

## LAR 303 - Impact Seminar: Connecting Knowledge to Choices and Actions (3)

Doane University – Omaha Campus

18W2 Term (Jan 15-Mar 10)

Tuesdays 6:00–10:30 pm

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### ***COURSE DESCRIPTION***

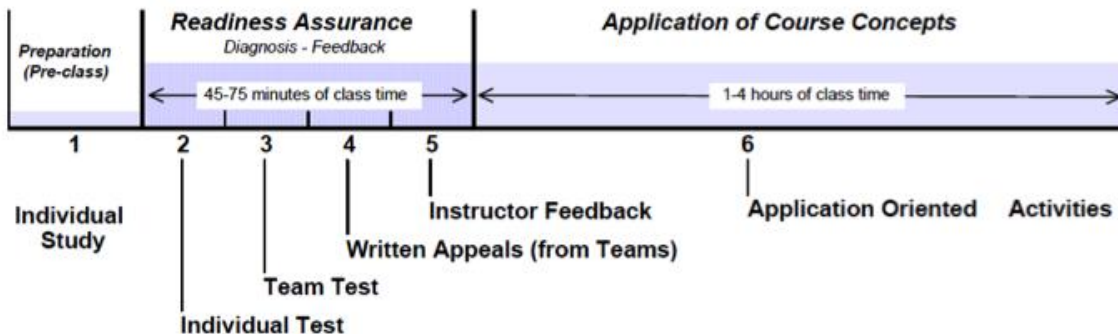
This course will develop students' teamwork and leadership skills to prepare for citizenship or work as they connect theory, practice and experience. Students, drawn from multiple fields of specialized study, will collaboratively analyze a complex real-world problem, develop an empathetic understanding of multiple perspectives needed to comprehend the issue, and propose possible solutions. Students will be engaged through experiential pedagogies selected as appropriate by the LAR 303 instructors. Students will publically present work. Prerequisite: Successful completion of LAR 202.

### ***TEACHING STRATEGY***

This course is taught using a Team-Based Learning (TBL) pedagogy. TBL is an evidence based collaborative learning teaching strategy designed around units of instruction, known as “modules,” that are taught in a *three-step cycle*, referred to as *The Readiness Assurance Process (RAP)*: preparation, in-class readiness assurance testing, and application-focused exercise. Each class typically includes one module.

### **Team-Based Learning Instructional Activity Sequence**

(Repeated for each major instructional unit, i.e., 5-7 per course)



**Preparation (Pre-class).** Students must complete preparatory materials before a class or the start of the module. Materials may be text, visual or other, and set at a level that is appropriate to the students and the course. This course requires a significant amount of weekly individual work by students outside of scheduled class time (reading multiple chapters from required texts, reviewing content in preparation for IRATs/TRATs, completing assessments and reflections, etc.), so students need to be prepared for this level of coursework, especially in terms of any other courses enrolled in during the same term. ***\*Each student should plan to spend on average up to 8 hours per week outside of scheduled class time.***

**Readiness Assurance.** Readiness Assurance Test (RAT): Students complete an Individual Readiness Assurance Test (IRAT) in class, consisting of 20 multiple-choice questions. After submitting their individual answers, they take the same test, the Team Readiness Assurance Test (TRAT), with their team. All members of each team share the same TRAT score, and both IRAT and TRAT scores count toward the students' grades.

*Appeals.* Teams are given the opportunity to draft a written appeal of a multiple-choice question they felt was poorly written, the answer was mistakenly coded, or their answer choice is better. Required criteria for drafting appeals will be provided by the instructor.  
*Instructor Feedback:* The instructor may review material from the RAT that students still feel are problematic.

This test approach that counts for assessment is important, as it gives students a real incentive to learn materials beforehand, attend classes, and contribute to team discussions. It also challenges students to be self-directed, collaborative, social learners. The instructor role is closer to that of a facilitator who guides and inspires the process of student learning vs. a traditional instructor who manages and controls student learning. The readiness assurance process holds students accountable for coming to class prepared and working together as a team.

