

DEPARTMENT OF COMMUNICATION • COLLEGE OF ARTS & SCIENCES
Organizational Communication (COMM 151A)

Arts & Sciences, Room 135

Fall 2013 Time: Tuesdays & Thursdays, 12:10pm – 1:50pm, Class # 91183 (Section 01)

Instructor Information:

Name: Dr. Justin P. Boren

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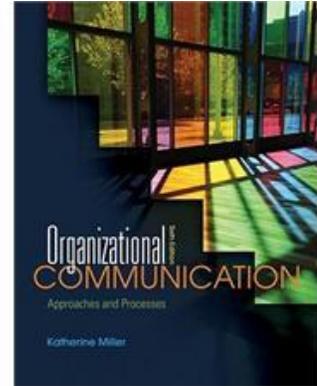
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Office Phone: 408-551-7057

Office Hours: Tuesdays & Thursdays, 10:30am – 11:30am

And by prior appointment



Required Course Material:

- ❶ Miller, K. (2012). *Organizational communication: Approaches and processes*. (6th Ed.). Boston, MA: Wadsworth Cengage. [ISBN: 978-0-495-89832-0]
- ❷ Access to Camino 2.0 (<http://camino.instructure.com/>) and your @scu.edu email address.
- ❸ Supplemental Readings (Available on Camino 2.0)

Course Description: We live in a highly-organized world. In fact, it is difficult (if not impossible) not to be part of an organization at some point in your life. This course will provide you with an introduction to the principles of organizational communication. Specifically, we will explore the role of communication in achieving organizational and individual goals, theory and practice of communication in organizations, how we organize our communication, constitutive organizational communication, and techniques to enhance understanding among individuals in organizations. A variety of organizational contexts will be explored including corporations, small businesses, non-profits, NGOs, and social/fraternal organizations. We will explore practical application of contemporary theories to develop skills needed for successful communication in current and future organizations. Topics will include the role of organizational culture, conflict management, negotiation, work/life balance, human resource management, stress, globalization and the role of social justice in the contemporary organization. An overall theme this quarter will be to ask how we can develop more humane and just organizations. *Prerequisite: COMM 1*

Pathway Notice: This course is associated with the Pathway in Leading People, Organizations, and Social Change. If you declare a Pathway in this area you may use a representative piece of work from this course in the Pathway Portfolio you will complete during your senior year.

Recommendation: Please keep electronic copies of your major papers in this course. For more information about pathways, you can visit the Core Curriculum website: <http://scu.edu/core>.

Information about the Pathway Reflection Essay can be found on the Pathway website:

<http://scu.edu/provost/ugst/core/pathways/resources/>

Please see page 13 for information about learning objectives and assessment.

Course Assignments

COURSE READINGS: Please read the chapters and any supplemental material assigned prior to the start of class each session. Don't forget to bring your book each class and come ready to discuss the material in class and in your learning teams.

QUIZES: There will be four reading comprehension and course concept quizzes throughout the quarter. These quizzes will be administered online and will include mostly short answer responses. You will receive detailed information about the timing of the quizzes throughout the quarter.

SELF-DIRECTED WORK TEAMS: Our class is an organization, as we will define an organization in class; especially because we have common goals (see page 1). Part of working toward those goals, requires our organization to divide up some labor. Because of that, you will have the opportunity to engage in a self-directed work team this quarter. You will be assigned to work with your team on day two of the class, which will remain intact throughout the quarter. In your team, you will need to develop a learning team name, mission statement, slogan, and charter. There will be specific in-class learning team activities, which will be graded as learning team participation assignments. In addition to that, there will be two major group activities – the Research Paper Presentation and the Case Study Presentation. Throughout the quarter, learning teams will serve as the starting point for our class discussions and for activities. Because of that, you do need to be actively involved with your learning team. You will be asked for learning team evaluations throughout the quarter and especially on the final exam.

