

**Organizational Communication: Control and Resistance****Office: Lundberg 201****Office Hours:TBD****Email: Nicole.allen@usu.edu**

This class will introduce students to organizations as sites of communicative control from multiple perspectives. The goal of critical organizational communication is “to create a society and workplaces that are free from domination and where all members can contribute equally to produce systems and meet human needs and lead to the progressive development of all” (Deetz, 2000, p. 26). In addition to learning foundational theories of organizational communication, students will read, analyze, and apply critical approaches to organizations investigating gender, identity, globalization, power, resistance, branding, and consumption at work. The class encourages students to regard organizations as sites of efficiency, control, and resistance.

After successful completion of the course, students should demonstrate the following capacities:

1. Learning fundamental principles, generalizations, and theories of organizational comm.
2. Learning to apply course material from this course (e.g., text, lecture, supplemental readings) in order to improve critical thinking and decision-making.
3. Developing specific competencies, points of view, and skills needed by professionals.
4. Acquiring skills in working with others as a member of a team through group work.

**Required Readings:**

Miller, K. (2015). *Organizational Communication: Approaches and Processes* 7<sup>th</sup> Ed.

Any other readings will be supplied *Canvas*.

**Class Assignments<sup>1</sup>**

*Please note that I will distribute detailed assignment sheets and grading rubrics for each of the assignments no later than two weeks before their earliest due date.*

**Participation & Attendance (100)**

Students are expected to attend class and ready for discussion and activities. It is an early class, so please make sure you have had the chance to start your morning early enough to make it to class in participating condition. Students may be deducted participation points for (1) persistent non-participation (not answering questions, not participating in group discussions) or (2) persistent and distracting electronic use (cell phones, computers, tablets). In short, if you attend but never speak during group discussions, you will not earn participation points.

**Key Terms Incentives (100)**

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<sup>1</sup> Please note that these point totals are subject to change depending on the progress and needs of the class.

These are activities, writing prompt, or brief reading quizzes that will be administered at the beginning of classes at least once a week. These are opportunities for you to demonstrate your understandings of the readings. I do not expect perfect recall, but the incentives are designed to help me better understand areas of the readings that are easier and more difficult to work through for students. **Students are allowed a single sided page of notes printed (they cannot be read from a computer screen).**

### **Glossary Entries(2\*50)**

Each week we will be covering concepts and making last connections that will follow and build throughout the semester. To help ensure that class time is not lost to the fogginess of our memories, students will sign up to record notes and add them to our class glossary (a shared Google doc). This will be a resource for the entire class during and after the semester. Glossary entries will be evaluated based on their level of description, adherence to the guidelines, and promptness.

### **Case Study Presentations (100)**

Each week a group of students will be responsible for a fifty-minute presentation of an organization case study. The case study will introduce a specific organization researched by the group. The organization may be one that group members are members of or those that the group believes they are interested in. The bulk of the presentation will be dedicated to apply course concepts explaining or organizational communication operates within this particular case study. Presenters should be able to articulate the concepts, drawn from that week's assigned reading, without reading directly from notes. The goal is for presenters to demonstrate oral proficiency in explaining the application of these concepts. After presenting the organization and using key concepts to explain the organization's methods of control, groups will engage the class in a group discussion (supplying discussion questions). Presentations will be assessed on the following qualities: (1) Accuracy of key concept applications (2) Depth of information about the organization—you should provide enough information so that the class can follow, understand, and discuss the case study with your group (3) Citations and sources about the organization.

### **Exams (2\*100)**

These non-cumulative exams give students the opportunity to calcify knowledge and vocabulary developed throughout the course. These are opportunities for you to demonstrate your understandings of the readings. I do not expect perfect recall, but the exams are designed to help students organize and consolidate information from readings and lecture. If you are struggle with some of the content, it is important to reach out to me early!

### **Final Paper (100)**

The final paper is an opportunity for students to demonstrate the proficiency in the explanation and application of course key concepts. Students will be asked to reflect on an organization of which they are a member. From their experiences in the organization and the organization's published materials, students will trace processes and sites of control.

**CMST 3250**

**2019**

**Spring,**

**Total Points: 700**

## Course Policies and Statements

### Student Accommodations

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

### Late Work

All unexcused late work must be turned within one week of it being due. I will not accept work later than a week. The assignment will be deducted 12% of the assignment total for each day that it is late. Unless otherwise discussed, all work stemming from an excused absence will be expected within a week of the absence. For excused absences, when possible, exams should be scheduled prior to the missed class.

### Technology

School-related use of technology is at the discretion of students. I have seen students help and hurt themselves with the use of laptops in the classroom. By and large, I will optimistically assume all tech use is class related, however, if it becomes apparent a student is inappropriately using technology in the classroom, I reserve the right to reduce participation points.

