

COMM 370: Organizational Communication

Dr. Angie Jahr

Course Material:

Daft, R.L. (2001). *Essentials of organizational theory & design* (2nd edition). Cincinnati, OH: Southwestern.

Additional resources will be provided as needed

Course Goal(s):

This course is intended to encourage the understanding of organizations as created and characterized by communication. We will explore the dynamics in organizations, organization structure, leadership, management styles, and various organizational models impacting communication. The objectives in this course are established to assist students in the exploration, identification, and the effective practice of organizational communication theories.

This course is designed with respect to the college objectives.

BLC Institutional Objectives

By graduation, a Bethany Lutheran College student will:

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.
2. Demonstrate intellectual, creative, and problem-solving skills.
3. Demonstrate an understanding of personal and public responsibility.
4. Develop habits of thinking that apply to a fulfilling life of learning.

LEARNING OUTCOMES:

The following are Communication Program Learning Outcomes intended to be addressed in various courses and at varied levels of demonstration. While multiple outcomes are introduced, developed, and mastered in each course, highlighted are those outcomes specifically addressed and measured in this course:

1. Presentations: Increased confidence and competence in public presentations.
2. Relationships: Knowledge of the manner in which communication creates, maintains and transforms relationships and the ability to engage in effective and productive relational communication.
3. Contexts: Knowledge of the crucial role communication plays in community, professional and civic contexts, and the ability to use communication behaviors ethically and effectively in various contexts.
4. Diversity: Knowledge and respect for the role of culture and diversity in communication, and the ability to effectively communicate within and across cultures.
5. Influence: Competency in the construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices.
6. Technology: Ability to effectively use communication technology and to critically evaluate how technology affects communication.
7. Research: Competence in systematic inquiry, including the process of asking questions, systematically attempting to answer them, and understanding the limitations of the conclusions reached.

STUDENT RESPONSIBILITIES:

Student Commitment

The following assignments will allow for the assessment of your achievements of the outcomes identified above.

Course Assignments:

1. Discussion Questions/Activities/Case Studies (300 points)

Each chapter contains questions, applications and case studies that help illustrate what is being presented. In addition, other handouts and questions will be posed to facilitate your thinking about the material. Your responses are expected to be thought out in advance. This will help you participate in class discussion. You will be asked to bring these responses to EVERY MEETING. In addition to your expected verbal participation, your written work will be randomly checked and recorded. For each of the case studies, your individual written response will be required to be completed for the group discussion. Your written response to the case study will include three parts; Personal reaction, evidence of concepts illustrated, and recommendations for future operation.

Major Case studies explored and discussed:

- A. Theranos
- B. The Power of Ethical Management
- C. Shackleton

2. Undercover Boss - Group Project (250 points)

During Week 2 of class, groups will be organized. Each group will FORMALLY present a detailed analysis of an episode of Undercover Boss, and use the concepts discussed in class.

3. Organizational Analysis – (250 points)

4. Book Review/Presentation. (250 points)

5. Participation/Leadership/Overall contribution (500 points)

Because this is a discussion based class, participation is critical and therefore, a significant part of your grade. Students are expected to be active in class discussion by facilitating and enabling discussion with your peers. Participation does not necessarily mean talking a lot. Rather, participation means making worthy and thoughtful contributions and encouraging and respecting the participation of others.

**Much of your learning will take place in class and cannot be "made up." These include, but are not limited to, in class writing assignments and group activities. Even in the event of an excused absence, you are not excused from the participation opportunities you miss.

COURSE SCHEDULE

Week 1	
A24	Course Introduction & Business
	Course Objectives
Week 2	
A31	Organizations Defined - Chapter 1
	Organization Design - Chapter 2
Week 3	
S7	The Inventor
	Out for Blood in Silicone Valley

Week 4	
S14	Chapter 3 - Organizational Structure
	Chapter 1-3 Wrap up
Week 5	
S21	External Environments - Chapter 4
	Technology - Chapter 5
Week 6	
S28	Organization Size and more –Ch. 6
	Organizational Analysis Discussed
Week 7	
O5	Meet with UB Group – No Large Class meeting
	NO CLASS -MIDTERM
Week 8	
O12	Challenger – Case discussion
	Challenger – Case discussion
Week 9	
O19	Book Review Presentations
	Book Review Presentations
Week 10	
O26	DUE Written Reflection – Power of Ethical Management Case Discussion
	Organizational Culture -Chapter 7
Week 11	
N2	Shackleton
	Shackleton
Week 12	
N9	Shackleton
	<i>Organization Change - Chapter 8</i>
Week 13	
N16	Shackleton Worksheets DUE – Case Discussion
	Decision-Making in Organizations –Chap. 9
Week 14	

N23	Conflict, Power, & Politics -Chapter 10 Organizational Analysis Due
	THANKSGIVING BREAK
Week 15	
N30	OA Presentations
	OA Presentations
Week 16	
D7	Final Presentations
	Final Presentations
Week 17	
FINALS	

RELATED DISCLOSURES

Recording and Privacy

In this class, software will be used to record live class sessions. As a student in this class, your participation may be recorded. These recordings will be made available only to students enrolled in the class. The intent of the recordings is to assist those who cannot attend the live session or to serve as a resource for those who would like to review content presented during the current semester in which the recording is made. You may not download, share, replicate, or publish the recording, in whole or in part, or use the recording for any other purpose without the written approval of the instructor. Recordings are for personal academic use only, where personal academic use is restricted to the personal study use of the individual. Any violations to this policy must be reported to the Vice President of Academic Affairs and may result in disciplinary action, including expulsion from the college. All recordings will become unavailable to students in the class shortly after the course ends.

