

PSY 350



Tuesdays/Thursdays 2:10-4:00 pm
42-205E
Fall 2019 Syllabus

Instructor: Dr. Lucy Zhang Bencharit
Office Hours: T/Th 12:30-1:30pm or by appointment
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Course description:

Most people work with others every day, including classmates, teammates, coworkers, and significant others. We work as pairs, teams, groups, and organizations to accomplish our individual goals, like getting a promotion, as well as our shared goals, like winning a championship. This course addresses several important questions to explore how we can best work with others, such as: How do we work with others to enhance our individual and group outcomes? What works best for diverse groups? How does our culture or identity influence teamwork? How do we maximize gains for everyone? How do we create effective teams in classrooms and organizations?

This course begins by unpacking the fundamental skills it takes for individuals to work collaboratively with others, like social-emotional intelligence, trust, empathy, and communication. Then, we discuss how our social identities, like gender and culture, can shape our workways and our interactions with others. We address how diversity can enhance teamwork outcomes, like creativity and problem-solving, and how organizations can leverage diversity to solve large-scale problems. Finally, we will practice advanced teamwork skills, like negotiation and conflict resolution. As a result of taking PSY 350, you will be able to work more effectively with others both in and out of the classroom.

Learning objectives:

By the end of this course, students will:

- Gain extensive experience working with various teams on different tasks
- Describe the social, emotional, and organizational processes that facilitate positive individual and team outcomes
- Understand how culture and identity influence teamwork and group processes
- Describe how diversity enhances individual, group, and institutional outcomes
- Provide practical recommendations for creating diverse/inclusive classrooms, workplaces, or organizations
- Critically read and review an empirical paper
- Review, synthesize and analyze a body of scientific literature on teamwork
- Apply knowledge of team and group processes to propose solutions for modern problems facing teams in organizational and educational settings
- Be more effective at working with others

Course policies:

To achieve the learning objectives, students are expected to...

- **Actively participate.** This may include engaging with others in your teams and groups during in-class activities, participating in class discussions, attending group meetings outside of the classroom, attending office hours, emailing questions to the instructor about course content, posting and responding to questions on PolyLearn.
- **Treat others respectfully.** This includes your peers, course/department staff, and course guests.
- **Attend all classes on time and complete the readings in advance.** Readings listed in the course schedule (below) should be completed by the beginning of each class.
- **Avoid using screens during class.** This includes laptops, cell phones, smartwatches, etc. Research shows that using a laptop in class is associated with poorer grades for both laptop users and their neighbors. Research also finds that taking notes by hand leads to more effective learning. Advanced notice will be given in rare cases where technology is required for a class activity.
- **Uphold academic integrity.** Academic dishonesty of any sort (e.g., plagiarism, cheating on exams) is unacceptable and will be reported to the Dean and the Office of Student Rights & Responsibilities.

Course Materials

- **Required Textbook:** Levi, D. (2016). Group Dynamics for Teams, 5th Edition.
- **Articles/Assignments posted on PolyLearn**
 - This class requires the use of PolyLearn. Readings, activities, and assignments are posted on our PolyLearn site. Please see your instructor if you are new to Cal Poly and need assistance with this learning technology.

Grades:

Class Participation & Activities (25%): Because this class relies heavily on experiential learning, students are expected to attend all classes for the full class time (2:10-4pm). Two documented excused absences will be accepted. Students with a documented

excused absence will receive a make-up assignment to complete that is due within one week of the absence. All other absences will be reflected in your class participation grade. Types of excused absences:

<http://catalog.calpoly.edu/academicstandardsandpolicies/registration/>

Students are expected to participate fully during in-class activities by contributing to class or team discussions and tasks. Participation can also include attending team/group meetings outside of the classroom, attending office hours, emailing questions to the instructor about course content, and posting and responding to questions on PolyLearn.

Reading Responses (3 responses for 25%): You must submit **three** reading responses during **Weeks 1-6 (last day is 10/29/19)**. Responses can cover one or more of the readings assigned for that day. Submit a 300-500 word well-written response that engages deeply with that day's readings **by 10:00 am on the day of class**. You may submit one additional reading response if you wish, in which case your lowest grade (of 4 responses) will be dropped.

