

**WINTER 2018
ORGANIZATIONAL COMMUNICATION 228
SYLLABUS**

*STUDENTS, I VALUE YOUR VOICE, DIVERSE THOUGHTS, RESPECT, COMMUNITY
ATMOSPHERE, AND PARTICIPATION!*

Professor: Dr. Tara B. Perry

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“Success in business requires training and discipline and hard work. But if you’re not frightened by these things, the opportunities are just as great today as they ever were.” David Rockefeller

“What I hear, I forget. What I see, I remember. What I do, I understand” (Confucius).

***Communication Channel:** The most efficient way to communicate with Dr. Perry is face-to-face (i.e. during office hours and class time). There will be no drop-ins outside of office hours without a scheduled appointment. Please do not rely on email for all communication (please see CANVAS and the course policy for email professional etiquette).

Note: The instructor reserves the right to make changes to the course curriculum such as the syllabus, class dates/timeline, course related content, Canvas (CANVAS), etc., throughout the quarter. Therefore, it is important to attend class and review CANVAS regularly. All students are required by WWU to be present throughout the quarter and finals week. The professor will not give students assignments or exams in advance to satisfy a personal departure. For questions, please contact the Office of Student Life.

COURSE DESCRIPTION

This course is designed as an introduction to the history of research and theories in organizational communication. This course will provide a thorough survey of Communication theories and concepts relating to work practices and processes. Each perspective leads to a different understanding of the relationship between organizing and communication. This course is a blended/hybrid course where some coursework would occur online. Students will be introduced to the predominate perspectives that have shaped organizational communication scholarship.

DIVERSITY AT WORK CONNECTION

In order for students to understand their peers, professors, audience members, and potential employers, it is crucial to develop knowledge of diversity. This course provides hands on experience and concepts examining notions of difference. All students should be prepared to examine and challenge their current personal perspectives of diversity impact in the workplace. This knowledge and discussion of various experiences should provide an opportunity for growth. Engaging in teamwork, service-learning, reflection, reading, and ongoing class discussion will allow us to address this topic.

5 CREDIT HOURS EXPECTATIONS

Students are expected to study a minimum of two hours outside of class time per credit hour. This means, each student is required to study for Interpersonal Communication at least 10 hours per week outside of class time (readings, writing, team meetings, developing assignments, communicating with the professor, studying, etc). Five credit formula: 10 hours a week x 10 weeks in the quarter= 100 hours outside of class time per quarter. “Western Washington University has established the following credit load for undergraduate students: (a) the standard load per quarter for undergraduates is 15 credits...; (b) an employed student is

expected to reduce his or her academic program and credit load accordingly” (WWU Catalog, University Academic Policies, 2007-2008, pp. 34-35). If you believe you will be unable to meet these study hour requirements, consider taking this class during a more suitable quarter.

BLENDED LEARNING: This is a blending learning course. Teaching and learning will take place face to face and some scheduled online learning will occur. Students will be asked to bring a campus laptop to class, take part in learning labs, and complete some online work at home. More discussion will take place in class.

UPON COMPLETION OF THIS COURSE STUDENTS WILL BE ABLE TO:

- To examine the experiences of people who have been marginalized, silenced, and oppressed but who have used their voice for freedom of expression in organizations.
- To describe theoretical approaches and the implications of each approach for the study and practice of organizational communication.
- To identify, describe, and apply theoretical perspectives associated with the different metaphors.
- To identify, describe, and apply common metaphors for the organization/communication relationship

LEARNING OBJECTIVES (rationale of how students may demonstrate their learning)

1. Develop Critical reflection/thinking: To achieve understanding, evaluate alternative viewpoints, solve problems, provide justification for arguments. The ability to give/receive constructive feedback. “Evaluate, choose, and integrate ideas from others into one’s own perspective. Articulate clear lines of reasoning to explain and illustrate one’s own perspective and multiple sources” (WAAWG at WWU, 2006).

2. Apply Conventions: “Document ideas and cite sources according to communication discipline. Know and apply conventions of standard edited English (paragraphing, presentation format, grammar, punctuation, and spelling)” (WAAWG at WWU, 2006).

3. Develop Rhetorical Knowledge: To develop in-depth discussion supported by communication theory and research. “Recognize and address the needs of different audiences” (WAAWG at WWU, 2006).