GRADED ASSIGNMENTS: Here is a short description of the graded assignments in the course. More detailed descriptions can be found on Camino. All papers are to be completed individually, must be typed, and should be written in compliance with the *Publication Manual for the American Psychological Association, 6th Edition*.

All written assignments will be submitted on Camino 2.0 by the date/time listed on the course schedule – no other method will be accepted by the instructor, there are no exceptions to this policy. Assignments submitted to Camino after the due date/time will be considered late. There is no need to submit a hard copy for your assignments.

- **Your Vision of Organizations:** At this point in your life, it is very important to be self-reflective on your own experiences as members of organizations and what you expect or may want from your future organizations. This project is designed to get you to think about what constitutes an organization and how individual members contribute to both an organization and society. You will also have an opportunity to engage with your classmates about their vision. You will post your response to the class discussion board and then you will read and respond to at least four other students' visions. Details about the assignment and response is available on Camino.

- Organizational Research Assignment: This is a joint learning team and individual assignment. As a learning team, your team will select one of the following potential topic areas (each team will have a different topic area):

- Socialization Processes
- Workplace bullying
- Co-worker relationships
- Incivility in the workplace
- Organizational Culture
- The Role Development Process
- Organizational Decision-Making
- Conflict Resolution and/or 3rd party conflict resolution
- Bargaining and Negotiation
- Organizational change
- Co-worker and/or managerial support in organizations
- Emotion Labor in Organizations
- Organizational interface with Families
- Burnout in Organizations (and coping)
- Gender, Culture, or Sexuality and Organizational Communication
- Work/Life Balance decisions and communication
- Communicating social change and social justice with organizations
- Leadership Style and Subordinate-Supervisor Communication

Individually, each team member will find one article from academic research journals (see list on Camino) that has extended our knowledge of your team's topic area. The article should have been published during the last 5 years, should be directly relevant to the topic area, and should not be cited in the textbook. Use the library search engines to help you find these articles that appear in academic (peer-reviewed) journals (note: Not conference papers). Please see me if you have any questions about the suitability of articles you find. Each team member will write a 2 page summary of their article including: (a) a brief summary of the predictions (b) a brief summary of the findings, and (c) a discussion of the relevance of this article for your topic area that includes consideration of how our knowledge is extended by the research under consideration. You will be graded individually on the quality of your write-up.

As a **team**, you will develop a short presentation to discuss these research findings and themes to the class (see the assignment sheet for more detail).

- Organizational Assessment Framework: This paper will be a portion of your final organizational analysis project. In this assignment, you will describe the intended organization that you plan on studying for the organizational analysis project. In doing so, you will identify the structure of the organization, the way communication flows, the key organizational members, and other information obtainable without much interaction with the organization. You will also connect your framework to the first half of the course. Your framework paper will be between 3 – 4 pages in length.

- Organizational Assessment Project: You will be required to assess an organization that you are currently a member of (i.e. school, work, fraternity/sorority, club, church, etc.) using some of the theoretical perspectives learned in the class. In a 7-10 page paper you will first integrate your organizational assessment framework paper. From there, you will analyze the organizational attitudes, behaviors, beliefs, and perspectives of the organization and its members. The important part of this paper is to complete a deep analysis of the organization through observation, interview, and background research. You will need to connect the organization to key themes and concepts from the course, including theoretical and process issues. Compare and contrast your findings based on the different schools of thought discussed in class and in your text, and try to identify the primary approach your organization follows including a discussion of your findings addressing questions (e.g., what communication styles are present in the organization?, what patterns and modalities are used?, who does the majority of the communicating?, what direction communication primarily flows in?, how decision making is handled? How are work/life balance issues communicated?). Much more detail will be provided on this paper as we get further along in the quarter.
- Organizational Assessment Group Reflection For this assignment, your team will come up with at least 4 themes from your individual organizational assessment. These themes should connect to material we have discussed during the quarter. As a team, you will present your themes to the class on the day of the final and then each member of the team will give a detailed presentation on the organization that they analyzed. I will be grading your group's ability to develop and explain themes across each of your assessments.
- Organizational Assessment Individual Presentation. On the day of the final exam, you will present information about your organizational assessments. You will give your presentation as part of your learning team, but your grade will be based on your individual presentation