### Academic Dishonesty and Plagiarism

All work for the class should be original and submitted just for this course. This means presenting others work (even small excerpts) as your own OR attempting to use a paper you did for another class will result in a 0 for the assignment on the first offense and expulsion from the class on the second offense. If you have interest in a particular topic that you explored in another class, please let me know so we can find a way to balance plagiarism and your continued interest in a specific topic.

### Group Work Disputes

Group work can sometimes be challenging. In addition to the demands of the specific assignments, students must coordinate with each other to finish the work's objectives. While I understand group, projects tend not to be everyone's favorite way to demonstrate learning objectives, demands from employers have continually maintained that being able to work in groups is an essential characteristic of today's work force. The class offers ways of thinking about communication within groups and organizations that should prove very helpful in approaching the group work. Still, if problems arise I need to be alerted as soon as possible. There is almost nothing I can do at the end of the semester when group's report a lack of participation from certain people, especially without documentation. A quick email from me is usually enough to get everyone back on track with the group without creating more work for all the member, but I need to be in the loop to help with these coordinating activities.

### Grade Appeals

I am happy to speak to you about your grades. For questions or clarifications, students should stop in during office hours. **Before** meetings explicitly intended for grade discussions, students should prepare and bring a

written statement explaining why their work demonstrates capacities and skills of a higher grade. After reading the statement, I will regrade the assignment and adjust the grade per the rubric. Please note that grades are subject to increase or decrease according to the second and final grading. There is a two-week period (starting from the class-wide handback date) where grades are open for discussion.

<p>Week One:  January 7 (Monday)  January 9 (Wednesday)  January 11 (Friday)</p>	<p>Introduction and Defining Organizations  Mumby, Chapter One: Introducing Organizational Communication (upload)  Syllabus</p>
<p>Week Two:  January 14 (Monday)  January 16 (Wednesday)  January 18 (Friday)</p>	<p><b>Classical Approaches to Organizational Communication</b>  Miller, Chapter Two: Classical Approaches</p>
<p>Week Three:  January 21 (Monday) (MLK JR Day)  January 23 (Wednesday)  January 25 (Friday)</p>	<p><b>Human Relations and Human Resources Approaches</b>  Monday: No Class f  Miller, Chapter Three: Human Relations and Human Resources Approaches</p>
<p>Week Four:  January 28 (Monday)  January 30 (Wednesday)  February 1 (Friday)</p>	<p><b>Systems and Cultural Approaches</b>  Miller, Chapter Five: Constitutive Approaches  Mumby, Chapter Six: Communication, Culture, and Organizing (Upload)</p>
<p>Week Five:  February 4 (Monday)  February 6 (Wednesday)  February 8 (Friday)</p>	<p><b>Critical and Feminist Approaches</b>  Miller, Chapter Six: Critical and Feminist Approaches</p>
<p>Week Six:  February 11 (Monday)  February 13 (Wednesday)  February 15 (Friday)</p>	<p><b>Exam One: Review and Take</b></p>
<p>Week Seven:  February 18 (Monday)  February 20 (Wednesday)  February 22 (Friday)</p> <p>Western Communication Association—02/23 (Saturday) to February 25 (Monday)</p>	<p><b>Processes: Socialization</b>  Miller, Chapter 7: Socialization Processes</p>
<p>Week Eight:  February 25 (Monday)  February 27 (Wednesday)  March 1 (Friday)</p>	<p><b>Processes: Emotions</b>  Miller, Chapter Eleven: Processes of Emotions in the Workplace</p>

Week Nine: March 4 (Monday) March 6 (Wednesday) March 8 (Friday)	<b>Processes: Conflict Management</b> Miller, Chapter Nine: Conflict Management Processes
<b>Week Ten:</b> March 11 (Monday) March 13 (Wednesday) March 15 (Friday)	Spring Break
Week Eleven: March 18 (Monday) March 20 (Wednesday) March 22 (Friday)	<b>Processes: Decision Making</b> Miller, Chapter Eight: Decision-Making Processes
Week Twelve: March 25 (Monday) March 27 (Wednesday) March 29 (Friday)	<b>Processes: Organizational Diversity</b> Miller, Chapter Twelve: Organizational Diversity Processes
Week Thirteen: April 1 (Monday) April 3 (Wednesday) April 5 (Friday)	<b>Processes: Technological Landscape</b> Miller, Chapter Thirteen: Technological Processes
Week Fourteen: April 8 (Monday) April 10 (Wednesday) April 12 (Friday)	<b>The New Workplace</b> Mumby, Chapter Eight: The Postmodern Workplace: Teams, Emotions, and No Collar Work (upload)
Week Fifteen: April 15 (Monday) April 17 (Wednesday)—No Test Day-- April 19 (Friday)—No Test Day--	<b>Finals Review</b> <b>Catch up</b>
Week Sixteen: April 22 (Monday)—No Test Day-- <b>April 23: Last Day of Classes</b> April 24 (Wednesday)—Interim Day	<b>Final Paper Due</b>

April 25—May 01	Finals Week Final Exam : Wednesday, May 1, 9:30-11:20
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