4. Develop Writing Skills: “Clearly develops, examines, and communicates a reasoned perspective and argument to others (critical analysis). Understands writing as a recursive process that involves drafting, re-thinking, editing, re-conceptualizing” (composing process) (Tag, S., 2003).

5. Awareness of diversity & social justice beyond tolerance: To develop an inclusive environment. To improve communication skills and become “multicultural community builders, able to sensitively interact with diverse populations” (CSU Monterey Bay, Service Learning Institute, <http://service.csumb.edu>). Understand the role of privilege and power in organization as it pertains to different social groups such as the homeless population. Understand the role of privilege and power in organization as it pertains to different social groups such as the homeless population. Understand the different ways underrepresented groups are socially constructed (e.g. race, ethnicity, gender, dis/Ability, religion, homeless).

6. Professionalism: To demonstrate appropriate behavior suitable for a classroom/professional environment (e.g. positive attitude, professional word choice, email etiquette, inclusive language, teamwork, conduct oneself with respect, etc.).

DEPARTMENT CORE LEARNING OUTCOMES: This course directly supports a number of our departmental core learning outcomes such as:

1. Critical Thinking: Students are able to employ critical thinking skills in analyzing complex organizational situations.
2. Teamwork: Students are able to work cooperatively in small groups in class and in virtual teams.
3. Ethics: Students are able to reflect on the ethical dimensions of actions when reviewing case studies.
4. Awareness/Concepts: Students will gain an awareness of theories and concepts rooted in the historical tradition of organizational communication.

GENERAL COURSE POLICIES: The instructor reserves the right to make reasonable changes to the syllabus and course content as necessary to strengthen the quality of the course during the academic quarter. Students will be notified of changes. Therefore, it is important to review CANVAS announcements and content regularly. All students are required by WWU to be present throughout the quarter and finals week. The professor will not give students assignments or exams in advance to satisfy a personal departure. For questions, please contact the Office of Student Life.

Further discussion regarding course policies will be available on CANVAS. All students are responsible for reading each policy noted.

TECHNOLOGY: Students completing homework and conducting research on the web during class has been a distraction to student learning therefore in this course, laptop, cell phone use, and other technology is not permitted unless noted by the instructor. Please bring organized notes to class so that you may refer to them during discussions. Students who receive documentation from the Disability Resource Services will be accommodated.

ACADEMIC DISHONESTY POLICY AND PROCEDURE (Appendix D):

Academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or arguments of others, nor shall they be a party to such claims. It is the instructor's responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor's judgment, has occurred (Read Appendix D, Western Washington University). WWU academic dishonesty policy and procedures will be enforced. Consult the instructor for questions. If academic dishonesty occurs, the student will fail the assignment and the course. Plagiarism and cheating will not be accepted in this course. Also read appendix F regarding grievances. Please be aware of WWU's integrity policy <http://www.wvu.edu/integrity/>. Please review the department's honor code in detail: <https://chss.wvu.edu/communication-studies/academic-honor-code>. All students are required to have access each source mentioned.

PLAGIARISM (Appendix D):

Plagiarism is presenting someone else's own work in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgement. Examples include but are not limited to: "(1) Using another person's written or spoken words. (2) Using information from a World Wide Web site, CD-ROM or other electronic sources. (3) Using statistics, graphs, charts and facts without acknowledging the source of the ideas. (4) Paraphrasing, which is using someone else's argument without acknowledging the source by imitating the argument using other words (Appendix D, WWU, Library, <http://www.library.wvu.edu/ref/plagiarism.html>).” Students are required to use the APA 6th edition manual to make certain that she/he has not violated plagiarism rules for any written or oral assignment. If academic plagiarism occurs, the student will fail the assignment and the course.

RECORDINGS: Students are not permitted to audio record or visual record content discussed by the professor without written permission. Class content may be reviewed online but cannot be altered in any way. Please review WWU copyright, intellectual property, and plagiarism.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor and Office of Student Life during the first week of class of any accommodation(s) needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved by the Director of Disability Resources. The office is located in Student Support Services, 650-3083. E-mail and Website: drs@wvu.edu, <http://www.wvu.edu/depts/drs/>.