**Application of Course Concepts.** The remainder of the learning module is taken up with exercises that help students learn how to apply and extend the knowledge that they have pre-learned and tested. Teams are given an appropriate problem or challenge, and must arrive at a consensus to choose a "best" solution out of options provided. Teams then display their answer choice, and the educator facilitates a classroom discussion between teams to explore the topic and the possible answers to the problem. This application phase consists of primarily individual pre-work outside of class with most group work occurring during scheduled class time. The exception is the Final Team Project that often requires students to collaborate outside of scheduled class time.

**Four principles underlying Team-Based Learning.** Team-Based Learning implementation is based on four underlying principles (Michaelsen & Richards 2005):

1. Groups should be properly formed (e.g. Intellectual talent should be equally distributed among the groups). These teams are fixed for the whole course.
2. Students are accountable for their pre-learning and for working in teams.
3. Team assignments must promote both learning and team development.
4. Students must receive frequent and immediate feedback.

### ***UNDERGRADUATE CORE OUTCOMES (Common to all LAR 303 courses)***

*Students will work to:*

- Construct a reasoned understanding of a problem with evidence of relevant contextual factors, including ethical, logical, and cultural dimensions of the problem.
- Articulate multiple approaches for solving the problem and propose one or more solutions/hypotheses that indicate a deep comprehension of the problem.
- Engage all participants to foster a constructive team climate.
- Reflect on their progress on the essential learning outcomes, drawing on their specialized studies (majors/minors), foundational areas of knowledge, liberal arts seminars, and experiential activities in order to express their distinctive voices, define their own ethical values, and understand and prepare for their multiple roles in a just society.

## **COURSE OUTCOMES (Specific to this course)**

Students will work to:

- Develop effective team processes
- Motivate and lead others
- Deal with conflict productively
- Encourage team creativity and effective problem solving
- Help teams make better decisions
- Appreciate the value of diversity
- Evaluate team member performance

### **REQUIRED TEXTS (1)**

Levi, D. (2017). *Group Dynamics for Teams*. (5th ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN: 978-1-4833-7834-3

### **OPTIONAL TEXTS (1)**

Killermann, S. (2017). *A Guide to Gender (2<sup>nd</sup> Edition): The Social Justice Advocate's Handbook*. (2<sup>nd</sup> ed.). Austin, TX: Impetus Books. ISBN-13: 978-0989760249

## **GRADING**

**Course Grades:** Percentages assigned to each grade in this class will be as follows:

<b>A+</b> 100-97%	<b>B+</b> 89-87%	<b>C+</b> 79-77%	<b>D+</b> 69-67%	<b>F</b> 59% and below
<b>A</b> 96-94%	<b>B</b> 86-84%	<b>C</b> 76-74%	<b>D</b> 66-64%	
<b>A-</b> 93-90%	<b>B-</b> 83-80%	<b>C-</b> 73-70%	<b>D-</b> 63-60%	

Your grade for the course will be determined by the following:

**Individual Performance** (IRATs, Reflections, Participation, and Final Portfolio) **40%**

**Group Performance** (TRATs, Team Activities, Final Team Project) **60%**

<b>Performance Areas</b>	<b>Total Grade % Course</b>
<b>1. Individual Performance</b>	<b>40%</b>
a. Individual Readiness Assurance Tests (IRATs) – 5 (50 pts)	4%
b. Reflections – 5 (50 pts)	6%
c. Final Individual Portfolio - (200 pts)	20%
d. Participation* (100 pts)	10%
<b>2. Group Performance</b>	<b>60%</b>
e. Team Readiness Assurance Tests (TRATs) – 5 (200 pts)	20%
f. Team Activities – 5 (200 pts)	20%
g. Final Team Project (200 pts)	20%

\***Participation** points will be earned through a **Peer Review Process** whereby small group members will rate other group members' collaboration on all group work. At least twice, near the middle and end of the term, each individual group member will anonymously rate the contributions all other group members and submit their evaluation directly to the instructor with results being shared with each student in ways that protect the individual identity of each reviewer. The instructor reserves the right to make all final decisions regarding Participation

points and will in most cases go with the results of the final peer evaluation by using an average of all group member ratings.

