

## Course Syllabus

**Course:** *SBNM 5590 Organizational Communication*

**Academic Year:** 2013/14      **Semester/Quad:** Fall A

**Credit Hours:** 2

**Prerequisites:** *None*

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**Instructor:** Richard “Rick” Yngve

- President/Consultant, Yngve & Associates
- Affiliate Professor, North Park University
- Treasurer, Board of Trustees, Arizona 4-H Youth Foundation

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**Availability:**

Online Office Hours are Tuesdays 3:30-4:30pm Central Time Zone or by appointment

**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.

**Required Course Materials:**

- 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

Other articles and readings will be assigned via links within the Moodle course.

**Essential IDEA Objectives:**

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Developing a clearer understanding of, and commitment to, personal values.

**Course Methodology:**

The course will be taught with a variety of discussions, case study assessments and active exercises in which the student will be able to demonstrate accomplishment of the above objectives.

**Computer Requirements:**

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and 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.

**Technical Requirements:**

Students are expected to have completed the online Moodle tutorial required of all online students. Additionally, students are expected to have access and knowledge of how to utilize Microsoft Word (or an equivalent word processing software that can be shared through “.doc” or “.docx” extensions. Students will also need to utilize Microsoft PowerPoint to create a presentation.

**Student Responsibilities:**

1. Attendance, or online presence/participation, are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments.
2. Some assignments will be posted online for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or email me regarding these issues at any time, noting the office hours I am available.
4. Use proper “netiquette” (see A Guide to Netiquette).
5. Please plan on spending at least 4 out of 7 days per week online to complete the assignments for this course. Do NOT try to do everything in one day. Not only is it difficult to accomplish, but you will learn more from the assignments if you allow yourself more time to think and contemplate the work.

**Instructor Responsibilities:**

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. Provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. Provide opportunities for group work that will include discussion as well as hands-on exercises.
4. Provide updated information on relevant resources for the various topics of interest.
5. Respond critically assess students’ assignments and provide feedback within 7 days of receipt.
6. Respond to all student e-mails within 72 hours of receipt.
7. Respond to all student phone calls within 72 hours.

## Schedule of Weekly Assignments:

Module	Dates	Topics	Readings	Assignment(s)
<b>General Notes</b>	-	<p>Overall Course Objectives</p> <ul style="list-style-type: none"> <li>*Comprehend fundamental principles, generalizations, or theories</li> <li>*Apply course material to improve thinking, problem solving, and decisions.</li> <li>*Develop clearer understanding of, and commitment to, personal values.</li> </ul>	Aim to complete early in week so you can participate fully in discussion boards	<ul style="list-style-type: none"> <li>*Original posts are due by 11:55pm on Wednesday and peer replies are due by 11:55pm on Sunday.</li> <li>*Assignments are due by 11:55 p.m. on Sunday evening.</li> </ul>
<b>1</b>	08/26-09/01	<p>At the conclusion of the week you should be able to:</p> <ul style="list-style-type: none"> <li>*Recognize the course structure and identify course requirements.</li> <li>* Become acquainted and learn something about each student in class.</li> <li>*Define organizational communication as a field.</li> <li>* Identify key misconceptions and myths of organizational communication.</li> <li>* Identify key theories as they relate to organizational communication.</li> </ul>	<ul style="list-style-type: none"> <li>* Zaremba, Ch. 1-2</li> <li>* Keyton, pp. 1-10.</li> <li>* Read supplementary articles via Moodle</li> </ul>	*Discussion board participation
<b>2</b>	09/02-09/08	<ul style="list-style-type: none"> <li>*Explain how systems theory relates to organizational communication.</li> <li>* Explain cultural theory relates to organizational communication.</li> <li>* Describe how ethical decisions affect your communication-related activities.</li> <li>* Explain if static-ambiguity is ethical and why.</li> <li>* Apply the theories to analyze cases in organizational communication.</li> </ul>	<ul style="list-style-type: none"> <li>* Zaremba, Ch. 3-4</li> <li>* Keyton, Ch. 47</li> <li>* Read supplementary articles via Moodle</li> </ul>	<ul style="list-style-type: none"> <li>* Discussion board participation</li> <li>* Assignment: Complete a case study analysis of the "Ethics in Big Pharma," in Keyton, Ch. 47, pp. 350-356.</li> </ul>

