## Mission Statement:
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

## Prerequisite Advisory:
Please be advised that you (the student) are responsible to have completed all course prerequisites necessary for this course prior to participating in the course. Not completing required prerequisites may negatively impact your ability to successfully complete this course.

## Ottawa Student Email:
Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one’s email will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the Helpdesk at 855-268-4357 from 8 a.m. to midnight Central Time.

## Course Number:
COM 30363

## Course Title:
Organizational Communication

## Credit Hours:
Due to the University’s credit hour transition initiative, credit hours may be variable based on the student’s catalog year and the course transition sequence. Questions should be addressed to your academic advisor.

## Prerequisites:
N/A

## Textbook:
Pamela S. Shockley-Zalabak
Allyn & Bacon (Pearson)

## Additional Resources:
N/A

## Bibliography:
N/A

## Course Description:
Theory and practice of communication within organizations, including interpersonal factors, motivation, change, conflict resolution, and communication audit practices and procedures used to evaluate and assist organizations.

## Course Objectives:
Upon completion of the course, the student will be able to:
1. Identify the principles underlying effective organizational communication
2. Provide an understanding of the primary ways of making sense of organizational culture and functions
3. Describe communication skills leading to organizational behaviors that are effective, humane, and principled
4. Develop knowledge, appreciation for, and skill in applying theories of communication in organizational contexts
5. Increase the students’ ability to understand, work with, and adapt to various organizational settings
6. Present international perspectives of management theories used by organizations
7. Present the historical development of organizational theories beginning with the pre-industrial revolution through modern day practices
8. Examine a variety of communication behaviors relative to leadership within organizations
9. Consider small group problem-solving and decision making
10. Offer an integrative understanding of formal and informal communication and organization theory as they relate to task, social maintenance, and innovative functions.

Statement of Teaching & Learning in the Adult Curriculum:

Ottawa University’s philosophy of teaching and learning supports the theories and principles of the andragogical model, whereby education for students becomes a shared experience amongst the students and facilitators of instruction. Ottawa’s learning community fosters a social climate of respect and collaborative modes of learning that draw on the adult students’ previous life, work, and academic experiences, while encouraging active involvement in what and how the adult learns. Ottawa University believes learning is a cooperative endeavor requiring a shared commitment, positive attitude, strong work ethic, and the responsibility of all participants within the community of learning and classroom. All adult students are expected to actively contribute to the classroom learning environment by introducing and sharing new content related to the course, analysis and reflection from personal and professional experiences.

Homework Requirement:

Homework for accelerated courses requires 12-15 hours of independent work each week (outside of class). Some students may complete homework study in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

Editorial Format for Written Papers:

Unless otherwise informed by your instructor, all written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation unless an alternative style is mandated by the discipline or instructor. This course includes information regarding APA style. Additional information may be found under “Writing and Research Resources” in the online Resource Room located on the course menu in Blackboard.
### Information Literacy:

Ottawa University is dedicated to helping both faculty and students effectively utilize library resources. Ottawa believes that it is imperative faculty guide students on accessing and utilizing text and data resources presently housed within the University's Myers Library system, and believes it is critical that students actively and continually engage research resources, both online and through the main campus library facility. Students receive early training in the use of academic resources through new student orientation and from faculty instruction. Faculty are advised to utilize the Myers Library online databases for class preparation and student assignments, and students are encouraged to incorporate research materials from the many Myers Library online databases when fulfilling general course assignments. Each database in the Myers Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research is available for all academic disciplines. Please enjoy Ottawa University's rich and deep library resources, available to you 24 hours a day, seven days a week, through the Myers Library system.

If you have any questions, please contact Gloria Creed-Dikeogu, Ottawa University Librarian or any other University librarian.

### Sensitivity and Confidentiality:

It is intended that the professor and all learners will maintain an atmosphere of safety and freedom in order for all to feel comfortable in expressing ideas and reactions. It is imperative that we are all respectful of one another and mindful of difference during discussion periods. While there may be disagreements about topics of discussion, it is expected that students use critical thinking in expressing opinions, as well as listen to others with respect and an eagerness to consider alternative viewpoints. If at any time during the course, you feel unable to express yourself or to participate fully, please make an appointment with the professor to discuss the situation.