If you have any concerns about being recorded during class, please discuss your options with your instructor or express your concerns to the Dean of Faculty.

STUDENTS WITH DISABILITIES

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that “no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance.”

If you have a disability, or feel you are in need of accommodations, please contact Kristi Ringen in the Academic Resource Center (kringen@blc.edu, 507-344-7730).

EXPECTATIONS FOR A SUCCESSFUL LEARNING ENVIRONMENT

Respect: In order for each of us to receive a valuable education in this class, we will all need to listen openly and discuss ideas respectfully. College policies on harassment and discrimination outline behaviors that will not be tolerated. Please talk with me if you feel threatened or disrespected in group exercises or class discussion. While class is in session, any and all usage of these electronic devices must be for the express purpose of facilitating learning for this course only, like taking notes or looking up references mentioned in class. Any other usage of these devices, such as texting, using social media, playing video games, or working on other classes, may result in the student being asked to surrender the device or leave the class.

Attentiveness/Attendance: Class participation is often in the form of graded activities that cannot be made up at another time. In addition to your oral feedback in class, I will be evaluating your nonverbal feedback. Sleeping, reading, or writing your grocery list is unacceptable during class. Since it violates expectations of respect, distracting and inattentive students will be dismissed. If you are not in class, that is your responsibility and you will knowingly accept the consequences.. Any absence requires that you discuss with me *prior* to dates missed. Please familiarize yourself with what is an “excused absence”.

Responsibility: Late work will not receive full credit. In nearly all cases it will result in zero points. Questions concerning "but" are not particularly useful to the individual trying to develop a professional persona. Time management is a necessary skill for all professionals. Assignments are due during class unless otherwise noted.

Honesty: Plagiarism or cheating in any form is inexcusable. Plagiarism or cheating in any form will destroy your credibility as a communicator -- academically and professionally. Plagiarism is defined by the university as misrepresenting as one's own anything done by another. Take credit for your work. Cite others for theirs; failure to do so will result in a F in the course. If you don't know what academic dishonesty is, ASK! Honesty about absences or late work will not be questioned. Your best *intentions* are assumed. Don't spend your time trying to convince me that you are a good person. I believe you. I will evaluate the *outcome* of course assignments, however.

Equal Opportunity: If you need course adaptations or accommodations for any reason, please make an appointment with me as soon as possible.

Open Mind: Please talk with me about any concerns, confusion, or difficulties. An open mind is essential. The nature of this course is demanding. Most of us rarely evaluate our communication habits. Often when we are frustrated by the conflict that inevitably emerges in groups, we blame it on the incompetence of others. This will be a comfortable tendency for you, too. In this class, we will examine group dynamics through several critical perspectives. You will be expected to focus on the group dynamics, not on individuals. We cannot choose all future co-workers and employers. We can, however, come to the given group with strategies that enable us to positively contribute and cooperate. Building and maintaining a collaborative classroom is everyone's responsibility. Come to class prepared to rethink the assigned material and share your reactions. I welcome critical thinking during class.

Grades defined:

A -- Achievement *outstanding* relative to the level necessary to meet course requirements.

B -- Achievement *significantly above* the level necessary to meet course requirements.

C -- Achievement *meeting the basic course requirements* in every respect.

D -- Achievement *worthy of credit even though it does not fully meet* the basic course requirements in every respect.

F -- Performance *failing to meet* the basic course requirements.

I -- Incomplete; arranged in *extreme* cases only.

Performance not performer: It is common and maybe natural, given our competitive culture, for students to feel that the instructor's grade is an evaluation of them as persons. "She gave me a C, she hates me." I am not hired to make such evaluations. I do not judge your personality, your intellectual *potential*, or your intentions with a grade. I judge your performance in our class. Your completed work and class participation is evaluated.

Grade disputes: Understanding the above comments, you are invited to discuss any grade received *after* you have (1) reread the assignment, (2) reread/view your work, (3) reread my evaluation, and (4) type a justification for the grade you think you earned. I will accept your written justification 24 hours after you received my grade. We will then arrange a time to discuss both evaluations.

General guidelines on papers: Type, double space, staple, and either APA or MLA styles are acceptable. Font size 12. Be consistent. Grammar is graded.

Exam/Quizzes: With exception of the final exam, exams/quizzes are not an inherent part of the assessment process for this course. However, if my perception is that the group is not coming to our meetings prepared, exams/quizzes including a combination of multiple-choice, identification, true-false, and essay, will be given.

Class Activities: There will be random assignments requiring you to respond to the reading, engage in group exercises, or provide brief written reactions to questions provided in class. Any remaining points will consist of overall quality and quantity of class participation.