Relevance to Group Formation*
  - *The Cyclic, Punctuated Equilibrium Process in Group Development*
  - *The Four Phase Model of Group Development*
  - *Overriding Influences Affecting the Phases of Group Development*
  - *Effective Problem Solving Strategies in Groups or Teams*
  - *A Topic of the Student's Choice Relative to Sessions 1-4 of the Syllabus (instructor must approve topic)*
  - *Note: APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page*
    - Individual papers will follow APA format for all aspects of the writing of the paper. A handy resource to assist with all APA functions can be found at: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Session #5: Individual Case Analysis—Starbucks Motivation and Teamwork (read case and answer questions). Students will read the Starbucks analysis provided as an attachment for this session, answer the questions associated with the case and be prepared to discuss as part of Session #6's Discussion Questions.
- Session #6 and #7: Individual Paper #2 Outline (due session #6) and Individual Paper #2 (due session #7). Students will develop an outline for their paper for submission in Session #6 and then write and submit the actual paper in Session #7. Topics include the following:
  - *The Types and Functions of Group Talk*
  - *Nonverbal Communication and its Impact on Diversity in Small Groups*
  - *Communication Contexts*
  - *Ethical Behavior for Working in Diverse Groups*
  - *Structures of Meaning in Verbal Communication*
  - *A Topic of the Student's Choice Relative to Sessions 5-6 of the Syllabus (instructor must approve topic)*
- Session #4, 6, 8, 10, 11, 12, 13 and 14: Team Leader Update to Instructor: E-mail "Team Collaboration HOWGOESIT" (all team members contribute and will be awarded points once update has been received by instructor). This is an e-mail from the Team Leader in the team construct to the instructor describing how the team is functioning, how well the team is sticking to their milestones and plans and any other items of interest to keep the instructor "in the loop" with team's "goings on" hence the title, "HOWGOESIT". Every team will submit an e-mail to the instructor as an update to team activities and will do so on the session dates as noted. All team members will provide input to the Team Leader so that he or she can effectively produce the update. Format will be left up to the Team Leader and should include both highlights and any potential impediments to team success. Again, this update should be e-mailed to the instructor as a traditional e-mail and does not have to be submitted as a word document.
- Session 8: Case Analysis—Student choice: Students will research and submit an analysis of a case or situation involving the challenges of team development (2-3-page analysis). Topic is the student's choice and can be mined from the internet, library, books, magazines or any other resource. Since this is a topic gleaned from outside sources, please utilize APA format. The following structure for your analysis should be utilized:
  - I. Summary of the Facts
 

This section presents a brief listing of the key facts
  - II. Statement of the Problem or Issue
 

This section presents a brief treatment of the major issue or issues or problems, with a concise statement of the major problem or problems you see in the case. Remember: the more problems/issues you identify, the more solutions are likely necessary, or the more complex a given solution might be. Thus, you will want to be careful not to identify too many problems.
  - III. Causes of the Problem/Issue
 

This section provides a detailed analysis of the causes of the problem(s) you identified in section II.
  - IV. Possible Solutions
 

This section indicates the number of possible solutions. Each solution must also list the related pros and cons (strong and weak points).
  - V. Solution and its Implementation
 

This section outlines your recommended solution to the problem(s). The solution is one, or a combination, of the possibilities listed in section IV. Specifically, state what must be done, by whom, with whom, and in what sequence. In short, it includes not only what to do but also how to do it.

- Session #9 and 10: Individual Paper #3 Outline (due session #9) and Individual Paper #3 (due session #10). Students will develop an outline for their paper for submission in Session #9 and then write and submit the actual paper in Session #10. Topics include the following:
  - *The Barriers to Effective Listening in Small Groups*
  - *The Importance of Feedback in Effective Teams*
  - *The Cost/Benefit of Self-Directed Work Teams*
  - *Task Force as a Parallel Team Construct During Episodes of Organizational Change*
  - *External and Internal Constraints to Team Problem Solving*
  - *Decision Making Influences in Team Development*
  - *Creativity and Team Problem Solving*
  - *The Delphi Technique as a Group Process*
  - *Essential Problem Solving Techniques and Total Quality Management*
  - *Essential Elements and Strategies of Conflict Resolution*
  - *Leadership and Management: A Lesson in Flexibility and Control in the Small Group Environment*
  - *A Topic of the Student's Choice (topic must be approved by the instructor)*
  
- Session #11: Individual Review Paper—The Delphi Technique: Review site overview of the technique developed by RAND Corporation used to survey and gather opinions in the absence of holding meetings. (2-3-page review). Follow link: <http://www.referenceforbusiness.com/encyclopedia/Cos-Des/Delphi-Technique.html>
  - This paper will follow APA format for content and will be a review of the Delphi Technique as popularized by the RAND Corporation.
  
