

NORTH PARK UNIVERSITY - School of Business & Nonprofit Management

Course: SBNM 5590	Spring 2013; Quad A
Organizational Communication	Location: Online

INSTRUCTOR/COURSE FACILITATOR

- Prof. Robert Hirsch, Ph.D.
- rhirsch1@northpark.edu (Make sure you add the “1” after my name)
- Office hours:
 - SBNM Building (5043 N. Spaulding, Chicago, IL)
 - Tuesday & Thursday: 11:00 a.m. to 1:00 p.m.
 - Wednesday: 9:00 p.m. to 10:30 p.m.
 - Online
 - Monday: 9:00 – 10:30 a.m. (Not in the office; responding to emails, grading papers, discussion board, etc.). I check Moodle and emails daily and respond within 24 hours (except on weekends)

COURSE DESCRIPTION

This course examines the importance communication in organizations. Organizational communication is a central binding force in organizations that permits coordination of activities among people and thus allows for organized behavior. Baker (2002) expands on this definition by noting that organizational communication, “. . . spans communication at the micro, meso, and macro levels; formal and informal communications; and internal organizational communication practices (newsletters, presentations, strategic communications, work direction, performance reviews, meetings) as well as externally directed communications (public, media, inter-organizational).” In addition to the above, this course focuses on innovation, organizational learning, ethics as related to communication, networks, culture and climate, crisis management, conflict management, diversity, and communication technologies, as they relate to the communication in organizations.

COURSE PREREQUISITES

There are no prerequisites for this course.

REQUIRED TEXTS

- Keyton, J. and Schocley-Zalabak, P. (2010). *Case studies for organizational communication*, 3rd ed. NY: Oxford University Press. ISBN: 978-0-19-538672-1
- Zaremba, A.J. (2010). *Organizational Communication*, 3rd ed. NY: Oxford University Press. ISBN: 978-0-19-537904-4

Please Note: Do not purchase older editions of the texts, as the 3rd editions for both texts are required.

STUDENT LEARNING OBJECTIVES

Individual Development and Educational Assessment

The University is moving to a standard student assessment instrument based on the IDEA Center's recommended approach. This approach requests that the instructor identify three key overriding objectives of the class. "Rather than emphasizing teaching style or personality, the IDEA system focuses on student learning and the methods used to facilitate," notes the IDEA Center (2009) when discussing its rating system. At the end of this course, you will have an opportunity to evaluate your learning via reflection on the following broad objectives (IDEA Evaluations):

1. Comprehend fundamental principles, generalizations, or theories. *The reading assignments will help you acquire factual knowledge regarding fundamental principles and theories of organizational communication. Knowledge of principles and theories are the focus in weekly discussions and papers.*
2. Apply course material to improve thinking, problem solving, and decisions. *Cases studies are provided for you to examine and identify the problems, propose solutions, and in some cases recommend decisions that should be implemented.*
3. Develop a clearer understanding of, and commitment to, personal values. *Through an examination of and ethical frameworks presented in the readings and discussions, you will make choices as to actions organizations should and should not take while attempting to achieve its mission.*

Specific Course Learning Objectives

In addition to the general objectives stated above, you should be able to:

1. Define and identify key components of organizational communication.
2. Create persuasive messages for organizations.
3. Explain the importance of organizational communication.
4. Identify how organizational needs can be met with organizational communication.
5. Identify communication problems in organizations and indicate how to solve them.

COURSE TEACHING AND LEARNING METHODS

Because this course is being taught in intensive format, it is very important for students to keep up with reading assignments and online discussions of the reading. Indeed, it is not possible to complete successfully this course without a good understanding of the assigned readings and other course materials. Questions are posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. You are asked to review the postings of your classmates and respond/react to them. I hope that this promotes a healthy, insightful, and thoughtful dialogue among you, your classmates, and me, the class instructor/facilitator.

Important note: I see my role as a “learning facilitator.” Rest assured that that I am reading your posts. I will not necessarily respond to every posting, but I will jump in to discussions when I feel that an important point needs to be made or if the discussion needs to be redirected. More often than not, however, I will rely upon you to share important ideas and observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

GENERAL POLICIES (in alphabetical order)

- **Academic Honesty**

In keeping with our Christian heritage and commitment, North Park University (NPU) and the SBNM are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- ✓ Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the Internet.
- ✓ Copying another’s answers on an examination.
- ✓ Deliberately allowing another to copy one’s answers or work.
- ✓ Signing an attendance roster for another who is not present.