ATTENDANCE: This is a participation activity-centered class. Class activities, discussions, and group exercises constitute a major portion of the learning experience in this course. Students are responsible for all material discussed in class and all assigned readings in the text. In-class activities and participation cannot be made up. Students are permitted to take one day off. This may not be a day when you are scheduled to

present, a guest speaker is coming to class, or on another mandatory day. After the first unexcused absence, three points will be subtracted.

LATE: One point will be subtracted after the first late entrance to class. Arriving to class late is a distraction for presenters and learners. If someone is presenting, please wait outside until the presenter has finished.

MANDATORY DAY(S): Certain days will be noted in class as required class attendance (e.g. guest speakers, in-class lab days). The professor will announce these days in class or via CANVAS. Points are subtracted for missing such days.

ASSIGNMENTS & EMAIL: Assignments must be completed at satisfactory level to receive a passing grade. **All assignments must be typed in APA 6TH edition format, 12-font, Times New Roman, 1-inch margins, etc.** It is the students' responsibility to keep copies and record all graded assignments. Most assignments are accompanied by an evaluation form that students can retrieve from the professor's CANVAS Website. Students will not be able to complete assignments without forms or descriptions of assignments posted. Students who are granted university accommodations (see students with disability accommodation note in this syllabus) or an emergency leave of absence from the Office of Student will be accommodated. *Please do not email assignments. Emailed assignments will not be evaluated. Review assignments prior to sending an email.

DEADLINES: Students are asked to submit all work on time. Life does happen therefore with the professor's permission; each student may submit one individual assignment one day after it is due. There will be a point deduction (between 3 and 5 points) for the late assignment. This does not include team work related assignments, quiz, or exams. The student must inform the professor during office hours not via email of the late assignment. The student will receive a zero for the assignment if all follow-up instructions are not followed. If you are unclear, please ask the professor during the first week of class.

CLASSROOM BEHAVIOR & CELEBRATION OF DIFFERENCE: The professor, guests, and students are expected to practice respectful nonverbal and verbal communication during discussions in and out of class. The goal is to have a supportive classroom climate that is open to all people and to uphold WWU's mission of cultural diversity, equity, social justice, and inclusion <http://wp.wvu.edu/equityforum/>; <http://www.wvu.edu/president/diversity.shtml>. Students whose behavior is unprofessional, discriminatory, and disrespectful to other students, guests, or myself, will be contacted and reported to university officials. If the behavior continues after the first contact, the student will be asked to leave the course. "Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual identity/behavior, dis/ability, gender variance, nationalities, etc." (James Fortney, 2015, Syllabus). Students who violate these ethical communication behavioral standards by being disrespectful, distracting, and/or unprofessional to other students and myself will be reported to the Office of Student Life and the Department Chair.

SEXUAL HARASSMENT & DISCRIMINATION: This class has a zero tolerance of sexual harassment and discrimination. Sexual harassment is defined as unwelcome sexual advances that occur through verbal or nonverbal communication. Such harassment can occur on or off campus between student peers, coworkers, employers, teachers, etc. Discrimination occurs when someone experience prejudice based on protective categories such as religion, disability, race, sexual orientation, ethnicity, etc. If you experience sexual harassment or discrimination, please contact the professor and WWU Equal Opportunity Office for further questions 650-3307, Old Main 345.

COMM. MAJORS ONLY: "If you have not yet taken or are currently taking *Comm 498*, then you should know that Communication 498 has implemented a video element into your final capstone project as "evidence" that you know how to eloquently present a speech by the end of your WWU experience. I suggest that you record your class presentations. You may ask a peer in the audience to record you. If you are presenting as a team, have the videographer zoom the camera while you present. On the day of your final presentation in this class, be sure to bring a camera and tripod

(digital cameras and smartphones that take videos work too) and make sure that it will be good enough quality to put on a DVD,” Dr. Karen Stout.