- Session #11: Team Development Analysis Paper Outline Due (Submitted by Team Leader, all team members will have participated in developing the outline for the final team paper). Outline will be approved by the instructor.
  
- Session #12: Team Development Analysis Paper Draft #1 Due. This will be a first pass draft of the team development analysis paper. Draft should include a paragraph or two covering each section of the outline submitted the week prior. This will provide the instructor with a good feel for the team's progress.
  - Recommend that references for each individual team member's section(s) be captured and collated in accordance with APA as the paper progresses so as not to have to "reinvent the wheel" or have individual team member's scramble to recover lost references/citations.
  
- Session #13: Team Development Analysis Paper Draft #2 Due. This will be a second pass draft of the team development analysis paper. Draft should include a significant amount of information covering each section of the paper. Information should be significantly more detailed and refined than the submission in Session 12. Again, this submission will provide the instructor with a good feel for the team's progress to date.
  
- Session #14: Team Development Analysis Paper Draft #3 Due (This should be as close to final product as possible). This draft should be close to final; a highly refined draft following APA format for citation and structure with a solid reference page or pages included. All appendices should be included for review. If any changes, additions or adjustments were recommended by the instructor, this draft should include those recommended changes.
  - Teams may wish to forward a draft of their accompanying PowerPoint presentation for review at this time.
  
- Session #15: Final Team Paper and PowerPoint Presentation submitted. This is the final submission for the course.

## Evaluation Standards and Assessments:

- As noted, certain written deliverables will be evaluated based on general APA guidelines. For their convenience, students may utilize the following online APA assistance tool in preparing their papers: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Research is becoming more important in higher education as evidence is accumulating that clear, inquiry-based learning, scholarship, and creative accomplishments can and do foster effective, high levels of student learning. This curricular innovation includes identifying a concrete investigative problem, carrying out the project, and sharing findings with peers. As a result, rubric for research generated written deliverables will be utilized as part of the assessment process for Individual Papers #1, 2 and 3 as well as the Team Development Analysis Paper. Particulars are as follows:

Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1-0 Unacceptable	Score
Abstract	Clearly states problem and question to be resolved; clearly summarizes method, results, and conclusions	Summarizes problem, method, results, and conclusions but lacks some details	Is vague about the problem; does not provide a summary of the whole project	
Introduction	Provides background research into the topic and summarizes important findings from the review of the literature; describes problem to be solved; justifies the study; explains the significance of the problem to an audience of non-specialists	Provides background research into the topic and describes the problem to be solved	Provides background research into the topic but does not describe the problem to be solved; insufficient or nonexistent explanation of details to non-specialists	
Discussion	Addresses the topic with clarity; organizes and synthesizes information; and draws conclusions	Addresses the topic; lacks substantive conclusions; sometimes digresses from topic of focus	Presents little to no clarity in formulating conclusions and/or organization	
Summary	Presents a logical explanation for findings; presents clear recommendations and/or implications for future research	Presents a logical explanation for findings	Does not adequately explain findings	
Mechanics and documentation	Is free or almost free of errors of grammar, spelling, and writing mechanics; appropriately documents sources	Has errors but they don't represent a major distraction; documents sources	Has errors that obscure meaning of content or add confusion; neglects important sources or documents few to no resources	

- Coursework Breakdown by Points:

Assessment	Total Points
Individual Assignment (Biography)	1
Individual Assignment (Lecture Summaries)	75
Individual Assignment (Discussion Questions)	75
Individual Assignment (Cases, Reviews, Analyses)	20
Individual Assignment (Outlines and Papers; 1, 2 & 3)	45
Team Contribution (Roles & Responsibilities, Milestones, HOWGOZEIT)	50
Team Contribution (Final Paper Outline, Drafts, Final Paper and PowerPoint)	84
<b>Total Course Points</b>	<b>350</b>

- Coursework Breakdown by Percentage:

**Coursework Assignments as a Percentage of the Total Number of Course Points**



Class Schedule:

	Assessment	Due	Point Value
<b>Session 1</b> 01/20/16	<b>Read Chapter 1: <i>Small Groups: Power, Definition, Attraction</i>; review accompanying lecture and PowerPoint presentation</b>		<b>19 Total Points</b>
	1. Student Bio/Introduction	01/22/16	1
	2. Individual Assignment: Written summary of the lecture "Small Groups: Power, Definition, Attraction (follow template)	01/24/16	5
	3. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	01/24/16	5
	4. Individual Assignment: Article- The Business Case for Teamwork; write a short, 1-page summary of the article	01/24/16	4
	5. Individual Assignment: View "The Power of Teamwork" Video- write a short 1-page essay identifying how you intend to unleash the "power" of teamwork in your assigned course team <a href="http://www.youtube.com/watch?feature=player_detailpage&amp;v=mR0_SK1K8xY">http://www.youtube.com/watch?feature=player_detailpage&amp;v=mR0_SK1K8xY</a>	01/24/16	4
<b>Session 2</b> 01/26/16	<b>Read Chapter 2: <i>Small Group Communication: A System of Interaction</i>; review accompanying lecture and PowerPoint presentation</b>		<b>20 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Small Group Communication: A System of Interaction (follow template)	01/31/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	01/31/16	5
	3. Team Roles and Responsibilities—Team Leader will e-mail instructor, the assigned team roles and responsibilities per syllabus description (all team members participate in determining who will take on which responsibility in the team construct)	01/31/16	5
	4. End of course team paper and PowerPoint Presentation- team developed milestone/deliverable due dates e-mailed to instructor	01/31/16	5
<b>Session 3</b> 02/02/16	<b>Read Chapter 3: <i>Norms, Roles, Cohesion, and Groupthink</i>; review accompanying lecture and PowerPoint presentation</b>		<b>15 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Norms, Roles, Cohesion and Groupthink (follow template)	02/07/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	02/07/16	5
	3. Individual Paper #1 Outline Due	02/07/16	5
<b>Session 4</b> 02/09/16	<b>Read Chapter 4: <i>Phases of Group Development: Forming, Storming, Norming, Performing</i>; review accompanying lecture and PowerPoint presentation</b>		<b>25 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Phases of Group Development: Forming, Storming, Norming, Performing" (follow template) a. View YouTube video: <a href="http://www.youtube.com/watch?v=P_HZd5rAF6g">http://www.youtube.com/watch?v=P_HZd5rAF6g</a>	02/14/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	02/14/16	5
	3. Individual Paper #1 Due (3-5-page paper)	02/14/16	10
	4. Team Leader Update to Instructor: E-mail "Team Collaboration <i>HOWGOESIT</i> " (all team members will contribute and will receive points once update has been received by instructor)	02/14/16	5
<b>Session 5</b> 02/16/16	<b>Read Chapter 5: <i>Diversity in Groups: The Strength of Different Perspectives</i>; review accompanying lecture and PowerPoint presentation</b>		<b>19 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Diversity in Groups: The Strength of Different Perspectives" (follow template)	02/21/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	02/21/16	5
	3. Individual Case Analysis—Starbucks Motivation and Teamwork (read case and answer questions)	02/21/16	9
<b>Session 6</b> 02/23/16	<b>Read Chapter 6: <i>Verbal and Nonverbal Communication</i>; review accompanying lecture and PowerPoint presentation</b>		<b>20 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Verbal and Nonverbal Communication" (follow template)	02/28/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	02/28/16	5
	3. Individual Paper #2 Outline Due	02/28/16	5
	4. Team Leader Update to Instructor: E-mail "Team Collaboration <i>HOWGOESIT</i> " (all team members contribute and will be awarded points once update has been received by instructor)	02/28/16	5
<b>Session 7</b> 03/01/16	<b>Read Chapter 7: <i>Listening and Feedback: The Other Half of Communication</i>; review accompanying lecture and PowerPoint presentation</b>		<b>20 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Listening and Feedback: The Other Half of Communication" (follow template)	03/06/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	03/06/16	5
	3. Individual Paper #2 Due (3-5-page paper)	03/06/16	10
<b>Session 8</b> 03/08/16	<b>Read Chapter 8: <i>Group Evolution: Teams</i>; review accompanying lecture and PowerPoint presentation</b>		<b>19 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Group Evolution: Teams" (follow template)	03/13/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	03/13/16	5
	3. Case Analysis—Student choice: Students will research and submit an analysis of a case or situation involving the challenges of team development (2-3-page analysis)	03/13/16	4
	4. Team Leader Update to Instructor: E-mail "Team Collaboration <i>HOWGOZEIT</i> " (all team members contribute and will be awarded points once update has been received by instructor)	03/13/16	5