For further information on this subject you may refer to the Academic Dishonesty section of the current University’s Catalog (pp. 21-22) In conclusion, it is North Park’s mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

- **Attendance Policy:**

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are completed and submitted when due or within a reasonable time period (the following week). However, recognize that assignments turned in late will be subject to a penalty (See Grading > Grading Policy on Late Assignments). Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a

lower overall grade for the class. Failing to log into an online course site for an entire week is allowed, but you will not earn the points awarded for responses to the posted questions and interaction with your classmates for the week. Faculty is encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the current University Catalog (pp. 10-11).

- **Computer Requirements**

In order to effectively participate in and successfully complete this course, each student will need to have regular access to a computer and have a high speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements. If you experience difficulty, go to the North Park University Website (www.northpark.edu/Current-Students), and then click on Helpdesk System located in the left column. Logon to the site and follow the instructions. Failed internet connections and/or computer related problems do not excuse you from completing the required coursework.

- **Course Questions**

On the front page of the class, Moodle there is a section called “General Course Questions.” If you have any questions about readings or course assignments post them there. If you have a question about the course, it is likely that others do as well. Thus, you are encouraged to use this forum to post any questions. You may also contact me separately (via e-mail or phone). I will respond to your concerns and your classmates may see both your question and my response.

- **Disabilities**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). Please do so as soon as possible to ensure that such accommodations are implemented in a timely manner. For further information logon to www.northpark.edu/Current-Students and click on the Disability Resources located in the Student Development section. Alternatively, you may contact Student Enrichment Services & Support directly (Samuel “Drew” Tessler (773-244-5726)).

- **Grading**

There are a total of 580 points for the course. Letter grades will be assigned as following:

Grade	Points	Grade Point	Percentage	Grade	Points	Grade Point	Percentage
A	545 - 580	4.00	94%	C+	446 - 463	2.34	77%
A-	522 - 544	3.67	90%	C*	423 - 445	2.00	73%
B+	505 - 521	3.34	87%	C-*	406 - 422	1.67	70%
B	481 - 504	3.00	83%	F	Less than 406	0.00	69% or less
B-	464 - 480	2.67	80%				

*This is not considered a passing grade for a graduate class.

**The SBNM does not award the grade of D+, D, or D- for graduate classes.

Grading Policy on Late Work

I will accept late work for routine online assignments (e.g. weekly summaries, case study responses, etc.), but understand that your grade will be reduced by 10 percent for each 24-hour it is late. If personal situations arise that prevents you from completing work on time, please contact me via email or phone. I will consider such personal situations on a case-by-case basis. Late postings on the discussion forums after the forum has been closed for evaluation that respond to questions asked by your classmates are encouraged. These postings will not be evaluated for credit.

Grading Rubrics

Grading rubrics will be posted on Moodle where the assignment is made. These will assist you to make sure you respond adequately so you may more likely earn full credit.

The following provides general guidelines for the evaluation of written work:

Excellent	Well written with no errors (e.g., spelling, sentence fragments, unclear sentences, etc.); represents excellent analysis thorough research and well-supported conclusions. Demonstrates complex understanding of topic and integrates concepts covered throughout the course. Answers are full and clearly responsive to stated objectives (questions asked).
Good	Moderately well-written with few errors. Good analysis, research, and well-supported conclusions. Demonstrates solid understanding of concepts and answers are responsive to stated objectives.
Average	Content shows average understanding of material and may demonstrate a lack of effort in completing assignment, as evidenced by inadequate research and analysis, and support of conclusions. Answers may not fully address stated objectives.
Below Avg.	SBNM does not assign Ds.
Unacceptable	Work not submitted or of extreme inferior quality.

- **Internet Connectivity**

To be sure that you subscribe to an Internet Service Provider that will meet our NPU specifications please check with <http://www.northpark.edu/cs/network/broadband/#Broadband> for off-campus internet access information.