3	09/09-09/15	<ul style="list-style-type: none"> <li>* Define task, maintenance, and human messages.</li> <li>* Identify five characteristics of effectively communicated information.</li> <li>* Describe the differences between first- and second-level effects of technology.</li> <li>* Define and explain the networks in an organization.</li> <li>* Describe the importance of each network.</li> <li>* Evaluate the quality of communication networks in an organization.</li> </ul>	<ul style="list-style-type: none"> <li>* Zaremba, Ch. 5 &amp; 6</li> <li>* Keyton, Ch. 10*</li> </ul> <p>Read supplementary articles via Moodle</p>	<ul style="list-style-type: none"> <li>* Discussion board participation</li> <li>* Assignment: Complete a case study analysis of the "Knowledge is Power," in Keyton, Ch. 10, pp. 73-77.</li> <li>* Assignment: Complete your first 2-week Summary of Learning (Week 1-2) that identifies and discusses things you thought are important and useful.</li> </ul>
4	09/16-09/22	<ul style="list-style-type: none"> <li>* Define organizational culture and climate.</li> <li>* Describe the interdependence between organizational culture and organizational communication.</li> <li>* Identify and explain the characteristics of supportive communication environments.</li> <li>* Identify key factors that affect the evolution of organizational climate.</li> <li>* Identify common conflicts that surface during team interactions.</li> <li>* List and explain "intervention" techniques used to reduce conflict and improve interaction.</li> </ul>	<ul style="list-style-type: none"> <li>* Zaremba, Ch. 7 &amp; 8</li> <li>* Keyton, Ch. 14</li> </ul> <p>* Read supplementary articles via Moodle</p>	<ul style="list-style-type: none"> <li>* Discussion board participation</li> <li>* Assignment: Complete a case study analysis of the "Teaming Up for Change," in Keyton, Ch. 14, pp. 98-108.</li> </ul>

5	09/23-09/29	<ul style="list-style-type: none"> <li>* Explain what is meant by intercultural communication and cultural diversity.</li> <li>* Explain why intercultural communication is essential for organizational success</li> <li>* Identify barriers to effective intercultural communication and steps to overcome them.</li> <li>* Explain how the "Hofstede" dimensions apply to the organizational context.</li> </ul>	<ul style="list-style-type: none"> <li>* Zaremba, Ch. 9</li> <li>* Keyton, Ch. 39</li> <li>* Read supplementary articles via Moodle</li> </ul>	<ul style="list-style-type: none"> <li>* Discussion board participation</li> <li>* Complete a case study analysis of the "Putting My Best Foot Forward," in Keyton, Ch. 39, pp. 293-299.</li> <li>* Assignment: Complete your second 2-week Summary of Learning (Week3-4) that identifies and discusses things you thought are important and useful.</li> </ul>
6	09/30-10/06	<ul style="list-style-type: none"> <li>* Define crisis communication.</li> <li>* Explain what stakeholder theory is and image restoration theory.</li> <li>* Lists the steps of a crisis communication plan.</li> <li>* Construct a crisis communication plan for an organization to which you belong.</li> </ul>	<ul style="list-style-type: none"> <li>* Zaremba, Ch. 10</li> <li>* Read supplementary articles via Moodle</li> </ul>	<ul style="list-style-type: none"> <li>* Discussion board participation</li> <li>* Special 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.</li> </ul>
7	10/07-10/13	<ul style="list-style-type: none"> <li>* Explain what a communication audit is.</li> <li>* List what an audit must test to be valid.</li> <li>* Describe the strengths and weaknesses of a communication audit.</li> <li>* Describe the components of an ICA audit.</li> <li>* Identify the challenges to reporting audit results.</li> <li>* Identify five trends in organizational communication.</li> </ul>	<ul style="list-style-type: none"> <li>* Zaremba, Ch. 11</li> <li>* Read supplementary articles via Moodle</li> </ul>	<ul style="list-style-type: none"> <li>* Discussion board participation</li> <li>* Assignment: Complete your second 2-week Summary of Learning (Week 5-6) that identifies and discusses things you thought are important and useful.</li> <li>*Submit your Final Organizational Communications Paper</li> </ul>

**Grading:**

Criterion	Points	Percentage
Forum Participation	360 pts (20 pts ea.)	36%
3 Learning Summaries	150 (50 pts each)	15%
4 Case Studies	240 (60 pts each)	24%
Final Paper	250 pts	25%
<b>TOTAL:</b>	<b>1000</b>	<b>100%</b>

**Grade Mapping:**

The final course grade will be computed according to the total number of points earned for all assignments. The following table shows how point percentages for the course correspond to the standard grades and grade points used at North Park University:

Course Percentage	Letter Grade	Grade Points
93-100%	A	4.00
90-92.9%	A-	3.67
87-89.9%	B+	3.34
83-86.9%	B	3.00
80-82.9%	B-	2.67
77-79.9%	C+	2.34
73-76.9%	C	2.00
70-72.9%	C-	1.67
0-59.9%	F	0.00

The following table shows non-passing administrative grades used at North Park University:

DR (Administrative Drop)	0.00
DW (Dropped without permission)	0.00
W (Withdrawal)	0.00
I (Incomplete)	0.00
NG (no grade)	0.00
NS (Not submitted)	0.00
AU (Audit)	0.00

**Assignment Late Submission Grading Policies:**

Late assignments are accepted. The following late point deductions apply:

- Work that is submitted 1 calendar days AFTER its due date will be graded down by 5%
- Work that is submitted 2-3 calendar days AFTER its due date will be graded down by 10%
- Work that is submitted 4-7 calendar days AFTER its due date will be graded down by 15%
- Work that is submitted 8-14 calendar days AFTER its due date will be graded down by 20%
- Work submitted more than 14 days past its due date, may or may not be accepted at my discretion. If accepted, it will be graded down by 25% automatically. It will be rare that I accept work past 14 days because of the accelerated nature of these courses.