Session	Assessment	Due	Point Value
<b>Session 9</b> 03/15/16	<b>Read Chapter 9: Decision Making and Problem Solving; review accompanying lecture and PowerPoint presentation</b>		<b>15 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Decision Making and Problem Solving" (follow template)	03/20/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	03/20/16	5
	3. Individual Paper #3 Outline Due	03/20/16	5
<b>Session 10</b> 03/22/16	<b>Read Chapter 10: Creativity in the Small Group Process; review accompanying lecture and PowerPoint presentation</b>		<b>25 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Creativity in Small Groups" (follow template)	03/27/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	03/27/16	5
	3. Individual Paper #3 Due (3-5-page paper)	03/27/16	10
	4. Team Leader Update to Instructor: E-mail "Team Collaboration <i>HOWGOESIT</i> " (all team members contribute and will be awarded points once update has been received by instructor)	03/27/16	5
<b>Session 11</b> 03/29/16	<b>Read Chapter 11: Group Process and Presentation Techniques; review accompanying lecture and PowerPoint presentation</b>		<b>24 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Group Process and Presentation Techniques" (follow template)	04/03/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	04/03/16	5
	3. Individual Review Paper—The Delphi Technique: Review site overview of the technique developed by RAND Corporation used to survey and gather opinions in the absence of holding meetings. (2-3 page analysis). Follow link: <a href="http://www.referenceforbusiness.com/encyclopedia/Cos-Des/Delphi-Technique.html">http://www.referenceforbusiness.com/encyclopedia/Cos-Des/Delphi-Technique.html</a>	04/03/16	4
	4. Team Development Analysis Paper <b>Outline</b> Due (Submitted by Team Leader, all team members will have participated in developing the outline for the final team paper)	04/03/16	5
	5. Team Leader Update to Instructor: E-mail "Team Collaboration <i>HOWGOESIT</i> " (all team members contribute and will be awarded points once update has been received by instructor)	04/03/16	5
<b>Session 12</b> 04/05/16	<b>Read Chapter 12: Productive Conflict Management; review accompanying lecture and PowerPoint presentation</b>		<b>23 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Productive Conflict Management" (follow template)	04/10/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	04/10/16	5
	3. Team Development Analysis Paper <b>Draft #1</b> Due	04/10/16	8
	4. Team Leader Update to Instructor: E-mail "Team Collaboration <i>HOWGOESIT</i> " (all team members contribute and will be awarded points once update has been received by instructor)	04/10/16	5
<b>Session 13</b> 04/12/16	<b>Read Chapter 13: Leadership in Small Groups; review accompanying lecture and PowerPoint presentation</b>		<b>23 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Leadership in Small Groups" (follow template)	04/17/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	04/17/16	5
	3. Team Development Analysis Paper <b>Draft #2</b> Due	04/17/16	8
	4. Team Leader Update to Instructor: E-mail "Team Collaboration <i>HOWGOESIT</i> " (all team members contribute and will be awarded points once update has been received by instructor)	04/17/16	5
<b>Session 14</b> 04/19/16	<b>Read Chapter 14: Observing and Evaluating a Small Group; review accompanying lecture and PowerPoint presentation</b>		<b>23 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Observing and Evaluating a Small Group" (follow template)	04/24/16	5
	2. Discussion Questions/Participation (students must respond to each discussion question and post a <b>substantive</b> comment to <u>at least two</u> of their classmate's responses)	04/24/16	5
	3. Team Development Analysis Paper <b>Draft #3</b> Due ( <b><i>This should be as close to final product as possible</i></b> )	04/24/16	8
	4. Team Leader Update to Instructor: E-mail "Team Collaboration <i>HOWGOESIT</i> " (all team members contribute and will be awarded points once update has been received by instructor)	04/24/16	5
<b>Session 15</b> 04/26/16	<b>Read Chapter 15: Computer-Mediated Small Group Communication; review accompanying lecture and PowerPoint presentation</b>		<b>60 Total Points</b>
	1. Individual Assignment: Written summary of the lecture "Computer-Mediated Small Group Communication" (follow template)	05/01/16	5
	2. Instructor will post questions to the class as a whole which will be answered individually and posted by the individual student in the appropriate discussion question forum	05/01/16	5
	3. Team Development Analysis Paper and PowerPoint Presentation: <b>Complete Final Team Project Due</b>	<b>05/03/16</b>	50
<b>Grand Total Points</b>			<b>350</b>