Peer reviews are intended to assess each students' practice of behaviors that support effective teamwork through collaborative efforts. The behaviors assessed originate from the Doane LAR 303 Collaboration grading rubric.

**IRATs.** An Individual Readiness Assessment Test (IRAT) will be given, with an immediate Team Readiness Assessment Test to follow, in class at the beginning of class during weeks 2 through 6. This part of your individual performance grade will consist of multiple choice questions that provide the opportunity for peer teaching and enable the instructor to assess whether students have a sound understanding of key concepts from the readings. RAT questions will primarily focus on basic knowledge and comprehension of chapter concepts from the reading assignments. Due to the nature of the Readiness Assurance Process (RAP), there is no way to make-up any missed IRATs.

**Reflections.** Each student will complete/submit a series of individual guided reflection assignments relating to the course content we cover and for purposes of demonstrating students' intellectual engagement with course content and to document students' learning experiences. Due dates and specific information related to each entry will be posted on Blackboard. All reflections must be submitted electronically through Blackboard using the assignment link provided. You must upload your reflection as a saved Word or PDF document from your computer into the Bb link provided. Each student is responsible for ensuring their reflection uploaded successfully. For each reflection, you will be asked to respond to different questions regarding self-assessments, team processes, your thoughts on/experiences in the class, etc. Students will earn 10 points for each *complete reflection* submitted in a way that meets the points below. This is a dichotomous approach to grading (i.e., 10 points for a complete reflection, or 0 points for an incomplete reflection). The only exception to this grading approach is reflections submitted late (see late submissions policy).

The general *requirements for a complete reflection* (noncompliance will automatically result in 0 points earned) are:

- Reflections should *thoughtfully* respond *in depth* to all questions posed
- Submitted as a saved Word document using the Blackboard assignment link provided, by the due date/time
- Completed in a question and answer format (i.e. questions *must be* left in your submitted document)
- Some reflections will require you to complete work before you reflect (e.g. complete a questionnaire), so make sure these tasks are completed

It is suggested that you set up a regular time to write your reflection each week. This time will best serve you if it is scheduled after our class session for that week and before the due date. The Doane LAR 303 Intellectual Engagement grading rubric will be used for grading.

**TRATs.** Following each IRAT, students will retake the same test in their teams (TRAT). Members must reach agreement on each test question, thus the discussion required to choose a group answer both serves as an excellent review of the readings and provides the opportunity for peer teaching. Due to the nature of the Readiness Assurance Process (RAP), there is no way to make-up any missed TRATs.

**Final Individual Portfolio.** The final individual reflection will be a critical reflection of approximately covering your experiences during the term and prior academic and professional experiences you encountered. Each student is required to submit this final assignment through both Blackboard (for grading purposes) and LiveText (for institutional accreditation archival purposes). The Doane LAR 303 Intellectual Engagement grading rubric will be used for grading.

**Team Activities.** Students will complete a series of group in class activities intended to demonstrate application of key concepts covered through the Readiness Assurance Process (RAP). The group activities are also intended to promote effective development of group cohesiveness in ways that prepare group members for effective completion of the final team project. Due to the nature of the Readiness Assurance Process (RAP), there is no way to make-up any missed Team Activities. The Doane LAR 303 Intellectual Skills grading rubric will be used for grading.

**Final Team Project.** Each group will have the opportunity to demonstrate application of effective intellectual skills with course content by completing a final team project by applying what is learned about working in teams toward researching and providing a solution(s) for a complex real world social justice issue. Each group will submit (through Blackboard) a group **Project Report**, which will be an 8-10 page project overview (12 pt font, doubled spaced, 1” margins) that describes the problem, solution(s), benefit(s), implementation plan, and team process evaluation. Each group will also make a 20 minute **PowerPoint Presentation** that provides an overview of the problem analysis, solution(s) generated, benefit(s), implementation plan, and team process evaluation. The Doane LAR 303 Intellectual Skills grading rubric will be used for grading.