REQUIRED READING AND MATERIALS:

- Miller, K. (2015). *Organizational communication: Approaches and processes* (7th Ed.). California: Wadsworth.
- Tompkins, P. (2009). *Who is my neighbor? Communicating to organizing to end homelessness*. New York: Routledge.
- Class readings posted via CANVAS and WWU library reserve.
- 4X6 note cards for reading notes. 3x5 note cards will not be accepted.
- 2 Pocket folder for class handouts.
- Notebook for in-class reflections and note taking.
- CANVAS: Course content will be available via CANVAS. Please stay current with CANVAS announcements and content. Modules are unlocked each week. Pay close attention to how each assignment is submitted.
- WWU email account required for emailing via CANVAS and other class projects.
- Bring the syllabus and schedule to class daily.
- For all written work, please follow the APA 6th edition manual:
Publication manual of the American psychological association (6th Ed). (2010). Washington, DC: American Psychological Association.
- Positive attitude.
- Social media accounts required for service-learning (Twitter, Facebook, Instagram)

EVALUATION CRITERIA & ASSESSMENT:

GRADE APPEAL POLICY

Please check the Grade Appeal Policy Form at the end of the course policies regarding instructions for disputing grades.

FORMAT FOR WRITTEN WORK

All assignments given to the professor must be stapled or paper-clipped, and follow APA 6th edition. The professor will not be responsible for unattached papers. It is the student’s responsibility to keep extra copies of all turned-in and graded assignments. All papers must be typed in APA format, 12-font Times New Roman, 1-inch margins, stapled or paper clipped, and use clear, quality print without ink smudging.

GRADING

All assignments given to the professor must be stapled or paper-clipped. The professor will not be responsible for unstapled papers. It is the students’ responsibility to keep extra copies of all turned-in and graded assignments. Most assignments are accompanied by an evaluation form that students need to retrieve from the professor’s CANVAS Website. Students will not be able to complete assignments without forms or descriptions of assignments posted. Points will be subtracted for spelling, grammatical errors, uncorrected rough drafts, failure to use APA, etc.

EVALUATION CRITERIA & ASSESSMENT:

All students will be held to the outlined academic performance standard provided. To be evaluated is an important way to improve one’s performance. For students’ future success, my aim is to assign the grade that was earned. For example, a below average performance does not result in an average grade, an average performance will not result in above average grade, etc. If students aim to meet the minimum criteria, the grade would result in a C. If students aim to exceed the basic/minimum requirements, a B may be earned, and so forth. The scale is to assist students in clearly understanding my evaluation process. Overall, the grading standard for performance evaluation:

A: is for outstanding performance - significantly exceeded the minimum requirements in MANY significant ways. A’s are reserved for excellent, outstanding, and superior performance.

B: is for above average performance – exceeds the minimum requirement for successful completion of the outlined assignment. The assignment is goes beyond the based requirement.

C: is for average performance - met the minimum requirements at a satisfactory level. A C is not a punishment however it demonstrates that the student has performed at an acceptable level.

D: is for below average performance - failed to meet some basic criteria and the performance is substandard.

F: is given for unsatisfactory performance - failed to meet the majority of the assignment requirements. Did not follow or meet the assignment guidelines or requirements.

Grade Distribution:

A= 290-276 (100%-95%)	A-=275-261 (94%-90%)	
B+=260-253 (89%-87%)	B=252-244 (86%-84%)	B-=243-232 (83%-80%)
C+=231-224 (79%-77%)	C=223-215 (76%-74%)	C-=214-203 (73%-70%)
D+=201-195 (69%-67%)	D=194-186 (64%-66%)	D-=185-174 (63%-60%)
F= 173-0 (59% and below)		

Evaluated Assignments:

Discussion leader team presentation	15
Quiz	20
Overall Participation	20
Specialty online assignments:	15
Photo upload (1), ethics training (3), work tip (5),	
Other classwork (6, Final Pres).	
Note cards (cumulative)	15
Overall quarter individual reading responses (cumulative)	20
Service-learning endhomelessness team project	70
Presentations: Progress report presentation (8)	
Event: Signs in red square (5)	
Create Online Homelessness Directory: Interview (12)	
Social media and marketing of events (6)	
*Service-Learning Paper: Critical Book Review (35)	
Final presentation (10, 4 from SL points and 6 from other classwork)	
Evaluations (peer and SL)	
Exam(s)	<u>115</u>
	290

ASSIGNMENTS/DESCRIPTIONS

Please see description of class assignments and individual forms developed by the professor for more descriptive guidelines. There are no make-up assignments. All assignments are available via CANVAS once the module is unlocked. Student may lose points for not following assignment direction and content. In addition to CANVAS, some important class updates will be emailed to students therefore please be sure to check your WWU email account.