ENGAGED PARTICIPATION: This is an upper-division class, which means that you need to do more than just attend class and listen to our discussion. Because of that, you should work toward being engaged in participation. Engagement includes positive attendance, participation in class discussions/activities, demonstrating that you have actively thought about the course material and concepts, and that you have contributed something interesting to our discussion. You will receive an evaluation on your active engagement in the class and your group and may inquire with me at any point during the quarter to discuss ways for you to become more engaged in the course.

Course Assignment Summary and Grading Scale

<u>151A assignments</u>	<u>Possible Points</u>	<u>My Points</u>
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Quizzes (400 Points, 40% of your grade):

Reading Quiz #1	100	_____
Reading Quiz #2	100	_____
Reading Quiz #3	100	_____
Reading Quiz #4	100	_____



Individual Assignments (430 Points, 43% of your grade):

Vision of Organizations	50	_____
Vision Discussion	20	_____
Research Assignment Paper	100	_____
Org. Framework Paper	60	_____
Organizational Assessment	150	_____
Org. Assessment Prez.	50	_____

Group Presentations (70 Points, 7% of your grade)

Research Assignment Prez.	50	_____
Org. Assmnt Group Themes	20	_____

Attendance and Participation (100 Points, 10% of your grade):

Engaged Class Participation	50	_____
Learning Team Participation	50	_____

Grand Total: _____ / 1000

Grading Scale:

<u>Letter Grade</u>	<u>=</u>	<u>Point Breakdown</u>	<u>Letter Grade</u>	<u>=</u>	<u>Point Breakdown</u>
A	=	940 – 1000 (94%)	C	=	740 – 769 (74%)
A-	=	900 – 939 (90%)	C-	=	700 – 739 (70%)
B+	=	870 – 899 (87%)	D	=	640 – 699 (64%)
B	=	840 – 869 (84%)	D-	=	600 – 639 (60%)
B-	=	800 – 839 (80%)	F	=	599 and below (59%)
C+	=	770 – 799 (77%)			

Note: Students who do not attend the first class period will be dropped from the class. After that, if you fail to attend class you will earn the grade of “F” in the class. I will not drop you from the class automatically, except on the first day.

Course Policies

☑ **Attendance & Excused Absences:** Attendance is required every day in this quarter. You should come to class, on-time and have read the required material so that we can engage in a fruitful discussion of course concepts and ideas.

Absences are excused at my discretion and only under certain circumstances, such as having a signed letter from a medical professional (i.e., doctor or nurse practitioner) showing you have been ill and cannot be in class, a documented family emergency, or being away at a documented and pre-approved university-sanctioned event, such as competing for an SCU team. A medical appointment slip is **NOT** an acceptable reason for an excuse. Work-related absences and personal absences are also not acceptable excuses, so please plan accordingly. Make-up exams are only given when there are extenuating circumstances and when you can provide written documentation of those circumstances. If possible, you must notify me prior to the exam to secure permission for taking a make-up exam. If you are involved in a university-sanctioned activity, such as being part of an athletic team or the speech team, you must provide me with a copy of your schedule at the beginning of the course. Similarly, if you need to miss class because of a religious holiday, you should notify me by the end of the first week of class regarding the date(s) you will be absent. At that time, we can arrange a day and time for you to make up the exam. If you need special accommodations, see me as soon as possible so we can make arrangements. Poor attendance will negatively affect your attendance grade in the class.

Finally, I am willing to work out many issues prior to them being conflicts with the course. However, you must take the initiative to discuss those issues with me prior to your missing class.

