

COMM 3259: Organizational Communication
Fall 2017

Instructor:	Dr. Kaitlin Phillips
Class Meetings:	MFW, 8:30-9:20 (section 002), MWF 1:30-2:20 (section 001) Old Main 304
Course Website:	usu.instructure.com (Canvas)
Required texts	Miller, K. (2015). <i>Organizational communication: Approaches and processes</i> (7rd. ed.). Stamford, CT: Cengage Learning. <i>Additional required readings are available on our Blackboard website.</i>
Recommended Resources	Purdue OWL APA formatting guide: owl.english.purdue.edu/owl/resource/560/01/

Course Description:

We are all part of various organizations, and within those organizations, we all communicate. This course is designed to introduce you to the field of organizational communication, examining historical approaches used to explore organizational communication and how those perspectives can shape, expand, and limit our understanding of communicating and organizing. Class discussions and exercises will allow you to apply various theories to real world processes, connecting theory and research to your own lived experiences in organizations. Hopefully, this class will provide you with real world understanding of organizational interactions, provide you with a basis in organizational communication research should you want to explore this field more thoroughly, and instill in you a passion for communication and organizing.

Course Objectives

The overall objective of this course is to provide you with both a theoretical and a practical introduction to organizational communication, including but not limited to:

- Describe historical and contemporary approaches to organizational communication including classical, human relations, human resources, systems, cultural, and critical approaches.
- Explain the different processes that occur within organizational communication including assimilation, decision-making, conflict management, change and leadership, emotion, diversity, and technology processes.
- Understand how different processes may operate within the different approaches to organizational communication. For example, how would the Critical approach view emotion in the workplace?
- Recognize and describe problems and strategies in organizational contexts in case studies.

Expectations

This course is designed with the expectation that you will come every class period prepared to participate. This means, reading and critically engaging the material both in- and outside of class. I understand that many students prefer to take notes on their computers; however, you must still be respectful of those around you and use any technology you have in a way that is conducive to the learning objectives of the whole class. In other words, not only do I expect you to be physically present in class, but also mentally present. In this course you will be expected to participate in discussions, both in small groups and with the whole class, and complete in class application exercises. Much of what you learn in this class will occur through active participation and application, not just listening.

Course Requirements and Grading

You final grade will be based on the following exams and assignments. The grading breakdown is as follows:

<u>Assignment</u>	<u>Percentage</u>
Quizzes	200 points (12x20, drop the lowest 2)
Annotated Bibliography	200 points
Presentation	50 points
Case Study Analysis	50 points
Forest Fire Prevention Task Force	300 points
TOTAL	800 points

Grades will be based on the following scale:

800-740 = A	739-720 = A-	719-696 = B+		
695-664 = B	663-640 = B-	639-616 = C+	615-584 = C	
583-560 = C-	559-536 = D+	537-504 = D	503-480 = D-	Below 480 = F

Assignment/Exam Description

Quizzes

Quizzes will be completed during class. They are designed to test your understanding and application of the concepts presented in the text, class lectures, group presentations, and activities. Quizzes will typically consist of multiple-choice, fill-in-the-blank, and true-false items. You will be able to drop 2 of the 12 quiz grades, and thus you cannot make up quizzes. Quizzes will consist of 10 questions and be worth 2 points per question. Quizzes will not be announced.

Class Involvement/Attendance:

In class, you will have the opportunity to practice the skills that you are learning and apply relevant course concepts and readings. The examples and connections you provide in class will help others to process the information in a useful manner.

Involvement includes, but is not limited to, the following:

- Attending class regularly and on time (you are expected to attend all classes for the duration of the class period)
- Being focused and practicing good listening skills
- Participating relevantly and actively in class exercises
- Visiting office hours regularly to talk with me about class concepts, skills, and issues
- Completing homework assigned during class
- Demonstrating your understanding of course concepts as they apply to your in-class communication
- **This is your ONLY opportunity for Extra Credit. As long as you attend class, and have NO MORE than THREE unexcused absence and are actively involved in class you will earn 10 points of extra credit in the class.**

Case Study

To help you reflect upon and synthesize the material in the class, you will post 1 case study analysis using the "Discussion board" link (Canvas). You will select an artifact (e.g. article, blog, video, book, etc.) to use as a case study. You will use one of the topics, theories, or approaches covered in the book as a lens or framework in which to explain and analyze the artifact. This analysis should be approximately 2-3 pages in length (typed) and in proper APA format. You must include a citation or attach a copy of the artifact to the analysis (you may also include a photo, video etc. in your blog posting), you should also be referencing and thus citing the textbook. This 2-page (minimum) written reflections should demonstrate your thoughtful and critical engagement with the readings from the week(s), express your opinions, offer personal insights and examples, raise further questions, and/or describe ways that the concepts challenge or fit into your own views. In other words, you are expected to demonstrate your understanding of the theories and concepts from class in the blog. In order to engage in an online dialogue, you will be expected to respond meaningfully to at least two of your classmates' reflections. These responses should critically engage each other's ideas and perspectives while reminding you of yours.

Annotated Bibliography and Presentation

Throughout the semester everyone will have the opportunity to dive deeper into a topic that interests them. This will include a 10-annotation bibliography, presentation, and discussion. At least one week prior to your presentation you must get your topic approved by me (though I strongly encourage you to have this discussion at least two weeks earlier). The day of your presentation you will submit your annotated bibliography and your power point slides. During class you will give a presentation on your topic, and lead a discussion on your topic. It is important to be present for all presentations, as there will questions on the exam from the presentations. It is also important to be respectful during presentation, and come to class prepared to participate in the discussions.

Fire Prevention Task Force

The group project in this class will include an online simulation. 300 points are allotted to this project. Points will be divided among individual reflection papers, group participation, a final press release, and a final press conference presentation. Online simulation days are mandatory. There are 5 online simulation days.

Course Policies

Late Papers and Make-up Exams: Late papers are not generally accepted and will only be considered for what I consider to be **emergency** situations. **You must discuss these with me within 24 hours of the due date.** If I choose to accept an overdue paper, it will receive a grade deduction of 10% for each day late (calendar days, including weekends). No late work will be accepted one week after due date. Make-up exams will only be given in the case of an emergency and will be different from the original exam. Make-up exams must be taken within one week of the regularly scheduled exam. **You must contact me within 24 hours of the scheduled exam in order for me to consider a make-up.**

In-Class Etiquette: Your timely presence is required in this course. Tardiness is disruptive to your fellow students and me. Please be sure to turn cell phones off before entering the classroom and avoid talking to your peers during class lecture and discussion. Talking on the phone, reading non-course materials (e.g., the paper, readings for another class), surfing the web, checking Facebook, Instagram, etc., and texting are **unacceptable** behaviors, and you may be asked to leave class if I see you engaging in any of them. These behaviors may also adversely affect your involvement grade. Laptops should only be used for note taking, if at all. If I see that you are using your computer for any other purpose during class I will ask you to stop bringing your laptop to class and to take handwritten notes.

Accommodations: Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Academic Misconduct: The department is committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on exams or purchasing papers or other assignments will receive a failing grade in the course.