COLLABORATIVE LEARNING: Organizational communication theory is a framework for understanding organizational communication as multiple and mutually dependent individuals who work together in pursuit of shared goals. As you will be working in teams for much of your career, the dynamics of group work will be introduced through the modeling of classroom activities and assignments. Learning will not be a solitary task in this course. You will be responsible for your own success in the course and for the success of others. Others in turn, will be responsible for your success as well.

GROUP MEMBER ISSUES

*Peer Dismissal/Fire

Teams are responsible to adjust to group issues just as you would in any class/job environment, but if a particular member(s) continues to be a problem and/or social loafer please notify the professor immediately. If the problem continues after the issue has been discussed with the member, conduct a meeting with the professor, team, and member. Teams may fire a member if he/she has violated the team contract as well as course guidelines. A team member may not be fired in the last two weeks of the quarter. The goal is to contact the Dr. Perry in as soon as possible. Read the team member fire policy process before contacting Dr. Perry. (See CANVAS).

Specialty Assignments/Online Discussions: As part of the course, students will be required to engage in conversations about the readings. The quality of each student's contribution will be evaluated. Discussions will may be held via CANVAS and during class. All students are required to take part in various discussions, be professional, and open to diverse ideas. Students will respond to questions posed as well as respond to posts from classmates. (See CANVAS)

Exam: Students will be required to take exams. The exams will consist of course readings, video clips, class discussions, and other course content (e.g. handouts, syllabus, chapter readings, guest speakers' presentations, etc.). The exam format may consist of multiple choice, fill-in the blanks, short answer, identification, etc. All exams are taken online unless noted otherwise.

Daily Critical Chapter/Reading Comments: Critical written reading reflections are due once a week via CANVAS. Students will also be required to bring specific reading responses on a 4X6 note card and use them during discussion/lecture on a daily basis. These responses will be evaluated twice in the quarter and a final cumulative grade will be provided at the end of the quarter. Each student is required to critically reflect on assigned chapter reading and complete daily typed responses to questions noted by the professor. Students are also required to read assigned articles posted via CANVAS. Two points from your overall grade will be subtracted for each missing chapter reflection. Students are expected to share what they read by explaining the authors' viewpoint and argument first, before providing personal opinions. Students will participate in various formats: class discussions, lectures, exercises, video reflections, etc. Dr. Perry will also require students to demonstrate their understanding of theory by applying the course content to real life situations. Each student will also be required to share their experiences, make daily visits to CANVAS, be engaged, etc. (See CANVAS)

Discussion Leaders (DLs): In teams, students will present the case studies from their reading along with the performance of a skit to demonstrate the chapter content. If a case study is not available, the student team will analyze the main issue. Students will be asked to act as organizational communication consultants to solve problems presented. During class discussions, students will share critical aspects of the case study by applying course concepts and theories to respond to the complex issue(s) of an organizational problem. As an organizational communication consultant your task is to carefully analyze communication problems and offer solutions.

This presentation is assigned with several purposes: 1) It will enable both you and the rest of the class to learn the assigned material through the process of teaching others, 2) you will learn to work in teams which will prepare you for the workplace, and 3) finally, you will enhance your critical thinking skills. These presentations are designed to create a collaborative learning environment for our class. Students will be responsible for delivering an interactive presentation of a reading assigned on the given day. Depending on class size students may present in peers as well as individually. (See CANVAS)

Service-Learning Project: The service-learning project for this course will focus on people experiencing homelessness on campus and in our local community. Students will complete a variety of activities that will contribute to the overall service-learning experience. This is an educational awareness project that focuses on what systems/organizations are currently doing. Students will present progress reports in class, fly signs in Red Square educating, conduct a face to face interview with a community partner and complete a brief write-up, take part in a social media campaign to end homelessness in Whatcom County, and complete a critical book review. Students will examine how communication takes place within the organization and examine how homelessness occurs. This service-learning project is designed to give students the opportunity to explore a culturally diverse issue, apply theories, and become social justice advocates. This project requires students to conduct research, deliver in-class presentations, inform WWU campus about

the homeless community via social media and other channels, etc. Students will be evaluated as a team and individually. (See CANVAS)

Training: As part of the blended learning experience, students will be required to utilize WWU writing studio to develop their critical book review. Students will be required to attend in and out of class workshops conducted by the learning commons and other organizations. Students who miss these important opportunities will lose five points per missed training/workshop.