- **Responsibilities (Instructor & Student)**

Student Responsibilities

1. You are expected to log in the Forum minimum of 4-5 times per week (any time during the week) and post substantive contributions. Your postings should be responses to the questions and discussion discussions with your classmates and instructor (see *Guidelines for Writing Good Discussion Threads and Posts* in the Course Information Book at the top of the main page on the Moodle page for the course). Simply saying, “hello” or “I agree” is not considered a substantive

contribution. Those posts which are relevant, incorporate ideas from the readings and other sources, extend ideas raised in other posts, and demonstrate an accurate and complex understanding of that week's topic have the best likelihood of receiving the full points possible each week. In general, students should make a minimum of one original post and responses to three other students' posts in each forum. Do not go overboard with posting—I do not give extra credit for excessive posting. Use common sense, make your posts easy for others to read and keep in mind my golden rule of posting: quality of comments is more important than the quantity!

2. Although I strongly suggest that all issues, questions, and problems be dealt with online, I will consider any request for a telephone appointment. Use good "netiquette" (see *A Guide to Netiquette in Moodle Course Room Information*).
3. When taught in the traditional format, this class meets for three hours and twenty minutes per week for seven weeks. I normally advise students to plan to spend 3-4 hours outside of class for every hour spent in class. Because the content load is similar, you should plan to spend 10-12 hours per week on course responsibilities (e.g. reading, assignments, online discussion).
4. The most predictable breakdown occurs when students are late in posting their papers and responses. This is often the result of illness, business trips, overload, and computer glitches. **Be aware that the learning of your peers will be disrupted by your lateness!** Email me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to your group, if appropriate. Remember to post regularly, even just to say you are still out there.
5. You are expected to read the syllabus in its entirety and are responsible for its content.

Instructor/Facilitator Responsibilities

1. As the course instructor I have designed the course and learning modules in such a way that you, the student, have every opportunity to achieve the learning objectives.
2. While I will not lead the online discussion, I will provide reactions your responses and discussion as appropriate in order to clarify important ideas and concepts.
3. I will provide opportunities for group work in class that will include discussion as well as hands-on exercises.
4. I will provide updated information on relevant resources for the various topics of interest.
5. I will read and critically assess your assignments and provide feedback within 7-10 days of receipt, if not earlier.
6. I will respond to all your emails and phone calls within 48 hours of receipt (except on weekends).
7. I will evaluate your progress in the class and provide a final narrative evaluation for you (in addition to posting the number of points and indicating a letter grade).

ASSIGNMENTS (While some of the information below may be covered in the Student and Instructor Responsibilities above, they are broken out below for added clarity)

A final grade for this course will be computed according to your successful completion of the following assignments.

- **Moodle Discussion Forum** **360 points maximum**

Discussion forums will be held during the following weeks: 1, 2, 3, 4, 5 and 6. There will be three forums in each of those weeks. You will receive up to a maximum of 20 points for your participation in each forum. Initial Forum posts are due by 11:55 p.m. (CDT) on Thursday. Your posts in response to the threads begun by at least three other students in each forum are due by 11:55 p.m. (CDT) on Saturday

Weekly Discussion Forum Schedule:

Week 1: Begins Monday, January 14th and ends on Saturday, January 19^{th*}

Week 2: Begins Monday, January 20th and ends on Saturday, January 26th

There is no class on January 21st, as this is Martin Luther King Day

Week 3: Begins Monday, January 27th and ends on Saturday, February 2^{nd*}

Week 4: Begins Monday, February 3rd and ends on Saturday, February 9^{th*}

Week 5: Begins Monday, February 10th and ends Saturday, February 16^{th*}

Week 6: Begins on Monday, February 17th and ends on Saturday, February 23^{rd*}

Week 7: No discussion forum

*Your response to the instructor’s original posting for the week is due by midnight on Thursday and the dialogue with classmates and instructor is closed at midnight on Saturday for evaluation. Later postings will not be evaluated. If a classmate has posted a question for your response, even though your response may appear after the discussion forum has closed for evaluation you are encouraged to respond. This will bring a degree of closure to the discussion for that forum.

Discussion Forum Scoring Rubric:

	4 pts. – Meets Standards	3 pts. – Approaching Standards	2 pts. - Below Standards	1 pt.- Well Below Standards	0 pts.
CATEGORY					
Integration of Content	Relates to the original posting, demonstrates knowledge of content within sources provided and reinforces course material or challenges interpretation of material.	Demonstrates knowledge of content by integrating material found in multiple sources provided.	Refers to lesson content but is not integrated effectively.	Does not refer to key points with no evidence participant understands the key points.	