There are occasions where I will waive the late point deduction based on the student situation. Students should be proactive in contacting me whenever possible to request an extension. My exception to this policy is in “fire, flood or blood” situations where you are facing a true emergency (tornado, car accident, etc.). Try to contact me as soon as you and your loved ones are safe and we will work out an adjusted due date.

# ASSIGNMENT SPECIFICATIONS

## PART 1: The Discussion Forums:

Each week, there are 3 questions per forum. By Wednesday evening, each student needs to upload their individual “original post” to the designated question. Then, each student is required to post a minimum of 2 peer replies to each of the three forums by the end of Sunday each week.

Thus, for full credit, students should have a minimum of 9 posts per week (1 original post per forum and 2 peer replies per forum (1 original posts x 2 peer replies x 3 forums = 9 minimum posts for the week)

	5 points	3 point	1 points
Original Post – content	The original post summarizes the importance of the question within organizational communications.	The original post only partially addresses the question. The original post is lacking substantial coverage.	The original post is short or does not directly answer the question.
Original Post - external sources	The original post incorporates readings or research. Sources are cited.	The original post only references external research but is not properly cited.	The original post is does not utilize external sources.
Peer Reply #1	Student replies include statements that further or clarify the discussion. Replies also include positive statements encouraging the peer.	Student replies offer either a furthering statement or positive statement but not both.	Student replies are lacking substance.
Peer Reply #2	Student replies include statements that further or clarify the discussion. Replies also include positive statements encouraging the peer.	Student replies offer either a furthering statement or positive statement but not both.	Student replies are lacking substance.
<b>TOTAL: 20 points PER forum</b>			

Note: In peer replies, what are statements that help “further or clarify” a post? You can:

- relate a personal experience
- offer further resources
- summarize the peer’s post
- make additional tie-ins to volunteer/board management

## PART 2: Learning Summaries

The Learning Summaries are due by 11:55 p.m. on Sunday in the week following the two-week review (Example: the Week 1-2 Learning Summary is due at the end of Week 3). 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 500-750 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 (like an Executive Summary). 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 50 points.

	10 pts	5 pts	1 pt
What have I learned?	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
What difference does it make?	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
How will it impact me?	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
How might I use this information?	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Formatting, Style and Citations	Paper follows APA style and includes proper research citations.	Paper utilizes APA format, but has significant amount of errors. Or, depth of research is not evident.	Student does not address APA formatting, style and /or lacks research citations.
<b>TOTAL: 50 points for the paper</b>			

Note:

- Remember to include research and readings to support your learning summary.

**PART 3: Case Studies**

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 60 points. Case analysis papers should be approximately 2-3 pages.

	15 pts	7 pts	1 pt
Current practices	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Key issues	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Recommendations	Student provides depth in addressing the content area. Supported with research	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Formatting, Style and Citations	Paper follows APA style and includes proper research citations.	Paper utilizes APA format, but has significant amount of errors. Or, depth of research is not evident.	Student does not address APA formatting, style and /or lacks research citations.
<b>TOTAL: 60 points for the paper</b>			

Note:

- Remember to include research and readings to support your arguments

**PART 4: Final Paper on Organizational Communication Analysis**

*Students will submit a 10-15 page paper that includes the title page, abstract, reference page and appendices (if appropriate). The paper will be an analysis of 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.*

	<i>50 pts</i>	<i>25 pts</i>	<i>1 pt</i>
Description of the organization and organizational communication	Provides background about organization and describes their organizational communications.	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Connection to OrgComm Theory	Provides a discussion of the organizational communication theory that is seen as most appropriate for the selected organization. Supported with research.	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Connection to Culture, Ethics, Diversity/Globalization,	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.	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Recommendations	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	Student addresses most points but lacks depth or research	Student does not address the key points and is lacking research
Formatting, Style & Citations	Paper follows APA style and includes title page, abstract and proper research citations.	Paper utilizes APA format, but has significant amount of errors. Or, depth of research is not evident.	Student does not address APA formatting, style and lacks research citations.
<b>TOTAL: 250 points for the paper</b>			

# POLICY STATEMENTS

## **Academic Honesty**

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management 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:

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

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student 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 for Graduate Courses**

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 made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. 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. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent 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 policy outlined in the University Catalog (found on the NPU website).

## **Attendance Policy for Undergraduate Courses**

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) **prior to** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

## **APA Requirement**

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 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.***

## **Students with Disabilities**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>