Engaged Participation: The class relies on collaborative learning therefore students are asked to take part in daily discussions, verbal/written constructive feedback (give love), discuss past & personal experiences relating to the content (theories and concepts), activities, etc. Part of your grade will be awarded for regular in-class participation. Keep in mind that “participation” is NOT synonymous with “talking”—participation is earned for active, engaged involvement in class exercises and activities. Participation means more than just contributing to class discussion. In fact, some people who talk too much in class may lose involvement points. It is more important for you to make quality contributions and critiques by listening to and with others, offering honest and constructive criticism to your classmates, investing effort in graded and non-graded assignments, participating in class activities, asking appropriate and helpful questions, integrating readings into class discussions, etc.

(See CANVAS)

COURSE OUTLINE: It is the students’ responsibility to review and bring all assignments to class, review the syllabus, and check updated notes on CANVAS. Keep in mind that chapters are not read in order. Pay close attention to detail and read everything. Please turn off your cell phones before entering the classroom. Students are not permitted to use cell phones during the class period. Hence, students may use their cell phones before or after class)

Class Readings: Read assigned chapters/articles before class. Additional readings, video viewings, and course content will be assigned and posted via CANVAS. Students are required to have read all course materials by dates indicated in the syllabus and via CANVAS.

Class Assignments and Presentations: All assignments are due at the beginning of the class period. This includes the correct evaluation forms, chapter reflections, etc. Any assignment that is printed and turned in after the class begins, will receive a zero. The professor will not bring extra forms to class, therefore please be sure to download the appropriate assignments. Therefore, give yourself enough time to turn in your work.

Syllabus & Course Policies: See CANVAS.

WINTER 2018
ORGANIZATIONAL COMMUNICATION 228
COURSE SCHEDULE

	Due	Looking Ahead Assign/Homework	Discussion Topics
WEEK 1 Module 1/10 (W)	<input type="checkbox"/> No items due <input type="checkbox"/> *Note: <u>personal chapter notes are due daily and throughout the quarter.</u> <input type="checkbox"/> Come to class, complete all readings by the date of the class.	<input type="checkbox"/> Syllabus and policies <input type="checkbox"/> Readings <input type="checkbox"/> Locate a mission statement from your favorite company, write it in your notebook and bring it to class.	<input type="checkbox"/> Class introduction & Getting started <input type="checkbox"/> Community building & teamwork <input type="checkbox"/> What do you value in organizations?
1/12 (F)	<input type="checkbox"/> Have read Ch 2 Classical Approaches <input type="checkbox"/> Have read the syllabus and policies <input type="checkbox"/> Bring a printed copy of the schedule <input type="checkbox"/> Upload a photo of yourself to CANVAS	<input type="checkbox"/> Review syllabus, policies, and CANVAS <input type="checkbox"/> Job tip of the day <input type="checkbox"/> Homeless project/readings	<input type="checkbox"/> Class introduction continued <input type="checkbox"/> Locate a business mission statement (see WWU & Comm) <input type="checkbox"/> SL Homeless project <input type="checkbox"/> Ch 2 Classical Approaches <input type="checkbox"/> Discuss chapter reading postings and 4x6 card <input type="checkbox"/> Team formation exercises and schedule <input type="checkbox"/> Locate an article that reviews the impact of negativity on college student health. Record the citation and the results. Further instructions to be announced.
WEEK 2 Module 1/15 (M)	<input type="checkbox"/> No School, MLK Jr. Day		
1/17 (W)	<input type="checkbox"/> Ch 2 Classical Approaches <input type="checkbox"/> Share your research business mission statement <input type="checkbox"/> Intro to Service-learning (SL) readings via CANVAS module <input type="checkbox"/> Complete 4x6 note card for readings	<input type="checkbox"/> Continue classwork <input type="checkbox"/> Review syllabus & policies	<input type="checkbox"/> Sharing of organizational mission statement <input type="checkbox"/> Review quiz #1 content <input type="checkbox"/> Discuss blended learning & service-learning project <input type="checkbox"/> Ch 2 Classical Approaches <input type="checkbox"/> SL readings <input type="checkbox"/> DL sign-up <input type="checkbox"/> Team formation aspect
1/19 (F)	<input type="checkbox"/> Ch 3 Human Relations/Resources <input type="checkbox"/> Readings/viewing regarding homelessness <input type="checkbox"/> Complete 4x6 note card for readings <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m..	<input type="checkbox"/> Continue classwork <input type="checkbox"/> Team video outline and story board <input type="checkbox"/> Begin filming	<input type="checkbox"/> Ch 3 Human Relations/Resources <input type="checkbox"/> Ethical behavior <input type="checkbox"/> Social Justice at Work Tip <input type="checkbox"/> Critical Book Review <input type="checkbox"/> Blended learning days <input type="checkbox"/> SL: Interviewing community partner