Number of Posts	Minimum of 4 responses during the week including original post and 3 posts, which are made in response to other students' comments.	Minimum of 3 responses during the week including original post and 2 posts, which are made in response to other students' comments.	Minimum of 2 responses during the week including one original post (in which you offer an observation and/or insight about something you have read) and one post made in response to other posts.	Single entry; no interaction with other participants' postings is evident. No evidence that the student has completed the reading assignment.	No Posting And No Response Posting
Relation to Original Post	Expands ideas presented in original post through sharing of relevant experience or reference material.	Responds to the ideas presented in the original post.	Response is loosely related to the ideas of the original post.	Response does not relate to the original post.	
Constructive Comments	Is characterized by at least 4 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept.	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	
Clear Writing	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	

- Summary of 2-Weeks' Learning (Due by 11:55 p.m. on the following Monday after the second of the two week interval).** At the conclusion of Weeks 2, 4, and 6, provide a summary of what you learned during the previous two-week interval. Submit your summary through the assignment link for those weeks. Your summary should be approximately 200-300 words describing what you learned from the readings, responses to posted questions, interaction by your classmates, personal experiences, and assigned self-assessments from the text. The posts should be crafted carefully to succinctly express your thoughts. Please do not cite long passages from the reading and/or other sources. The synopsis should answer the questions: (1) What have I learned during the past two weeks, (2) What difference does it make, (3) How will it impact the way I know, do, or be, and (4) How might I use this information? Each summary is worth 20 for a total of 60 points.

Learning Summary Assignment Due Dates:

Week 2: Monday, February 4th at 11:55 p.m. CST
Week 4: Monday, February 18th at 11:55 p.m. CST
Week 6: Monday, March 4th at 11:55 p.m. CST

Summary of Learning Scoring Rubric:

Criteria\Points	4 Points	3 Points	2 Points	1 Points	0 Points
Retelling of Experience	Detailed objective explanation of experience using specific descriptors of observations during experience	Objective observation of experience – is able to view the situation as an outside observer and understand the role he/she plays in the situation.	Somewhat objective observation of experience – sees him/herself as a part of the situation but not clear on his/her impact.	Non-objective observation of experience – does not account for the role that he/she played in the situation described.	Does not use real world experience to support concepts learned.
Reflections/ Personal Response	Describes own thoughts and supports own positions with several experiences	Describes own thoughts and supports position with real world experience	Describes own thoughts and takes a position but position is not supported	Describes own thoughts but position is unclear	Does not take a position or discuss own thoughts
Relevance to Course Concepts and Personal and Team Experience	Student gains insights well in multiple contexts; relates observations to classroom concepts and personal experience with teams both in class and in the workplace	Makes use of personal experience to support concepts discussed in class and integrates personal experience with insights gained from team members.	Makes use of personal experience to support concepts discussed in class but does not integrate personal experience with insights gained from team members.	Makes some reference to personal experience but experience is not clearly relevant to concepts discussed in class OR makes reference to concepts but does not support concepts with personal experience	Makes no reference to what is discussed in class or to personal experience
Critical Thinking	Is characterized by at least four of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by at least three of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by one of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept
Effort on Assignment	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	No summary submitted

• **Case Study Responses**

Review the information in Keyton and Shockley-Zalabak relating to case study analysis and the resource information posted on Moodle. Case studies are designed to have you identify and analyze problem situations and develop recommendations

that would eliminate the problems from occurring in the future. There are four case studies you will examine and respond to a series of questions and propose recommendations. Each study analysis is worth 20 points for a total of 80 points.