Grading will be based on:

- Demonstrating your intellectual and scholarly analytical skills, which can include: analyzing the arguments, evidence, and conclusions of the reading; suggesting drawbacks, questions, or points of clarification from the reading; comparing two readings/perspectives and coming to a conclusion on how they differ, which is the most compelling, and why; drawing on previous readings to propose how this reading contributes to your understanding of teamwork; proposing an applied setting or problem that can benefit from the insights found in this reading
- Framing your responses using course concepts/terminology. Responses can include personal anecdotes, examples, and stories but must also contain scholarly references and empirical evidence.
- Demonstrating good writing skills (grammatically correct and well-organized)
- Writing and citing in APA style (see APA guide on PolyLearn)

Team Presentation & Paper (15% Presentation; 15% Paper): In your assigned teams, you will complete a final project on one of the following areas of teamwork: **Motivation, Power and Influence, Decision Making, Leadership, Problem Solving, or Creativity and Innovation**. Each team will present their project during the time/date scheduled for that topic. Presentations should be 20-30 minutes.

As a team, you will write a final paper on the topic you have selected. Papers should review material covered in the course, review relevant research on the topic, and go beyond research findings to discuss the real-world problems, a detailed implementation plan for any possible intervention, and potential limitations/drawbacks of the research or application. Papers must review relevant research in the area (e.g., the methods and conclusions of the study/studies) and make recommendations for how to apply the research to facilitate teamwork, particularly for diverse groups. Papers should be written and cited in APA style (see APA guide on PolyLearn). Papers must be turned in **before class time (2:10 pm) on the due date**. Additional details are distributed during class.

Final Exam (20%): This includes multiple-choice and short answer questions. This exam will cover material from the entire course, drawing more heavily on the material from the second half of the course. The exam will cover the material presented in readings, lectures, and group presentations.

Grading Policies:

Final grades will be based on your completion of the course requirements, and computed from the following percentages (no curves):

96.5-100% -- A+	76.5-79.4% -- C+
92.5-96.4% -- A	72.5-76.4% -- C
89.5-92.4% -- A-	69.5-72.4% -- C-
86.5-89.4% -- B+	66.5-69.4% -- D+
82.5-86.4% -- B	62.5-66.4% -- D
79.5-82.4% -- B-	

- No grade adjustments or regrades; No exceptions.
- Make-up exams are only permitted in rare and documented cases.
- All late assignments are subject to a grading penalty.

Diversity, Equity, and Inclusion:

This course strives to further Cal Poly's goals around diversity, equity, and inclusion in the classroom by recognizing and embracing each student's unique background, identities, contributions, experiences, and perspectives. The learning assessments are designed to allow students to demonstrate their knowledge and abilities in a variety of ways. Students are encouraged to learn from each other and expected to be respectful of each other at all times. Please contact the instructor if you have any suggestions, questions, comments, or concerns around issues of equity and respect.

Email Policies:

Tips to make email communication more efficient for all of us:

- Include the class name/number (Teamwork 350) in the subject line of your email.
- Please address me ("Hi" etc., Prof. or Dr. Bencharit) and sign with your full name (so I know for sure it is meant for me and exactly which student it's coming from).
- If you have a general question that there is a slight possibility someone else might also have, please post it to our class website Q&A forum (subscribe to this thread for updates).
- Emails will not be answered after 5:00pm or on weekends

Resources:

These resources will help you make the most of this course and this quarter:

- Writing Lab [<http://www.calpoly.edu/~wrtskils/writlab/>]
- Academic Skills Center [<http://sas.calpoly.edu/asc/>]
- Disability Resource Center [<http://drc.calpoly.edu/>]
- Psychology Department [<http://www.cla.calpoly.edu/psychhd/index.html>]
- Counseling Services [<http://www.hcs.calpoly.edu/counseling/>]
- Test Taking Tips [<http://www.socialpsychology.org/testtips.htm>]