WEEK	Due	Looking Ahead Assign/Homework	Discussion Topics
WEEK 3 Module 1/22 (M)	<input type="checkbox"/> Procrastination Ch 1 (on reserve at the library in paper form) <input type="checkbox"/> Complete 4x6 note card for readings	<input type="checkbox"/> Ethical behavior	<input type="checkbox"/> Discussion Leaders <input type="checkbox"/> SL: Interviewing community partner <input type="checkbox"/> Ch 3 continued <input type="checkbox"/> Procrastination Ch 1 & 2 <input type="checkbox"/> Class chapter review <input type="checkbox"/> Ethical behaviour
1/1/24 (W)	<input type="checkbox"/> Ch 4 Systems & Cultural Approaches <input type="checkbox"/> Complete 4x6 note card for readings	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Chapter 4 Systems & Cultural Approaches
1/26 (F)	<input type="checkbox"/> *Blended Learning <input type="checkbox"/> Share Social justice at work tip <input type="checkbox"/> Have read: Phillip Tompkins, The visible hand of compassion (Have read Chs 1-3) <input type="checkbox"/> Readings/viewings regarding homelessness <input type="checkbox"/> Ethical behavior due by 9:30 a.m. <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m..	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Social justice at work tip <input type="checkbox"/> Ch 4 Systems & Cultural Approaches <input type="checkbox"/> Reading/viewing regarding homelessness <input type="checkbox"/> Ethical training (Academic Honesty, Appendix D & F, Sexual harassment, etc.)
WEEK 4 Module 1/29 (M)	<input type="checkbox"/> Ch 12 Organizational Diversity <input type="checkbox"/> Service-learning in the service of social justice by Brit <input type="checkbox"/> Complete 4x6 note card for readings <input type="checkbox"/> Quiz #1 due 11:59 p.m. (Module 0 Module 1, and service-learning)	<input type="checkbox"/> Teams meet to prepare <input type="checkbox"/> Continue classwork	<input type="checkbox"/> Quiz #1 due <input type="checkbox"/> Service-learning in the service of social justice by Brit <input type="checkbox"/> Ch 12 Organizational Diversity
1/31 (W)	<input type="checkbox"/> Perceiving Others by Adler, <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Blended Learning	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Discuss social media posting <input type="checkbox"/> Ch 12 continued <input type="checkbox"/> Perceiving Others by Adler
2/2 (F)	<input type="checkbox"/> Readings/viewing regarding homelessness <input type="checkbox"/> *Blended Learning <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m..	<input type="checkbox"/> Continue classwork <input type="checkbox"/> Prep team presentation	<input type="checkbox"/> Readings/viewing regarding homelessness
WEEK 5 Module 2/5 (M)	<input type="checkbox"/> Social media individuals begin to post twice a week, week 5-week 8 (post weekly) <input type="checkbox"/> Collaborative & Cooperative Approaches to Online Group Work <input type="checkbox"/> Complete 4x6 note card	<input type="checkbox"/> Continue classwork <input type="checkbox"/> Prep Redsquare Signs	<input type="checkbox"/> Begin to post social media <input type="checkbox"/> Blended Learning <input type="checkbox"/> Article: Difference and Other Important Matters by Allen <input type="checkbox"/> Team post signs via CANVAS

