I strongly encourage all students in our class to properly wear a face mask to class meetings as a sign of respect, kindness, and common courtesy toward our learning community as we are not aware of the personal health challenges of our fellow classmates and their families that may put them at a heightened risk for COVID-19 and related complications.

Course Description
This is a course about participating in the process of organizing. The knowledge you gain from this class will help you make sense of how communication is central to the organizational experience. Organizational communication, as a field of study, analyzes how the actions of people inside and outside organizations are coordinated and controlled to achieve collective outcomes; it is also concerned with the way individuals are shaped by their interactions with the organizations around them. Rather than offer a set of skills that allow you to fit into the world of work, this course will show how communication is key to understanding how organizations work; this understanding can enhance your ability to engage with all sorts of organizations. Only when we understand how organizations work can we change them and control our own experiences within them.

Learning Objectives
The goals of this course are to:

1. Promote active critical thinking about the role of communication in, and as constitutive of, organizations.
2. Improve your ability to analyze organizing activity and to make you a more effective member of organizations.
3. Explore common organizational communication problems.
4. Integrate theoretical perspectives of organizational communication with current research and contemporary organizational life.
5. Investigate the knowledge, attitudes, and skills that underlie effective communication in organizations.

Learning objectives (LO) that correspond to a specific assignment or set of assignments are listed beside the assignment on this syllabus to signify the LOs these assignments meet for the course.

Syllabus Statement
The course syllabus is a general plan for the course; deviations may be necessary and will be announced to the class. **Be sure to stay up to date on announcements for any changes to the course.**

**Required Course Materials**

Auto Access to this book is available via Canvas. Additional reading material, relevant links, and/or videos will be posted to Canvas over the course of the semester.

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. To access the materials, visit the Canvas course site. For more details, including dates, deadlines, and opt-out info, visit your student Auto Access Portal: https://portal.verba.io/usu/login

**Assignments**
Details for all assignments are available on Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>25 points</td>
</tr>
<tr>
<td>Reading Quizzes (10 x 20 pts)</td>
<td>200 points</td>
</tr>
<tr>
<td>Case Studies (5 x 25 pts)</td>
<td>125 points</td>
</tr>
<tr>
<td>WorkLife Podcast Assignment</td>
<td>25 points</td>
</tr>
<tr>
<td>Decision-Making TED Talk Assignment</td>
<td>25 points</td>
</tr>
<tr>
<td>Organizational Culture Analysis Paper</td>
<td>150 points</td>
</tr>
<tr>
<td>Crisis Communication Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Participation in Class</td>
<td>150 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800 points</strong></td>
</tr>
</tbody>
</table>

**Syllabus Quiz:**
Take the quiz on Canvas by the due date marked on the course calendar. You will have three chances and your best score will count toward your overall grade. The goal of this ‘quiz’ is to familiarize you with the course structure, content, and requirements.

**Reading Quizzes (LO1, LO2, LO3):**
There will be **11 reading quizzes (20 pts each)**. Each quiz covers readings up to the date of the quiz but does not include the ones that the previous quiz has already covered. See the course calendar for the coverage. **The top 10 scores** will count toward your final grade (your lowest score
will be dropped). If you miss a quiz you will not be allowed to make it up.

Case Studies (LO1, LO2, LO3, LO4, LO5):
Students should bring their computer and/or tablet to aid in research on case study days. Students will work in groups to do a ‘quick and dirty’ analysis of an organization and apply principles covered in the previous readings. As a group, students will submit their analysis to Canvas at the end of class (25 points each).

WorkLife Podcast Assignment (LO1, LO2, LO3, LO4):
This assignment is in place to jumpstart students’ thinking about the breadth of challenges and topics that are encompassed by organizational communication. Students will select and listen to an episode of the podcast “WorkLife w/ Adam Grant” (https://www.ted.com/podcasts/worklife) that interests them and complete a follow-up assignment available on Canvas (25 points).

Decision-Making TED Talk Assignment (LO1, LO2, LO3, LO4):
Students will listen to an assigned TED talk about decision-making and complete a follow-up assignment that engages them in reflection of their own decision-making processes and decision-making in organizations (25 points).

Organizational Culture Analysis Paper (LO1, LO2, LO3, LO4, LO5):
Instead of a midterm exam, this class has an Organizational Culture Analysis Paper (125 pts). This paper should be 4-6 pages in length (APA format) and should draw on observations you have made of your organization across this semester. This assignment will also include a topic submission (5 points) and an Organizational Culture Analysis Paper Outline (20 points).

Crisis Communication Project (LO1, LO2, LO3, LO4, LO5):
Instead of a final exam, students will work in groups to do a case analysis of a crisis response by an organization (wildfires, hurricanes, water crises, public scandal, etc.). Time will be set aside in class to work on this project, but students may also need to coordinate outside of class to complete tasks (100 points).

Participation in Class (LO1, LO2, LO3, LO4, LO5):
Students are expected to be engaged in class discussions and activities. I realize that engagement looks different for each student and may not always be verbal (150 points).