Case Study Scoring Rubric

Criteria\Points	5 Points	3-4 Points	2 Points	1 Points	0 Points
Responds to: “What have you learned?”	Identifies and discusses two or more new concepts learned during the previous two weeks. Indicates why there are considered new.	Identifies and discusses two or more new concepts learned during the previous two weeks.	Identifies and discusses one concept learned during the previous two weeks. Indicates why it is considered new.	Identifies and discusses one concept learned during the previous two weeks.	No response or nothing learned.
Responds to: “What difference it makes”	Provides a comprehensive discussion and offers examples to illustrate what difference the new concepts will make in one’s personal and professional life.	Provides a comprehensive discussion and offers an examples to illustrate what difference the new concepts will make in one’s personal or professional”	Provides a brief discussion of what difference the new concepts will make.		No response or no indication of any difference it will make.
Responds to: “How will those new concepts impact the way I know, do, or be?”	Provides a discussion and offers examples to illustrate each of the following: 1. The way I know, 2. The way I do, 3. The way I am.	Provides a discussion and offers examples to illustrate two of the following: 1. The way I know, 2. The way I do, 3. The way I am.	Provides a discussion and offers an example to illustrate one of the following: 1. The way I know, 2. The way I do, 3. The way I am.	Provides a discussion on the impact of the new concepts but it is unclear as to whether it relates to: 1. The way I know, 2. The way I do, 3. The way I am.	No response
Responds to: “How might I use this information?”	Provides two or more examples as to how the information might clearly be used.	Provides one example as to how the information might clearly be used.		Does not provide an example as to how the information might clearly be used.	No response
Clear Writing & APA Citations	Clearly written with good word choice and no typographical or grammatical errors. Uses APA guidelines* correctly and references one or more sources.	Organized, concise, clearly written in understandable language. Does not use APA guidelines* correctly to cite one or more sources.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear, and disorganized.	

- Organizational Communication Analysis & Recommendations (Final Paper)**
 Develop a page paper not to exceed 24 double-spaced pages, sans the title page, abstract, reference page, and appendices (if appropriate) analyzing the communication in an organization where you currently work, have worked, or one with which you have access to detailed information to complete the assignment. Utilize the assigned reading, the discussion forums, and weekly summaries to support your analysis. (80 points)

Organizational Communication Analysis & Recommendations Scoring Rubric

Introduction & Format					
Criteria\Points	8-10 Points	5-7 Points	2-4 Points	1 Point	0 Points
Introductory Summary	Provides a detailed summary of the selected organization, including information on its history, current mission and vision, and current leadership. Includes an organizational chart with brief description of key positions.	Provides a summary of the selected organization, including information on its history, current mission and vision, and current leadership.	Provides a summary of the selected organization, including information on its history, and current mission.	Provides a summary of the selected organization.	Does not provide a summary of the organization
Clear Writing & APA Format	Clearly written with good word choice and no typographical or grammatical errors. Uses APA guidelines correctly, includes the four required sections, and references three or more sources.	Clearly written with good word choice and no typographical or grammatical errors. Does two of the following correctly: (1) uses APA guidelines correctly, (2) includes four required sections, and (3) cites three or more sources.	Clearly written with good word choice and no typographical or grammatical errors. Does one of the following correctly: (1) uses APA guidelines correctly, (2) includes four required sections, and (3) cites three or more sources.	Either does not write clearly, has frequent (more than 10 errors) or does not format the paper according to APA requirements.	The writing is unclear and does not format the paper according to APA requirements.
Core Areas of the Paper					
Criteria\Points	18-20 Points	15-17 Points	12-14 Points	10-11 Points	0 Points
Organizational Communication	Provides a discussion of the organizational communication theory that is seen as most appropriate for the selected organization, including references from text and other assigned readings,	Provides a discussion of the organizational communication theory that is seen as most appropriate for the selected organization, including references from text and other outside	Provides a discussion of the organizational communication theory that is seen as most appropriate for the selected organization, including one reference from the text.	Provides a discussion of the organizational communication theory that is seen as most appropriate for the selected organization. Does not reference any sources.	Does not provide a discussion of the organizational communication theory.