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some learners. If a learner believes that a class activity may be personally disturbing, s/he should notify the instructor in advance to obtain a substitute assignment.

### Blackboard:

When a Blackboard shell is available for this course, you are expected to participate in the additional activities, resources and discussions as directed by your instructor. Blackboard engagement will be approximately one to one-and-one-half hours per week.

### Blackboard Technical Support:

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See [www.ottawa.edu/ouhelp](http://www.ottawa.edu/ouhelp) for contact information.
Policies: 

All course-specific policies for this course are spelled out in this syllabus. You are responsible for reading and understanding all of these policies. Failure to understand or abide by these policies could have negative consequences on your experience in this course.

Attendance Policy: 

Ottawa University believes that students who are actively engaged in their classes do better than those who are not. Attendance is expected. Because of this, attendance is taken and recorded for each enrolled student for every class session. This is also done for financial aid purposes since the institution is required to verify student attendance. Due to the short length of the term and accelerated nature of the program, students are expected to attend every class session of every term. If it is unavoidable that a class is missed, students are expected to do the following:

1. Contact the instructor prior to or immediately after the absence to discuss missed assignments and subsequent expectations.
2. Make-up work is at the discretion of the instructor. If make-up work is allowed, it must be turned in as stipulated by the instructor.
3. Attendance is defined as “presence in the fully allotted class time” (i.e. three hours if so scheduled). Partial attendance in allotted class time may affect the final grade.
4. After two absences, the student is required to initiate a conversation with the instructor to determine what is required to complete the course successfully. Failure of the student to initiate this conversation may affect the final grade.
5. Students with three or more weeks of consecutive absences prior to the start of week six will be administratively withdrawn, an action initiated by the institution.
6. If a student decides to appeal an administrative withdrawal and apply for re-entry in a course, he or she should contact their academic advisor who will assist with the next steps in the grievance process.

Late Submission Policy: 

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Student Handbook: 

Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus. Please see Policies in Blackboard for additional university policies.

Classroom Conduct: 

For additional information concerning student conduct, please see the Student Handbook, which is available on the Ottawa University Web site. As stated in the
Student Handbook, the University has developed clear statements of institutional expectations and standards related to student behavior and conduct. The University assumes that students will behave in a responsible manner when attending or participating in course-related activities. Therefore, students must act in such a manner as to reflect consideration and respect for honesty and the rights and welfare of fellow students, faculty and of the community as a whole. The University reserves the right to impose sanctions up to and including expulsion from the course or the Institution when behavior is dishonest, disruptive, threatening, or in any way compromises the productive educational environment of the University, as determined by the University. Specific policy and explanation of the University’s expectations of student conduct are available in the Student Handbook.

**Academic Integrity:**

Academic dishonesty includes: cheating on examinations, plagiarism, and the supplying of false information pertaining to the learner’s academic program. Another form of academic dishonesty is using the same paper or significant parts thereof for more than one class without permission from all instructors involved. It is recognized that it is a normal part of professional development to have a common theme of interest that may be explored in different classes. However, each paper should present an appreciable expansion of the thought, research, and interpretation beyond prior papers on the topic, with special appreciation for the specific assignment goals of the current class.

Cheating will not be tolerated in this course. The instructor considers plagiarism a form of cheating. Plagiarism is defined as presenting the work of another as one’s own. *More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate (APA) documentation format.*

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, *“The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”*

**Statement on Diversity:**

Diversity is defined as that incredible and beautiful variety of personal identities, experiences, values and world views that result from differences of origin, culture and circumstance. Ottawa University defines and appreciates diversity in all of its forms including age, ability or disability, ethnicity, national origin, race, religion, sex, gender, sexual orientation, and family and marital status.