Grading
Retain a record of all graded assignments until final grades are posted. The grade you earn is the grade that will be submitted. There is no ‘wiggle room’ to bump your grade up. Asking me to adjust your grade is inappropriate except in the case of an error.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>63-69%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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</table>
Withdrawal Policy, ‘I’ Grade Policy, and Dropping Courses
If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (This does not remove responsibility from the student to drop courses which they do not plan to attend.) Students who are dropped from courses will be notified by the Registrar’s Office through their preferred e-mail account.

Students may drop courses without notation on the permanent record through the first 20 percent of the class. If a student drops a course following the first 20 percent of the class, a W will be permanently affixed to the student’s record (check General Catalog for exact dates). Students with extenuating circumstances should refer to the policy regarding Complete Withdrawal from the University and the Incomplete (I) Grade policy in the General Catalog.

Grade Appeals on Assignments
In order to appeal a grade on an assignment, please follow these guidelines:
• Wait at least 24 hours before setting up an appointment and submitting your written grade appeal to ensure that you have time to carefully read and consider the feedback.
• After you have read my feedback, submit a typed, written appeal that identifies the specific issue in question, and explains reasons why you feel the grade should be changed. Please refer to any class materials that support your rationale for a change.
• The written appeal should be submitted at least 24 hours prior to the appointment.
• When you arrive for the scheduled appointment, bring in your graded copy of the item in question (e.g., feedback form, paper, etc.) and any additional evidence to support your claims, and be ready to present them.
• After meeting with you, I may wish to contemplate the matter. In any case, I will decide within two school days whether to change or uphold the grade.
• I will provide you with a written justification of my decision.
• We need to meet within one week (7 days) of the grade’s issue. Grade appeals will not be considered after seven days have passed.

Late Work
You must complete all assignments by the assigned due date to earn credit. Late work will only be accepted if something beyond your control has made it impossible for you to submit your work on time. All requests for an extension should be emailed to 24 hours prior to the due date. All requests to submit late work due to extenuating circumstances should be emailed to me within 48 hours of a missed deadline. Requests after this time will be denied. If I decide to accept your late work, a grade penalty may be applied.

Email Policy
Email is the best way to communicate with me. I maintain a 48-hour response time for emails on weekdays and will respond to emails received after 5pm on Friday within 48 hours of the next business day.
All emails should be sent from your USU email address and meet professional standards. They should include a greeting (Hi Sydney; Good afternoon Dr. O’Shay; Dear Professor O’Shay, etc.) and a clear and concise overview of your issue/what you need. Emails should be signed with your name. This format is recommended for all professional communication with others via email.

**Student Conduct & Respect for Others**

Please keep the following in mind as we learn and grow together this semester:

- Students must respect the diversity of opinions and values that may be expressed in class, and the ensuing need for civil discussions. However, oppressive and hateful viewpoints will not be tolerated.
- Students must respect the race/ethnicity, gender identity, sexual preference, and other cultural aspects of others’ identities. Hateful and oppressive language and ideas will not be tolerated. Such behavior will be reported to the Office of Student Conduct without hesitation.
- Students should not expect others to speak on behalf of their (perhaps perceived) gender, ethnicity/race, culture, class status, or sexuality. It is unfair to expect someone to be a “spokesperson” for an entire group of people, especially since these groups are not homogenous.

**COVID-19 Office Visit Policy**

If you choose to visit me in my office or another location on campus face-to-face this semester and are not vaccinated against the Coronavirus, I will expect you to properly wear a face mask. If you feel ill or are exhibiting symptoms of Coronavirus/COVID-19, please email me to reschedule our meeting. I do not mind rescheduling. We will find a time to meet when you are feeling better, or we can meet via Zoom or telephone.

**COVID-19 Resources for Students**

Information about COVID-19 for students may be found here:

[https://www.usu.edu/covid-19/students/faq](https://www.usu.edu/covid-19/students/faq)

**Academic Honesty & USU Honor Code**

Plagiarized work will receive an F for the assignment and may, depending on the severity of the infringement, receive a failing grade for the course and/or expulsion from the university. Refer to the university honesty/honor code for further policies pertinent to this class ([https://usu.instructure.com/courses/172956/pages/honor-pledge?module_item_id=906106](https://usu.instructure.com/courses/172956/pages/honor-pledge?module_item_id=906106))

**Reasonable Accommodation Policy**

Students that are differently abled or have a documented disability should contact the Disability Resource Center (University Inn # 101, 435-797-2444, drc@usu.edu) so that we can work together to ensure your success in this course. I am unable to make accommodations until you make arrangements with the Disability Resource Center, so I strongly encourage you to take care of this prior to the start of the semester or ASAP. ([https://www.usu.edu/drc/student/accommodations/index](https://www.usu.edu/drc/student/accommodations/index))

**Mental Health**

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of
motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS).

Students are also encouraged to download the “SafeUT App” to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

**Academic Freedom and Professional Responsibilities**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [USU Policy 403](#) further defines academic freedom and professional responsibilities.

University policies not listed in this syllabus are also expected to be followed in this course.