Theory	outside sources; and the discussion forums; provides examples to illustrate points, and why appropriate.	sources.			
Content Areas Explored in the Paper Organizational Culture & Ethics	Examines six of the content area in the paper: (1) culture and climate, (2) ethics -- including strategic ambiguity -- (3) diversity, & globalization, (4) managing information, (5) networks & flow of communication, (6) technology, social networks, & customer service, and crisis communication. Provides examples to illustrate points, and notes why appropriate.	Examines five of the six content areas in the paper. ← See criterion for the six Provides examples to illustrate points, and why appropriate.	Examines four of the six content areas in the paper. ← See criterion for the six Provides examples to illustrate points, and why appropriate.	Examines three of the six content areas in the paper. ← See criterion for the six Provides examples to illustrate points, and why appropriate. Or Examines four or more but does not provide any examples to illustrate points.	Examines less than three of the six content areas in the paper. ← See criterion for the six In addition, does not provide examples to illustrate points, and why appropriate.
Recommendations & Justifications	Provides detailed description of recommendations for all areas of weakness identified in the paper. Includes justification as to how the recommendations would benefit the organization. Provides examples to illustrate points	Provides detailed description of recommendations for most of the areas of weakness identified in the paper. Includes justification as to how the recommendations would benefit the organization. Provides examples to illustrate points	Provides detailed description of recommendations for a few of the areas of weakness identified in the paper. Includes justification as to how the recommendations would benefit the organization. Provides examples to illustrate points	Provides a description of recommendations for a few of the areas of weakness identified in the paper. Either does not include a justification as to how the recommendations would benefit the organization or the explanation is unclear.	Does not provide recommendations as to how the organization could improve.

- **Self-Checks**

To assist you with your learning about organizational communication, several “Applying the Principles – Test Yourself” are provided in each chapter of the Zaremba text. Feel free to complete them in hopes that they enhance your understanding. You may post your results on the Week’s General Forum’s “Applying Yourself Self-Checks.” These are **voluntary and not graded**. You are under no obligation to complete them, with the exceptions of the ones found in chapters 1 and 10, which are to be completed and discussed in your Weekly Summary. Your classmates and instructor may add their comments to your postings that should add to everyone’s learning and understanding.

- **Paper Requirements**

A. All papers must be submitted in Microsoft Word, or a format readable by MS Word. ***Do not submit your assignments in a .pdf format. I will be unable to add comments to the paper.*** The University has loaded Microsoft Office 2010 on my computer and other software (i.e., Corel Word Perfect, Apple, etc.) may not be readable. If I cannot open your file I cannot read and evaluate it.

- B. The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the APA Manual is to enhance student learning by:

1. Improving student's writing skills.
2. Standardizing the required format of all written assignments in all SBNM courses.
3. Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4. Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the APA Publication Manual, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. **It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.** Some additional materials are posted on the Course Information section in Moodle.

Applying APA Guidelines for this Class: I recognize that different classes and instructors have different requirements with respect to using the APA Guidelines. For this class the following will apply:

1. Discussion Forum: When citing one of the required readings for the class, cite the author(s) name and date of publication. For example, "According to Zaremba (2010), the best . . ." If you are citing works not assigned in class, provide a citation in the discussion and a full reference at the end of your posting.
2. Weekly Summary: Same as Discussion Forum.
3. Case Study: Include the following.
 - A. Title Page
 - B. Abstract
 - C. Text of paper (margins set according to APA format)
 - D. Reference page (using APA format)
4. Communication Analysis (Final Paper)
 - A. Title Page
 - B. Abstract
 - C. Text of paper (margins set according to APA format)
 - D. Reference page (using APA format)
 - E. Double spaced text
 - F. Header that includes your name and title of paper
 - G. Citations (using APA format) for sources other than yourself.

H. Appendix (where appropriate)

- C. All papers and discussion forum postings must be submitted through Moodle. Most of the papers will be submitted through the assignment links in the assignment section, while the discussion forum postings will be submitted on the appropriate forum for the week. Papers and forum postings should be submitted on or before the deadline.