Ottawa University celebrates and prizes the diversity of its students, faculty staff and Board of Trustees. In keeping with its Mission Statement, the University is called to actively foster an environment of awareness, appreciation, and intentional inclusivity. We hold this as essential in an institution which declares that it will conduct its affairs in
a caring, Christ-centered community of grace. We believe we must embrace diversity because to do so is just, powerful, personally enriching and intelligent and because we believe Christ has called us to do so through His teachings and His example.

Services for Students With Disabilities:
Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Students must declare their accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services Coordinator. The University requires reasonably recent documentation of a disability and reserves the right to request additional information and documentation if needed; confidential medial information will remain confidential to the extent required and allowed by state and federal law. Requests for accommodation and documentation of a disability must be received for evaluation at least one to two weeks prior to implementation of accommodations. Additional time may be required for some accommodations requests. To assure timely provision of services, students should initiate their requests early. Ottawa University provides detailed information on the principles and practices governing disabilities-related accommodations in its ADA 504, Title III Policies and Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, the University ADA Coordinator, and the University website. The University’s ADA Coordinator oversees all disabilities-related issues concerning students.

Withdrawal:
Please note that if you decide to drop this class, you should do so early in the semester. This will appear as a “W” on your transcript, with no negative effect on your GPA. The later the withdrawal, the less the amount of reimbursement of tuition possible. Please check with Registration and/or the Business Office if you have questions. Failure to continue to attend without formal Withdrawal may result in a grade of “F.”

Additional Information:
Since one of the course goals is to apply communication concepts to an analysis of real-world situations, it is important that students read and highlight the textbook within the first six weeks. By mid-term, students should demonstrate an ability to integrate communication terms, theories, and evaluation techniques in class discussions, essays, presentations, and their major projects (case study, research paper, or communication audit). This will require dedication, concentration, and time management. To assist students in this process, “Concept Reviews and Applications” should be created for every textbook chapter. Failure to complete these exercises may lower a student’s course grade. Procrastination or late textbook orders will seriously undermine the learning process, so please be responsible in reviewing and applying the textbook.

Students are expected to demonstrate mastery of written and oral communication. Therefore, the instructor will edit papers carefully and give at least one possibility for revision on the class project if a draft is submitted by the fifth or sixth week. If papers
are handed in late, revision will not be an option. Feedback will also be given on the content, organization, and public speaking skills evidenced in students’ class presentations.

Professional responsibility is expected and evaluated in this course. The teacher/learner relationship is similar to a supervisor/employee relationship. Attendance, attention, time management, and completion of assigned tasks when due are important vocational skills and should be evident in your behavior. When personal, academic, or work emergencies come up, students must contact the instructor by phone or e-mail.
Grading /Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Responsibility</td>
<td>50</td>
</tr>
<tr>
<td>Textbook Concept Reviews &amp; Applications (20 x 12ea.)</td>
<td>240</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>50</td>
</tr>
<tr>
<td>Project Essay</td>
<td>100</td>
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<tr>
<td>Final Project</td>
<td>200</td>
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<tr>
<td>Final Project Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Self-Assessments &amp; Communication Analyses (5 x 20ea.)</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>940</td>
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</tbody>
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Online Grade Book: Professors may use the Blackboard online grade book (TBA)

Submissions: Professor may advise student on submission of coursework online (TBA)

Course Outline: Points may be deducted for late assignments: 1 – 7 days late = 10% deduction; 8 – 14 days late = 20% deduction, etc.

REQUIRED SIGNATURE ASSIGNMENTS AND ACTIVITIES

1. Textbook Concept Reviews and Applications (20 points per chapter x 12 = 240 points)
   or Mid-Term Exam (Chapters 1 – 5 = 100 points) and Final Exam (Chapters 6 – 12 = 140 points = 240 points total)

   a. Textbook reading and comprehension are typically motivated and measured through a mid-term and final exam. Therefore, your instructor may substitute “Textbook Concept Reviews and Applications” with a 100-point mid-term exam (week #3) and a 140-point final exam (week #6). You will be notified of your instructor’s decision in the first class.