## Communication & Student Response Time:

- Students should connect into UVACollab and into the BUS 5320 course daily in order to be sure to meet individual and team deliverable and communication requirements. Online learning requires a dedicated effort that can only be effective if the student devotes several hours per week actually online and “in the class”. The time invested in the course; online and communicating with the instructor, individual students and team members does not necessarily include the time invested in research, writing, synchronization and analysis of key learning components and deliverables as outlined in the student schedule. Much of this activity will be accomplished outside of the BUS 5320 online learning environment. It is imperative that students focus on producing exceptional work, which can only be accomplished through the highest level of effort.
- Specifically, with regard to student response time back to the instructor, individual student cohorts and team members, it is highly recommended that students make every effort to respond to an instructor, individual student cohort or team member question in **24 hours**. This means logging into UVACollab and your UVA e-mail on a daily basis. This level of attention to detail assists in generating effective individual and team communication and ultimately a higher level of learning and overall performance.
- *Note: Course discussion questions will follow the requirement for time as outlined in the syllabus under Requirement Details, bullet point 2. The questions in this section refer to those generated by the instructor to the students and to each other. Bottom-line is, we all want efficient and effective communication to take place in the course and one should make every effort to respond to course member questions as soon as possible.*

## Assignments:

- See Course Schedule which details course assignments and due dates. In addition, see BUS 5320 course module which also provides information regarding assignments and due dates.

## Resources:

- See course class schedule and BUS 5320 course in UVACollab for details.

## Gradebook:

- Letter grade and associated point values are represented below:

Letter Grade	Range	
	Low Score	High Score
A+	337.8	350
A	323.8	337.7
A-	313.3	323.7
B+	299.3	313.2
B	288.8	299.2
B-	278.3	288.7
C+	264.3	278.2
C	253.8	264.2
C-	243.3	253.7
D+	229.3	243.2
D	218.8	229.2
D-	208.3	218.7
F	0	208.2

*The instructor will e-mail the student regular updates pertaining to their progress in the form of an Excel spreadsheet with the subject of the e-mail entitled: “Current Performance Update”. The spreadsheet will follow the 15 session format and will reflect the course deliverables and aggregate point totals as seen in the course class schedule above.*



## Technical Specifications- Computer Hardware:

### Minimum Operating System:

- Windows 7 SP1 (Professional preferred)
- Mac OS X 10.8 or 10.9
  - Minimum Processor Speed: Equivalent to an Intel Core 2 Duo (1.5 GHz)
  - Minimum RAM: 4 GB
  - Minimum Hard Disk Space: 150 GB of free hard disk space (after all programs are loaded)
  - Networking Capability: Wireless networking (802.11g or n) and an Ethernet port
  - Strongly Recommended Accessories:
    - An Ethernet cable (Even if you will primarily use wireless, a wired connection is faster and more reliable for video-streaming, live online meetings and large file uploads and downloads.)
    - A power surge protector
    - CD/DVD drive and/or “thumb” or flash drive(s), plus a backup storage mechanism

### Technical Support Contacts:

- Login/Password: [scpshelpdesk@virginia.edu](mailto:scpshelpdesk@virginia.edu)
- UVaCollab: [collab-support@virginia.edu](mailto:collab-support@virginia.edu)
- BbCollaborate (Elluminate) Support: [scpshelpdesk@virginia.edu](mailto:scpshelpdesk@virginia.edu) or <http://support.blackboardcollaborate.com>

## UVA Policies

### SCPS Grading Policies:

- Courses carrying a School of Continuing and Professional Studies subject area use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F. S (satisfactory) and U (unsatisfactory) are used for some course offerings. For noncredit courses, the grade notation is N (no credit). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially drops a course before its completion or if the student withdraws from an academic program of the University. Please visit [SCPS Grades](#) for further details.

### University Email Policies:

- Students are expected to check their official UVA e-mail addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

### University of Virginia Honor System:

- All work should be pledged in the spirit of the Honor System at the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: ***“I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”***. The pledge must be signed by the student. For more information, please visit [Honor System](#).

### Special Needs:

- It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any SCPS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. Further policies and statements available: [U.Va. Department of Student Health](#).

### End-of-Class Evaluations:

- Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner. Please be assured that the information you submit online will be anonymous and kept confidential. For further policies and statements about student rights and responsibilities, please see [U.Va Website](#) (<http://www.scps.virginia.edu/audience/students>).