☺ **Participation:** Being actively engaged in the material will greatly assist your learning. To that end, this class includes a strong emphasis on participation. Your obligations are to attend and participate in the class. Please complete the assignments and read the textbook prior to attending each session. Bring your textbook to each class session. You will be qualitatively and quantitatively evaluated at the end of the quarter as to your active contribution to the course.

☞ **Classroom Citizenship:** Our class starts on time, every day. Please do not arrive late to class. If you happen to be late, please make sure you do not interrupt the class. Habitual tardiness will factor negatively in your final participation/attendance grade. Please be respectful and courteous to the other students as well as the instructor. I reserve the right to reduce your final course grade for disturbing the learning environment.

Work toward becoming a leader in this class. Classroom leadership involves the overall attitude you express: Your acceptance of alternative points of view on controversial issues (you do not have to agree, but you have to respect another's right to her/his point of view), providing relevant examples, and participation in activities and discussion. Constant moaning and groaning, reading the paper or other non-course related materials in class, text messaging or using PDA devices during lecture, resistance to course activities, talking to your friends while others are speaking, falling asleep, arriving late to class, and continuously asking if we are going to get out early are examples of poor leadership and will result in a reduction of your participation grade.

🕒 **Due Dates & Late Work:** Certain course assignments can be turned in late, while others cannot. Assignments are due at the start of class on the date listed on this syllabus. Assignments will be considered “late” immediately after the start of class.

- For the Written Papers, your late work will result in a grade reduction of 20% for every calendar day that it is late (including the date that it was due). You will submit your course papers online through Camino.

- At-home activities, in-class activities, group projects, and participation activities can never be turned in late, regardless of the excuse.

- Quizzes cannot be completed late, with the exception of documented emergencies. With **prior** notice, we can work out most issues, but if you miss an exam, you will not be able to make it up.

- Presentations cannot be turned in late. If you miss your prearranged date for presenting, you will not be allowed to present and will receive a zero on that portion of the project.

Please note: Technological failures (of any kind) are not excused reasons to turn in a paper late. Please remember that technology has a tendency to fail during the most inopportune times (such as when you are using the computer). Therefore, backup your things! I suggest using a free automated online backup service, such as www.idrive.com or www.opendrive.com. Also, your SCU gmail account comes with space available to save and backup your work (google drive).

✓ **Academic Integrity:** Santa Clara University and the Department of Communication are strong proponents of academic integrity. Thus, I expect that all of your work will be original and produced only by you. Therefore, any form of academic dishonesty will not be tolerated. For this class, there is a zero-tolerance policy for academic honesty violations. If you choose to violate university standards for academic integrity, you will be subject a sanction at the instructor’s discretion including failing the course. Plagiarism can be defined as using another’s words, ideas, materials, or work without properly acknowledging and documenting the source. If you need a more detailed definition of plagiarism, I recommend visiting the following website: <http://www.plagiarism.org/> The University has specific policies relating to academic integrity, which can be found here: <http://www.scu.edu/studentlife/resources/upload/Academic-Integrity-Protocol-Document.pdf> Please make sure to familiarize yourself with these policies & definitions.

👉 **Accommodations (ADA Statement):** If you are in need of special accommodations due to a challenge that could affect your performance in this class, it is your responsibility to register with the Disabilities Resource Center [408-554-4111, Drahnann Center, Benson, Room 214] on campus. You should also notify me before the start of the second week of class so that I can do my best to accommodate you. Your matter will remain private, but you do need to speak with me so that we can work out arrangements that you may need to be successful.

✉ **E-Mail, Computer, & Web Access:** Students need to have a valid e-mail address and access to the SCU online e-learning environment, Camino. You may e-mail me with questions at any time, but please note that I will do my best to respond within 48 working hours of your message. However, if you do not hear back from me within 48 business hours please re-send that e-mail. Also, please review the university’s acceptable use of computing resources policy: <http://it.scu.edu/policies/> Violations of the policy will result in disciplinary action being taken in this course, including failing the course. You are responsible for the computers you use in the

classroom. You may also contact me at the skype address listed for questions/issues during regular or extended office hour times.