   b. As an alternative to exams, your instructor may ask you to complete “Textbook Concept Reviews and Applications.” If so, you are encouraged to read quickly and thoroughly. Highlight important terms, research findings, and communication skills. Analyze case studies carefully, and determine which concepts are most important to you. See Assignment Appendix A for an example. Please follow its format and content. Thank you for your commitment.
   - For each chapter, select five key concepts and/or skills that have personal significance and value (10 points).
   - List these concepts, define them, and locate them by page number in the text.
   - Give a one or two-sentence explanation about why each concept is relevant to your experience in organizations.
   - Choose a sixth concept and apply it to a work experience, co-worker, or supervisor from your own experience.
   - This sixth extended application should be 1 – 2 pages in length (10 points).
• Be sure to do this exercise for each week that text chapters are due.
• Do not procrastinate and wait until the last week to analyze and apply these 12 chapters.
• These concept reviews and applications should help prepare you for your capstone course.
• Be sure to read the Communication major objectives on pp. 2 – 3 in this syllabus.
• They should guide your learning in this field and be evaluated in the Applied Seminar in Communication.

2. Project Proposal (overview of planned communication audit or case study: 1 – 2 pp. = 50 points)

The major assignment in this class is a communication audit or a case study. Both approaches are described in supplemental articles included in Assignment Appendix A at the end of these descriptions.

a. In an audit, you will need access to an organization whose managers are willing to let you evaluate communication practices, perceptions, and effects. You may base your audit on a past or present organization you have worked for, but try to minimize the potential subjectivity of selective memory and personal emotion. Your overall goal is to analyze communication from a broad systemic perspective in order to propose practical ways an organization can improve its performance while meeting the needs of employees, customers, and other stakeholders.

b. A case study will involve a detailed analysis of communication behaviors and potential alternatives in a productive and/or counter-productive organizational situation. You will describe and evaluate the motivations, intentions, behaviors, perceptions, and effects of people’s communication and identify the functional and dysfunctional aspects of their roles and actions. You will conclude with a hypothetical intervention and the solution(s) you would propose as a communication consultant.

c. In this proposal, briefly describe an organization you want to audit or a specific case you wish to analyze. Your proposal should address the following:

1. Thesis statement: summarize what you think you will discover through your communication audit or case study.
2. Relevance: why is this project important to you or other people associated with the organization?
3. Target audience: who will benefit from reading your analysis? Who should not read your report? Why?
4. Research questions: in a logical order, list the issues you intend to explore and the problems you hope to solve.
5. Methods: discuss how you intend to discover the information you need to complete a thorough, reliable, and objective report (i.e. interviews, surveys, document analysis, employee profiles, in-house interactions, observations).

Your instructor must review, revise, and/or approve this proposal before you begin your work. Be sure your proposed can be done within a four-week period of time. Choose a back-up organization or study in case your first proposal is not approved. Make this project as personally and professionally relevant as possible.
3. **Project Essay** (preliminary subjective summary of communication audit or case study; 2 – 4 pp. = 100 points)

This is a subjective essay that will help you initiate your project while indicating the extent of your knowledge of the audit organization or case study situation. It should summarize the key issues, indicate your role or involvement (if any), and include your initial analysis and proposals for improving communication behaviors and systems. This is a narrative, so you may use “I, me, we, us, and you.” You will elaborate on this essay in your final project. Proofread and edit carefully. Your academic and professional ability will be judged by the clarity, logic, and persuasion of your writing.

4. **Final Project** (Communication audit or case study including 10+ textbook concepts and/or reference articles cited in the paper and listed on an APA reference page; 6-8 pp. = 200 points). **Note:** If a student submits a project draft by week #5 or #6, it will be reviewed and returned for revision and a possible increase in score.

This is a full-blown APA-style report of your communication audit or case study.
- Based on your textbook reading, you must integrate at least 10 important concepts, theories, or skills.
- You may build upon your essay, but you must switch to an objective voice (“he, she, it, they”).
- Reference your observations and suggestions with concepts from the textbook and/or other research articles.
- Use a standard APA in-text citation format and include page numbers for all quotations, partial quotations, or paraphrases.
- Create an APA reference page, even if the textbook is your only source.
- Proofread and edit carefully. Your academic and professional ability will be judged by the clarity, logic, and persuasion of your writing.