WEEKLY SCHEDULE

Week	Student Learning Objectives	Readings	Discussion Board/Forum	Assignments
<p><i>General policies on due dates – apply to all weeks</i></p>	<p><u>PRIMARY (IDEA)</u></p> <ul style="list-style-type: none"> • Comprehend fundamental principles, generalizations, or theories • Apply course material to improve thinking, problem solving, and decisions. • Develop clearer understanding of, and commitment to, personal values. <p><i>Specific weekly learning objectives are identified below.</i></p>	<p><i>Aim to complete early in week so you can participate fully in discussion boards</i></p>	<ul style="list-style-type: none"> • <i>The Discussion Board is open for comments from the start of class but you'll probably want to begin posting to it near the week devoted to the discussion. While the discussion board closes at 11:55 p.m. Chicago Time on the Saturday of the week for purposes of evaluation, you may add comments after Saturday.</i> 	<p><i>Varies, but generally assignments are due by 11:55 p.m. on Sunday evening. Check Moodle or the Summary of Assignments to note the date due.</i></p>
<p>Week 1 <i>January 14-19</i></p> <p>FOUNDATIONS</p> <ul style="list-style-type: none"> • Understanding the Course • Introduction to Organizational Communication • Management Theory and Organizational Communication 	<p><i>At the conclusion of the week you should be able to:</i></p> <ul style="list-style-type: none"> • Recognize the course structure and identify course requirements. • Become acquainted and learn something about each student in class. • Define organizational communication as a field. • Identify key misconceptions and 	<ul style="list-style-type: none"> • Zaremba, Ch. 1-2 • Keyton, pp. 1-10. 	<p>Post your responses to the weekly questions by 11:55 p.m. on Thursday to earn full credit.</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation.</p>	

	<p>myths of organizational communication.</p> <ul style="list-style-type: none"> Identify key theories as they relate to organizational communication. 			
<p>Week 2 January 20-26</p> <p>FOUNDATIONS</p> <ul style="list-style-type: none"> Systems, Culture, and Power Ethics and Organizational Communication 	<p><i>At the conclusion of the week you should be able to:</i></p> <ul style="list-style-type: none"> Explain how systems theory relates to organizational communication. Explain cultural theory relates to organizational communication. Describe how ethical decisions affect your communication-related activities. Explain if static-ambiguity is ethical and why. Apply the theories to analyze cases in organizational communication. 	<ul style="list-style-type: none"> Zaremba, Ch. 3-4 Keyton, Ch. 47 Stranton & Stam, "Information Technology, Privacy, and Power within Organizations." http://www.surveilance-and-society.org/article_s1(2)/boundarytheory.pdf Montgomery & DeCaro, "Organizational Communication Ethics: The Radical Perspective of Performance Management." http://acjournal.org/journal/vol5/iss1/special/decaro.htm 	<p>Post your responses to the weekly questions by 11:55 p.m. on Thursday to earn full credit.</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation.</p> <p>Post your summary of what you learned during the past two weeks by 11:55 p.m. on the following Monday.</p>	<p><u>Assignment:</u> Complete a case study analysis of the "Ethics in Big Pharma," in Keyton, Ch. 47, pp. 350-356. Post your response on Week 2's Moodle link.</p> <p><u>Assignment:</u> Complete your first 2-week Summary of Learning that identifies and discusses things you thought are important and useful. Post your response on the Week 2 Discussion for this activity.</p>

<p>Week 3 January 26-February 2</p> <p>COMMUNICATION IN A COMPLEX SYSTEM</p> <ul style="list-style-type: none"> Managing Information Networks 	<p><i>At the conclusion of the week you should be able to:</i></p> <ul style="list-style-type: none"> Define task, maintenance, and human messages. Identify five characteristics of effectively communicated information. Describe the differences between first- and second-level effects of technology. Define and explain the networks in an organization. Describe the importance of each network. Evaluate the quality of communication networks in an organization. 	<ul style="list-style-type: none"> Zaremba, Ch. 5 & 6 Keyton, Ch. 10 Waldeck, Seibold, & Flanagin, "Organizational Assimilation and Communication Technology Use." http://uncc.academia.edu/ClyffScott/Papers/351291/Toward_an_Integrative_Theoretical_Perspective_on_Organizational_Membership_Negotiations_Socialization_Assimilation_and_the_Duality_of_Structure 	<p>Post your responses to the weekly questions by 11:55 p.m. on Thursday to earn full credit.</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation</p>	<p><u>Assignment:</u> Complete a case study analysis of the "Knowledge is Power," in Keyton, Ch. 10, pp. 73-77. Post your response on Week 3's Moodle.</p>
<p>Week 4 February 3-9</p> <p>COMMUNICATION IN A COMPLEX SYSTEM</p> <ul style="list-style-type: none"> Culture, Climate, and Organizational Communication Meetings & Teams: Conflicts and Interventions 	<p><i>At the conclusion of the week you should be able to:</i></p> <ul style="list-style-type: none"> Define organizational culture and climate. Describe the interdependence between organizational culture and organizational communication. Identify and explain the characteristics of supportive communication environments. Identify key factors that affect the evolution of organizational climate. 	<ul style="list-style-type: none"> Zaremba, Ch. 7 & 8 Keyton, Ch. 14 Lutgen-Sandvick, "The Communication Cycle of Employee Emotional Abuse," http://www.choixdecariere.com/pdf/6573/2010/LutgenSandvik2003.pdf 	<p>Post your responses to the weekly questions by 11:55 p.m. on Thursday to earn full credit.</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation</p> <p>Post your summary of what you learned during the past two weeks by 11:55 p.m. on the following Monday.</p>	<p><u>Assignment:</u> Complete a case study analysis of the "Teaming Up for Change," in Keyton, Ch. 14, pp. 98-108. Post your response on Week 4's Moodle.</p> <p><u>Assignment:</u> Complete your second 2-week Summary of Learning that identifies and discusses things you thought are important and useful. Post your response on the Week 4 Discussion for this activity.</p>