Finally, I ask that you please do not e-mail me something along the lines of “what did I miss today?” or “can you please tell me what we did in class?” I encourage you to exchange contact information with another student in the class who can answer those questions. Furthermore, this syllabus will list all of the things we will do in the class. Read it over to see what the topics were on the days that you missed.

▣ **Written Assignments:** All assignments must be typed before being turned in or they will not be accepted. Papers should be written in Times New Roman, 12 point font, 1” margins on all sides of your paper, black ink. You will submit all your written assignments online using Camino. Furthermore, we will be using the *Publication Manual of the American Psychological Association 6th Edition* (APA) as our formatting guidelines for submission of all papers.

⌚ **Office Hours:** Communication researchers have found a strong and positive relationship between engaging in extra class communication and course grades. Therefore, I encourage you to visit my office as frequently as you like. I have established set times for you to discuss the course, ask for clarification on any lecture or reading, go over any of your assignments, discuss the weather, explore options for careers in communication, or just chit-chat. Also, note that I will be more than happy to review early drafts of any assignment during office hours. Just make sure you bring a draft copy of that assignment that we can make notes on. I will be able to provide you feedback up until 24 hours prior to the due date.

🔒 **Confidentiality.** In this class, we will likely talk about our organizational experiences. Because of that, your classmates may disclose information in class that would otherwise be “private” or “confidential” outside of class. All students should feel that our classroom is a safe environment for discussing issues that they are comfortable discussing and that are related to the concepts we are studying in class. Therefore, please keep all personal information shared in this class to yourself; such information should not be shared with others outside of this class. Ever. *Remember: be a leader!*

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Course Schedule & Lecture/Discussion Topics

While I have done my best to make sure this schedule is accurate, please anticipate minor changes as we go through the class together. Read the material as indicated below and complete assignments by the date and time listed.

Section I: Foundational Perspectives on Organizations

WEEK 1 – Setting the Stage...why organizational communication?

- Tues. 9-24 Introduction to the course, syllabus, and classmate introductions
Description of Self-Directed Work Teams
Lecture/Discussion: What is organizational communication?
Taking a Constitutive Approach to Organizational Communication
- Thur. 9-26 Complicating our understanding of organizations
Classical Theories
Lecture/Discussion: Classical Approaches to Understanding Organizations
Assignment Discussion: Vision of Organizations Paper & Discussion
Read: Pages 1, 2, 11-16, & Chapter 2
Watch Video on Camino about Constitutive Approaches

WEEK 2 – Putting a “human” face on organizations.

- Tues. 10-1 Human Relations Approach
Human Resources Approach
Form Learning Teams
Read: Chapter 3
Due: Vision of Organizations Paper by 7pm tonight
- Thur. 10-3 Organizations as Systems
Lecture/Discussion: Understanding organizational complexity.
Read: Chapter 4
Assignment Discussion: Research Project
Reading Quiz #1 due by 11:59pm Friday 10/4/2013 online

Section II: Contemporary Theories of Organizations

WEEK 3 – One big “happy” family.

- Tues. 10-8 Organizational Culture
Lecture/Discussion: What is organizational culture?
Lecture/Discussion: Multiple views of organizations
Read: Chapter 5
Due: Vision of Org Discussion Posts (4 posts total) by 7:00pm
Assignment Discussion: Framework Paper & Final Org. Analysis
- Thur. 10-10 Organizational Culture (**note: we may meet in a different room today**)
Learning Team Activity: Where do we find organizational culture?
Discussion: The complexity of culture.
Read: Ancillary readings on Camino

WEEK 4 – Is this really a good thing?