5. **Final Project Presentation** (with hand-outs and/or PowerPoint supplement; 5 – 10 minutes = 100 points)

Based on your project report, summarize your principle findings and suggestions in five minutes. Develop hand-outs and/or a PowerPoint presentation that reinforces your oral overview. You may use note cards, but do not read from your paper. **You will be evaluated using a public speaking rubric developed by Greg Jones. It is included in Assignment Appendix A.** The final five minutes of your presentation will be devoted to class questions and answers. Remember that written and oral communication skills are key learning objectives in your major. Do well.

6. **Self-Assessments and Communication Analyses** (20 points each x 5 = 100 points total)

Learning is enhanced through self-assessment. Your textbook includes a number of interesting exercises. Submit each assessment for credit. Compose a brief essay (½ - 1 page) summarizing your learning from each assessment.
- **a. Pre-course Personal Development Needs** (pp. 19-23 + summary essay)
- **b. Values Appraisal Exercises** (p. 111; scoring on pp. 134-35 = summary essay)
- **c. Identification of Group Communication Roles** (pp. 205-207)
- **d. Leadership Experiences Inventory** (pp. 214-215)
e. Personal Profile of Conflict Predispositions (p-. 293-294; do scoring on p. 320)

7. Responsibility (work in on time, readings done, discussions prepared, instructor contact = 50 points)

This is a course in organizational communication. Many principles and behaviors in your textbook apply to teacher / student interaction. Assume that this class is your job and that your instructor is your supervisor. Punctuality, task completion, preparation, and contact with your manager are important vocational traits. Practice them here.

8. Participation (case study analyses, class contributions, feedback, questions, insights = 50 points)

You will be expected to maximize the quantity and quality of your communication in class. You are expected to be prepared to discuss the content of textbook chapters, case study analyses, and personal applications of concepts and skills. You should also balance your contributions so that others have an opportunity to speak. An open, respectful, non-judgmental atmosphere is necessary for effective communication. Consult Gibb’s list of defensive and supportive communication behaviors at the end of these assignment descriptions. Be inquisitive. Be supportive. Be heard.

9. Attendance (% of classes attended in full = up to 50 points)

Ottawa University requires that attendance be taken on a weekly basis. You need to be present to maximize your learning and to share your insights with others. If your personal or professional obligations force you to miss a class, please contact the instructor immediately and make arrangements to get handouts and/or discussion summaries from your classmates. If you miss part of a class, you will not get full attendance credit. Your attendance score will be calculated on the number of classes attended divided by the number of total class sessions.

Note: these required signature assignments and responsibilities total 940 points.
Optional assignments follow.

OPTIONAL ASSIGNMENTS FOR ADDED LEARNING, CONCEPT APPLICATION, AND POINT ACCUMULATION

Note: a student may earn an “A” in the class if he or she achieves full points (940) on all the required signature assignments and responsibilities. However, students may choose a range of optional assignments to increase total course scores and/or to expand their learning and competencies.

10. Professional Preparation (50 points each)
Applied skills are promoted toward the end of your text. In preparation for future interviews, complete one or two of these exercises. You could also stage an interview in front of the class if time permits. Check with your instructor.

Hypothetical Interview (written responses to questions on p. 279) 50
Self-Analysis for Career Planning (In an essay, answer questions 1-6 on p. 402) 50

11. Optional Oral Presentations (50 points each, if there is adequate class time. Check with your instructor.)
Communication majors sometimes have limited opportunities to practice their public speaking skills. If time permits, you may present one or two of your textbook key concepts, and elaborate them with illustrations and applications.