## ***COURSE POLICIES***

**Attendance.** Students are expected to attend every class meeting and be on time. Any excused absences should be discussed with the instructor beforehand. Most class time will be devoted to group discussions and activities designed to cultivate team development and deepen understanding of topics. Since there is no way to replace that type of learning experience, it is extremely important that you attend every time. Due to the structure of this course, there will be **no make-up tests** allowed. Missed IRATs will result in 0 points. All group members earn the same grade for TRATs, but be advised missing TRATs can negatively impact a student grade during the Peer Review process.

For more information on **class attendance**, please visit the website:

<http://catalog.doane.edu/content.php?catoid=16&navoid=1314&hl=attendance&returnto=search>

**Study time.** Expectation of the amount of time the course requires students to spend preparing and completing assignments is typically approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students’ backgrounds.

The Higher Learning Commission’s, Doane University’s accrediting body, definition of a credit hour can be accessed at this link:

<http://www.hlcommission.org/Policies/assignment-of-credits.html>

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve week for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2 (11/1/2010).

For information on **student support**, please visit the website:

<http://www.doane.edu/academic-success-center>

**Late submissions.** Reflections and all other required assignments will be automatically docked 10% of the total points available per day beyond the assigned due date (e.g. a late reflection worth up to 10 points will be docked 1 point per day beyond the due date/time).

**Submitting assignments.** Students will submit assignments via Blackboard, LiveText and in class, as instructed.

**Grades of incomplete.** Incomplete course grades will generally not be allowed. Any exception to this will be determined mutually between instructor and student at the instructor's sole discretion and within Doane University's policy for grades of Incomplete. The federal requirement states that students must complete 75% of the course work in order to receive an incomplete grade. Students who fall more than two weeks behind cannot meet this requirement.

For information on the **grade appeal process**, please visit the website:

[http://catalog.doane.edu/content.php?catoid=16&navoid=1314#Grades\\_and\\_Credits](http://catalog.doane.edu/content.php?catoid=16&navoid=1314#Grades_and_Credits)

**Academic integrity.** Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is manifested in various measures. Gehring, et al, (1986) suggests that four categories of academic dishonesty exist:

1. Cheating
2. Fabrication
3. Facilitating academic dishonesty
4. Plagiarism

For more information on **academic integrity**, please visit the website:

<http://catalog.doane.edu/content.php?catoid=16&navoid=1333#Academic%20Integrity/Dishonesty%20Policy>

**Disability resources.** Students with disabilities substantially limiting a major life activity are eligible for reasonable accommodations in University programs, including this course. Accommodations provide equal opportunity to obtain the same level of achievement while maintaining the standards of excellence of the University. If you have a disability that may

interfere with your participation or performance in this course, please meet with me to discuss disability-related accommodations and other special learning needs.

<http://catalog.doane.edu/content.php?catoid=16&navoid=1333#Access/Services%20for%20Students%20with%20Disabilities>

For information on **harassment**, please visit the website:

<http://catalog.doane.edu/content.php?catoid=16&navoid=1333#Anti-harassment%20Policy>

**Expectations of students.** Since this is a 300-level capstone course, your instructor expects the following from each student.

- Be inquisitive; think deeply and critically
- Use previous knowledge acquired from coursework and life experience when approaching every assignment and decision
- Work should reflect your absolute best effort
- Be professional. Your actions and assignments should impress an employer or boss.
- Be an active participant in all activities and discussions

**Automatic failure.** A students' disregard for the communication policies, expectations, general course and/or institutional policies stated in this Syllabus, will be subject to an automatic failure of and dismissal from the course.

**Course schedule.** A Course Schedule will be provided for purposes of encouraging and supporting full accountability of each student to their own performance, as well as the performance of their team. It is subject to change by the instructor, and if it is changed, a revised copy will be provided. Each student is highly encouraged to get organized early on and remain organized all the way through the term.