Course Schedule and Assignments

*****Note: Readings are subject to change. Check PolyLearn for the most updated course schedule and readings.**

	Date	Topic	Readings	Milestones & Deadlines
Intro to Teamwork	9/19, Thursday	Designing teams for success	Levi text: Chapters 1-3	Complete course survey: tinyurl.com/TeamworkFall19
	9/24, Tuesday	Models of teamwork: Giving versus taking	Grant, <i>Giving and Taking</i> , Selections Levi text: Chapter 5	Team assignment distributed in class
Foundations of Teamwork	9/26, Thursday	Social emotional intelligence	Brackett, Rivers & Salovey, <i>Emotional intelligence: Implications for personal, social, academic, and workplace success</i> Optional: Mahoney, Durlack, & Weissberg, <i>An update on social and emotional learning outcome research</i>	Sign up for a team presentation date/topic
	10/1, Tuesday	Trust	Simpson, <i>Foundations of interpersonal trust</i> Optional: Covey, <i>The Speed of Trust</i> , Selections	
	10/3, Thursday	Empathy	Zaki, <i>The War for Kindness</i> , Ch 1-2, 6 Optional: Schumann, Zaki, & Dweck, <i>Addressing the empathy deficit</i>	
	10/8, Tuesday	Communication	Levi text: Chapter 6 Celeste Headlee TEDtalk on PolyLearn Optional: Are you really listening?	

	Date	Topic	Readings	Milestones & Deadlines
Teamwork in a Multicultural World	10/10, Thursday	Culture	Conner & Markus, <i>Clash</i> , Intro & Ch 1	Mid quarter team check ins
	10/15, Tuesday	Gender	Cheryan, Master, & Meltzoff, <i>Cultural stereotypes as gatekeepers</i> Nielsen et al., <i>Gender Diversity Leads to Better Science</i> Optional: Conner and Markus, <i>Clash!</i> , Selections	Mid quarter team check ins
	10/17, Thursday	Social class	Mullainathan & Shafir, <i>Scarcity</i> Ch 1-2 Carey & Bencharit, <i>Socioeconomic Cultures: How education shapes the self</i> Optional: Stephens, Markus, & Phillips, <i>Social Class Culture Cycles</i>	Team evaluations due today
	10/22, Tuesday	Race	Eberhardt, <i>Enduring Racial Associations</i> Eberhardt, <i>Biased</i> , Selections Optional: Phillips & Lowery, <i>Herd invisibility: The psychology of white privilege</i> Optional: Dovidio et al., Complexity of "we"	
	10/24, Thursday	Leveraging diversity in teamwork & Creating diverse organizations	Page, <i>The Diversity Bonus</i> , Selections Miller, <i>An Inclusive Academy</i> , Selections Optional: Stevens, Plaut, & Sanchez-Burks, <i>Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change</i>	Mid Quarter Feedback Survey

	Date	Topic	Readings	Milestones & Deadlines
Advanced Topics, Applications and Extensions	10/29, Tuesday	Negotiation	Galinsky, <i>Four Horsemen</i>	Last day to submit reading responses
	10/31, Thursday	Negotiation & conflict resolution	Heen & Stone, <i>Difficult Conversations</i> , Selections; Optional: Levi text: Chapter 7	
	11/5, Tuesday	Decision Making	Levi text: Chapter 9	
	11/7, Thursday	Motivation	Levi text: Chapter 4 Additional readings TBD	Team presentations
	11/12, Tuesday	Power and social influence	Levi text: Chapter 8 Additional readings TBD	Team presentations
	11/14, Thursday	Leadership	Levi text: Chapter 10 Additional readings TBD	Team presentations
	11/19, Tuesday	Problem solving	Levi text: Chapter 11 Additional readings TBD	Team presentations
	11/21, Thursday	Creativity and innovation	Levi text: Chapter 12 Additional readings TBD	Team presentations
	11/26, Tuesday	NO CLASS		
	11/28, Thursday	NO CLASS		
	12/3, Tuesday	Teamwork in organizations	Readings and videos on PolyLearn	
	12/5, Thursday	Teamwork across disciplines	Readings and videos on PolyLearn	Final team papers due today by 2:10pm
Final Exam	12/10, Tuesday	FINAL EXAM 4:10-7pm; Location TBD		