**Key Concept #1**: Skill Presentation, Illustration, Application (5 minutes, from chapters 1-7)  50

**Key Concept #2**: Skill Presentation, Illustration, Application (5 minutes, from chapters 8-12)  50

**12. Instructor’s Choice #1** (an assignment or activity designed by your instructor; 100 points)
Each instructor has a unique background in organizational communication. He or she should have the opportunity to supplement textbook content and signature assignments with other unique learning exercises. If this option is chosen, your instructor will give you a written supplement that describes the activity and potential score.

**IC 1.**

**13. Instructor’s Choice Exercise #2** (an assignment or activity determined by your instructor; 100 points)
Each instructor has a unique background in organizational communication. He or she should have the opportunity to supplement textbook content and signature assignments with other unique learning exercises. If this option is chosen, your instructor will give you a written supplement that describes the activity and potential score.

**IC 2.**

**14. Student’s Choice #3** (to be approved in advance with instructor; 100 points)
You may be involved in a project, proposal, or training initiative at work that relates to the content of this class. If you want to transform this vocational activity into academic credit, make a proposal to your instructor.

**SC 3.**

**15. Student’s Choice #4** (organizational communication research paper = 200 points; alternative final project)
If you have limited vocational experience or no access to an organization for an audit or case study, you may choose a course-based research topic and write a 6 – 8 pp. APA paper including at least 10 different OU EbscoHost sources or textbook references. Write a research paper proposal, and see your professor for approval of this option.

**SC 4.**

**GRADE RANGE:**  
$F = 0 – 599$  
$D= 600 - 699$  
$C = 700 - 799$  
$B = 800 - 899$  
$A = 900 – 1,000+$  

**Note:** Communication majors must receive a “C” or better in this core course. A “D” or “F” grade means a Communication student has to retake the course and pay an additional tuition. See your advisor for information.

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**Week 1**

**Topic**  
Instructor introduction, educational philosophy, classroom norms, student introductions  
Course overview, syllabus review, assignment descriptions, grading weights and policies
Communication incompetence: Anecdotes about mismanagement and miscommunication
Communication competence: Anecdotes about model behaviors in organizations
Choosing an organization for a communication audit or case study analysis
Developing a referenced analysis of the communication audit or case study
Constructing class presentations and facilitating discussions
Reviewing fundamentals of writing and public speaking
Introduction to Chapter 1: Active reading, evaluation, critical thinking, and analysis
Reasons for enrolling in the course; textbook preview and evaluation
Personal goals for knowledge increase and skill improvement

Assignments: N/A
Additional Info: N/A

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**Week 2**

| Topic | Competency and the human communication process  
|       | Functional Tradition, Meaning-Centered Approach, Emerging Perspectives  
|       | Major Theories: Scientific Management, Human Behavior, Integrated Approach, Postmodern, Critical, and Feminist Perspectives  
|       | Evaluating and applying competing theories and perspectives

**Assignments**

*Note: the following readings and assignments are due on week #2. (*) = alternate or optional assignment*

**Reading due:**
- Chapter 1 Organizational Communication: A Competency-Based Approach
- Chapter 2 Perspectives for Organizational Communication
- Chapter 3 Communication Implications of Major Organizational Theories

*Be prepared to discuss chapter concepts and case studies in class.*

**Assignments:**
- a. Project Proposal: Communication Audit or Case Study
- b. Complete Concept Reviews and Applications for Chapters 1, 2, & 3
- c. Self-Assessment for Personal Development Needs (pp. 19 – 23 + summary essay)

**Additional Info:** N/A

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**Week 3**

| Topic | Values and ethical communication behaviors  
|       | Ethical dilemmas and standards  
|       | Intrapersonal and interpersonal experiences, motivation, and effectiveness  
|       | Effects of trust, emotion, balance, and technology on relationships in the workplace

**Assignments**

*Note: the following readings and assignments are due on week #3. (*) = alternate or optional assignment*

**Reading due:**
- Chapter 4 Organizational Communication: Values and Ethical Communication Behaviors
- Chapter 5 Individuals in Organizations

*Be prepared to discuss chapter concepts and case studies in class.*

**Assignments:**
- a. Project Essay: Provide a narrative that summarizes your initial views on the organization you will audit or the case study you will analyze. This is an unreferenced personal account. (2 – 4 pages)
### Week 4
**Topic**
Types of groups and teams in the context of work and technology
- Norms, rules, stages, member participation; negative and positive participation, roles, and behaviors
- Theories of competent leadership and management: principled, excellent, and ethical effectiveness.