- Tues. 10-15 Critical Approaches to Understanding Organizations
Lecture/Discussion: Power in organizations
Lecture/Discussion: Organizations and Society
Read: Chapter 6 & Ancillary Readings on Camino (see folder)
Due: Individual Research Assignment by 7pm tonight
- Thur. 10-17 **Team Research Assignment Presentations & Discussion**
Reading Quiz #2 due by 11:59pm Friday 10/18/2013 online

Section III: Organizational Communication Processes

WEEK 5 – How do I know this and when can I use it?

- Tues. 10-22 Organizational Entry, Exit, and Socialization
Lecture/Discussion: Organizational Assimilation
Lecture/Discussion: Organizational Exit
Learning Team Activity: How best to assimilate?
Read: Chapter 7
- Thur. 10-24 Decision-making processes
Lecture/Discussion: Who makes decisions in organizations & why?
Lecture/Discussion: Participation in Decision-Making.
Read: Chapter 8

WEEK 6 – Stop Yelling at Me...no...really.

- Tues. 10-29 Conflict in Organizations I
Lecture/Discussion: What is Conflict
In-class activity: Conflict and Zero-Sum Games
Read: Chapter 9
- Thur. 10-31 Conflict in Organizations II
Lecture/Discussion: Conflict Management in Organizations
Lecture/Discussion: Alternative Dispute Resolution & Mediation
Read: Readings on Camino
Due: Organizational Framework Assignment by 11/1/13 @ 7pm
Assignment Discussion Again: Final Org. Analysis

WEEK 7 – I'm glad you stopped yelling at me...now go do something productive

- Tues. 11-5 Mediation Activity Day and Reflection
Lecture/Discussion: Negotiating a Win/Win Solution
Read: Ancillary Readings on Camino
- Thur. 11-7 Leadership and Change in Organizations
Lecture/Discussion: Organizational Change
Lecture/Discussion: Leadership Models
Read: Chapter 10
Reading Quiz #3 due by 11:59pm Friday 11/8/2013 online

Section IV: The Future of Organizations?

WEEK 8 – The “Emotional” Organization?

- Tues. 11-12 Process of Emotion in the Workplace
Lecture/Discussion: Emotion Labor
Read: Chapter 11 & Readings on Camino
Assignment Discussion: Org. Assessment Presentation & Themes
- Thur. 11-14 Stress, Health, and Burnout
Lecture/Discussion: Social Support
Lecture/Discussion: Emotion impacting Stress & Health
Read: Readings on Camino

WEEK 9 – Respecting Organizational Members at Work and in Life

- Tues. 11-19 Diversity in the Workplace
Work/Life Balance & Social Expectations (Gender, Division of Labor)
Lecture/Discussion: How can we find work/life balance (or can we)?
Lecture/Discussion: Individual and Organizational impacts to WLB
Read: Chapter 12 & Readings on Camino

Thur. 11-21 **Group Meeting and/or Org. Observation Day (no class)**

11/25 & 11/28: No Class (Thanksgiving Holiday Break)

WEEK 10 – It’s all over (or...why don’t you just Google that?)

Tues. 12-3 Technology and Organizations
Lecture/Discussion: How technology is changing organizational communication.
Read: Chapter 13

Thur. 12-5 Synthesis and Final Reflections + Final Exam Review
Discussion: The Changing Landscape of Organizations
Read: Chapter 14

Reading Quiz #4 due by 11:59pm Friday 12/6/2013 online

**Tues. 12-10 Final Class Presentations, starting at 1:30pm
Final Learning Team Evaluations Due by 11:59pm Tonight
DUE: Organizational Assessment Paper by 11:59pm Tonight**

Expectations for Graded Work

This is a general guide of what I consider when assigning a grade to your work. These descriptions are for your information and reference only and do not guarantee you a grade:

A: An “A” is earned for excellent or exceptional work. This not only includes completion of all assignments but also a superior understanding of the material through high quality writing, presentation, etc. Assignments which earn an A are very creative, apply material from the class in unique ways to demonstrate mastery of the information, and are very thoughtful. Most students should not expect to receive in A, rather those students whose work is at a consistently higher caliber and they are vital members of the class discussion in this course are likely to receive an A.