**LiveText.** An active LiveText membership is a required resource for this course because at least one assignment **MUST** be submitted electronically using this online platform. LiveText is used by the University to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. You will have the opportunity to use your account for secure online storage of all your academic work (unlimited archive space) and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties.

LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so **YOU ONLY NEED TO HAVE ONE ACCOUNT**. Let your instructor know if you did not receive or cannot find that email. If you already have an active LiveText membership, you do not need to purchase or create another one. After five years, you can choose to extend your membership if you need it for additional coursework or would like to maintain it for your personal use.

**New York Times Subscription.** Doane students now have access to the New York Times for free. I suggest registering for access using the following steps and then using it as an important reference throughout the semester.

- Visit **nytimes.com/grouppass** from a networked **computer on campus**
- Use your **Doane University email address** to create a free NYTimes account
- You have successfully created an account when you see the **START YOUR ACCESS** screen
- Now you can enjoy your subscription to NYTimes, INYT.com, and NYTimes mobile apps by logging onto your account from anywhere, even off campus

**Instructor disclaimer.** The instructor reserves the right to modify the Syllabus and/or the Course Schedule to meet the educational goals of this class and Doane University.



## Course Schedule

Week	Topic	Readings	Assignments	Due Dates
1 RAP-00* (Ic <sup>†</sup> )	Introduction to Course  Understanding Teams & Defining Team Success	Course Syllabus; Final Team Project; Final Individual Portfolio; Grading Rubrics Overview (Handouts)  Introduction, Chs. 1 & 2 (Levi)	Watch Videos (Bb): <i>Team based Learning at UT, Reflective Writing, Solution Tree: Rick DuFour on Groups vs. Teams &amp; The Secrets to High Performing Teams</i>	January 16th
2 RAP-01 (Ic)	Decision Making & Problem Solving	Chs. 9 & 11 (Levi)	Watch Videos (Bb): <i>Critical Thinking, Ringi Decision Making Technique, &amp; Force Field Analysis</i>  Reflection #1 (Bb <sup>‡</sup> )  Portfolio Draft – Sections 1 & 2 (Bb)	January 23
3 RAP-02 (Ic)	Team Beginnings, Understanding Team Processes, & Evaluating Team Performance	Chs. 3, 4, & 16.1 (pp. 328-333) (Levi)	Watch Videos (Bb): <i>Stages of Group Development, Social Loafing, &amp; The Art of Feedback: how to give and receive feedback</i>  Reflection #2 (Bb)  Portfolio Draft – Section 4 (Bb)	January 30
4 RAP-03 (Ic)	Communication & Managing Conflict	Chs. 6 & 7 (Levi)	Watch Videos (Bb): <i>What is Psychological Safety?, &amp; Team Conflict and the Work Process</i>  Reflection #3 (Bb)  Portfolio Draft – Sections 3 & 5 (Bb)  Mid-Term Peer Evaluations (Bb)	February 6

Week	Topic	Readings	Assignments	Due Dates
5 RAP-04 (Ic)	Creativity & Diversity	Chs. 12 & 13 (Levi)	Watch Video (Bb): <i>How do diversity &amp; inclusion foster innovation and creativity?</i>  Reflection #4 (Bb)  Portfolio Draft – Section 6 (Bb)	February 13
6 RAP-05 (Ic)	Power and Social Influence & Leadership	Chs. 8 & 10 (Levi)	Watch Videos (Bb): <i>Leadership From A Dancing Guy</i>  Reflection #5 (Bb)	February 20
7	<b>No Class</b>	Final Team Project Work	Final Individual Portfolio (Bb & LiveText)	February 27
8	Final Team Project Presentations (Ic)		Final Team Project Report & PowerPoint Presentation (Bb); Final Peer Evaluation (Bb)	March 6th

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\* All RAPs (IRATs, TRATs, & Team Activities) will cover content from the Griffith & Dunham book only.

† Ic stands for *In-class activity*.

‡ Bb stands for *Blackboard*, as in assignment will be submitted using an electronic link in Blackboard.