	<ul style="list-style-type: none"> Identify common conflicts that surface during team interactions. List and explain “intervention” techniques used to reduce conflict and improve interaction. 			
<p>Week 5 <i>February 10-16</i></p> <p>CONTEMPORARY ISSUES</p> <ul style="list-style-type: none"> Intercultural Communication and Diversity in Organizations 	<ul style="list-style-type: none"> Explain what is meant by intercultural communication and cultural diversity. Explain why intercultural communication is essential for organizational success Identify barriers to effective intercultural communication and steps to overcome them. Explain how the “Hofstede” dimensions apply to the organizational context. 	<ul style="list-style-type: none"> Zaremba, Ch. 9 Keyton, Ch. 39 	<p>Post your responses to the weekly questions by 11:55 p.m. on Thursday to earn full credit.</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation</p>	<p><u>Assignment:</u> Complete a case study analysis of the “Putting My Best Foot Forward,” in Keyton, Ch. 39, pp. 293-299. Post your response on Week 5’s Moodle.</p>
<p>Week 6 <i>Sept. 20-Oct. 6</i></p> <p>CONTEMPORARY ISSUES</p> <ul style="list-style-type: none"> Crisis Communication 	<ul style="list-style-type: none"> Define crisis communication. Explain what stakeholder theory is and image restoration theory. Lists the steps of a crisis communication plan. Construct a crisis communication plan for an organization to which you belong. 	<ul style="list-style-type: none"> Zaremba, Ch. 10 Lukaszewski, “Seven Dimensions of Crisis Communication Management: A Strategic Analysis and Planning Model” http://www.e911.com/monos/A001.html 	<p>Post your responses to the weekly questions by 11:55 p.m. on Thursday to earn full credit.</p> <p>Post all your responses by 11:55 p.m. on Saturday as postings after Saturday will not be included in the evaluation</p> <p>Post your summary of what you learned during the past two weeks by 11:55 p.m. on the following Monday.</p>	<p>Assignment: Complete the “Applying the Principles – Test Yourself: on pp. 250-51 in Zaremba and respond to the two questions in the opening paragraph. Include your responses in your final 2-Week Learning Summary.</p>

<p>Week 7 <i>February 24-March 4</i></p> <p>APPLYING CONCEPTS</p> <ul style="list-style-type: none"> • Assessing Organizational Communication Quality • Strategic Communication • Trends and Developments in Organizational Communication 	<ul style="list-style-type: none"> • Explain what a communication audit is. • List what an audit must test to be valid. • Describe the strengths and weaknesses of a communication audit. • Describe the components of an ICA audit. • Identify the challenges to reporting audit results. • Identify five trends in organizational communication. 	<ul style="list-style-type: none"> • Zaremba, Ch. 11 • David Fleet.com, http://www.scribd.com/doc/4563638/Strategic-Communications-Planning • Julia Coffman, http://www.mediaevaluationproject.org/WorkingPaper1.pdf • Edelman, 2010: Trends in Organizational (Internal) Communications Employee Engagement http://change.edelman.com/documents/2010TrendsWhitepaper3-11520pm.pdf 	<p>No discussion forums this week.</p>	<p>Work on your final paper.</p>
<p>End of Class <i>March 4</i></p>				<p>Assignment: Submit your Final Paper by February 27, 2013 through Moodle.</p>