B: A “B” is earned for good work. This includes completion of all requirements for that assignment and shows a very good understanding of the material. Assignments that earn a B are accurate, well thought-out, and reflective on the material in this course. Students who consistently attend and participate in class and whose work is at this level are likely to receive a B in the course.

C: A “C” is earned for average work. This includes completion of the basic requirements found in this syllabus or in individual assignment sheets. Students who receive a C on an assignment show understanding of the material and are generally thoughtful. Receiving a C also shows general competence in grammar, spelling, organization, and structure. Those students who meet all basic requirements for this course are likely to receive a C.

D: A “D” is earned to below average work. This includes completion of assignments, but missing key elements of those assignments. Students who typically receive a D have failed to demonstrate basic competence of the ideas we discuss in class. Those students who regularly do less-than-average work, seldom attend or participate in class, or don’t really care about this class are likely to receive a D

F: An “F” is given to poor or failing work. Students receiving an F have little grasp of the topic area, have not met the requirements for the assignments, are not attending or participating in class discussions, or don’t care about this class. Receiving an F means that you have not fulfilled your obligations as a student in this course.

Learning Objectives and Assessment

This course helps you fulfill learning objectives for the Communication major in the following way.

Communication Department Outcomes

At the conclusion of the course, students will be better able to:

1. Recognize and define key variables and concepts in communication processes.
2. Discern the social impact of communication on diverse, local, and global communities.
3. Propose how communication can contribute to social change.
4. Synthesize and evaluate communication research, methods, and theories

Summary

Here is a summary of what you will learn in this course, how this fulfills the learning objectives for the Communication Department and how we will both know that you learned this material (assessment). Note: the midterm and final exams will evaluate each of these objectives.

<i>Specific course learning objectives</i>	<i>Fulfills Comm. Dept. Learning Outcomes (from above)</i>	<i>How the learning outcome will be assessed during the course</i>
Evaluate theoretical foundations of organizational communication.	#1 & 4	<ul style="list-style-type: none"> • Vision Paper • Research Assignment
Show how communication theory applies to the structure and nature of organizations.	#1, 2, 4	<ul style="list-style-type: none"> • Research Assignment • Framework Paper • Org. Assessment Paper
Recognize positive and healthy communicative behaviors in organizations & how to improve destructive messages.	#2, 3, 4	<ul style="list-style-type: none"> • Vision Paper • Framework Paper • Org. Assessment Paper
Explore how an organization's explicit and implicit cultural elements can enhance or inhibit both employee and organizational effectiveness.	#2, 3, 4	<ul style="list-style-type: none"> • Framework Paper • Org. Assessment Paper • Group Projects
Demonstrate skills associated with building collaborative work teams.	#2, 3, 4	<ul style="list-style-type: none"> • Group Projects
Evaluate modern mechanisms of interacting in organizations and develop ways to build more humane organizations through communication.	#1, 2, 4	<ul style="list-style-type: none"> • Framework Paper • Org. Assessment Paper • Group Projects
Demonstrate ways that communication can influence change in organizations and society.	#2, 3, 4	<ul style="list-style-type: none"> • Research Assignment • Org. Assessment Paper • Group Projects

STUDENT CONTRACT

Your Name: _____

Nickname: _____

E-Mail Address: _____

What is your Major? _____

Why are you taking this course?:

Briefly describe your experience in organizations:

Where do you see yourself 5 years from now?

This sheet should be turned in on the first day of class.

I have read and agree to the terms of this syllabus and I understand my role as a student in COMM 151A, Organizational Communication. I have also read the entire syllabus and understand the contents.

X _____ DATE: _____