**Assignments**
- **Note:** the following readings and assignments are due on week #4. (* = alternate or optional assignment)
  - **Reading due:**
    - Chapter 6 Groups in Organizations
    - Chapter 7 Leadership and Management Communication
  - **Assignments:**
    - a. Submit Compiled Concept Reviews and Applications: Chapters 1 – 5
    - b. Complete Concept Reviews and Applications for Chapters 6 & 7
    - c. Identification of Group Communication Roles (pp. 205-207)
    - d. Leadership Experiences Inventory (pp. 214-215)

**Additional Info**
N/A

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### Week 5
**Topic**
Decision making and problem solving: influences, methods, barriers
- Interview types, purposes, and effectiveness: in-class interview practice exercises
- Organizational presentations, technologies, and effectiveness
- Conflict definitions, contexts, causes, episodes, orientations, predispositions, styles
- Barriers to effective conflict management; approaches to productive conflict
- Special types of organizational conflict: harassment, discrimination, ethical abuses

**Assignments**
- **Note:** the following readings and assignments are due on week #5. (* = alternate or optional assignment)
  - **Reading due:**
    - Chapter 8 Participating . . . : Developing Critical Organizational Communication Competencies
    - Chapter 9 Organizational Conflict: Communicating for Effectiveness
  - **Assignments:**
    - a. List of 10+ course concepts that apply to your communication audit or case study.
    - b. Complete Concept Reviews and Applications for Chapters 8 & 9
    - c. Personal Profile of Conflict Predispositions . . . (pp. 293-94; do scoring on p. 320).

**Additional Info**
N/A

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### Week 6
**Topic**
Strategic communication: public relations, image, reputation, media, marketing, technology
Organizational change and excellence: barriers, leadership, processes, plans, evaluations
Applying organizational communication toward career paths

Assignments

**Note:** the following readings and assignments are due on week #6. (* = alternate or optional assignment)

**Reading due:**
- Chapter 10 Strategic Organizational Communication: Professional Applications
- Chapter 11 Organizational Change and Communication
- Chapter 12 Career Options for Organizational Communication

Be prepared to discuss chapter concepts and case studies in class.

**Assignments:**
- a. Project draft of communication audit or case study with 10+ textbook concepts or supplemental references integrated in your paper with an APA reference list (6 – 8 pp.).
- b. Complete Concept Reviews and Applications for Chapters 10, 11, & 12
- *c. Optional Hypothetical Interview: Develop written responses to the list of questions on p. 279.

**Additional Info**
N/A

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**Week 7**
**Topic**
Appendix Case Study Analyses, Evaluations, and Discussions (to be selected by your instructor)

**Assignments**

**Note:** the following readings and assignments are due on week #7. (* = alternate or optional assignment)

**Reading due:**
Appendix Case Studies and Class Discussions (to be selected by your instructor)

**Assignments:**
- a. Submit Compiled Textbook Concept Reviews and Applications: Chapters 6 – 12
- b. Project Summary Presentations with Hand-outs and/or PowerPoint Supplements (5 – 10 minutes).

**Additional Info**
N/A

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**Week 8**
**Topic**
Appendix Case Study Analyses, Evaluations, and Discussions (to be selected by your instructor)

**Assignments**

**Note:** the following readings and assignments are due on week #8.

**Reading due:**
Appendix Case Studies and Class Discussions (to be selected by your instructor)

**Assignments:**
- a. Project Summary Presentations with Hand-outs and/or PowerPoint Supplements (5 – 10 minutes).
- b. Final Corrected Written Project with Reference Page (6 – 8 pp.)
Additional Info  N/A

Final Examination: The instructor may substitute the Textbook Concept Reviews and Applications assignment with a 100-point mid-term exam and a 140-point final exam.