	<input type="checkbox"/> Difference and Other Important Matters by Allen		
2/7(W)	<input type="checkbox"/> Ch 1: Challenge of Organizational Communication <input type="checkbox"/> Social media <input type="checkbox"/> Complete 4x6 note card	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Ch 1: Challenge of Organizational Communication
2/9 (F)	<input type="checkbox"/> *Blended learning <input type="checkbox"/> Ch 6 Critical and Feminist Approach <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Have Read: Phillip Tompkins, The visible hand of compassion (Have read Chs 4-8).	<input type="checkbox"/> Continue classwork <input type="checkbox"/> Exam prep	<input type="checkbox"/> Ch 1 continued <input type="checkbox"/> Ch 6 Critical and Feminist Approach (individual responses by 9:30 a.m. & complete note card)
WEEK 6 Module 2/12 (M)	<input type="checkbox"/> Post community partner interview <input type="checkbox"/> Social media signs <input type="checkbox"/> Experience by Joan W. Scott, complete 4x6 note card <input type="checkbox"/> Complete 4x6 note card	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Post & share community partner interview <input type="checkbox"/> Ch 6 Continued <input type="checkbox"/> Discuss RedSquare
2/14 (W)	<input type="checkbox"/> *Blended learning <input type="checkbox"/> Recognizing and Overcoming Privilege <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Public Advocacy <input type="checkbox"/> Draft 1 of book review: peer edits	<input type="checkbox"/> Continue classwork <input type="checkbox"/> Plan for film festival	<input type="checkbox"/> Recognizing and Overcoming Privilege <input type="checkbox"/> Begin to plan for film festival and roles <input type="checkbox"/> Public Advocacy <input type="checkbox"/>
2/16 (F)	<input type="checkbox"/> Exam 1 <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Phillip Tompkins, The visible hand of compassion (Have read Chs 9-12)	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Class review

WEEK 7 Module 2/19 (M)	<input type="checkbox"/> No School, Presidents Day		
2/21 (W)	<input type="checkbox"/> Homeless awareness signs in Red Square (TBA) <input type="checkbox"/> Gen Y readings/viewings <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Have Read: Phillip Tompkins, The visible hand of compassion (Have read Chs 12-14)	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Homeless awareness signs in Red Square (TBA) <input type="checkbox"/> Gen Y readings/viewing
2/23 (F)	<input type="checkbox"/> Ch 14 The Changing Landscape of Organizations <input type="checkbox"/> *Blended Learning <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Complete 4x6 note card	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Documentary final draft <input type="checkbox"/> Ch 14 The Changing Landscape of Organizations <input type="checkbox"/> Class Red Square discussion
WEEK 8 Module 2/26 (M)	<input type="checkbox"/> Critical book review: Continue writing <input type="checkbox"/> *Blended Learning	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Ch 14 Continued <input type="checkbox"/> Gen Y readings/viewing
2/28 (W)	<input type="checkbox"/> No School, President's Day	<input type="checkbox"/> Continue classwork	
3/2 (F)	<input type="checkbox"/> Ch 7 Socialization <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Complete 4x6 note card	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Ch 7 Socialization <input type="checkbox"/> Ch 11 Process of Emotions
WEEK 9 Module 3/5 (M)	<input type="checkbox"/> Ch 11 Process of Emotions <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Paper: Critical book review <input type="checkbox"/> Complete 4x6 note card for readings	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Paper <input type="checkbox"/> Ch 11 continued <input type="checkbox"/> Final presentation <input type="checkbox"/> Peer Evaluation
3/7 (W)	<input type="checkbox"/> Ch 9 Conflict Management <input type="checkbox"/> Complete 4x6 note card for readings	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Ch 9 Conflict <input type="checkbox"/> Final presentation
3/9 (F)	<input type="checkbox"/> Comprehensive Exam <input type="checkbox"/> Complete 4x6 note card for readings <input type="checkbox"/> Ch 13 Technological Processes <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m..	<input type="checkbox"/> Continue classwork	<input type="checkbox"/> Ch 13 Technological Processes

WEEK 10 Module 3/12 (M)	<input type="checkbox"/> Presentations <input type="checkbox"/> Wrap-up discussions		
3/14 (W)	<input type="checkbox"/> Presentations & peer evaluation		<input type="checkbox"/> Team reflective presentation & peer evaluation
3/16 (F)	<input type="checkbox"/> Presentation & peer evaluation, class celebration and closure		<input type="checkbox"/> Team reflective presentation & peer evaluation
WEEK 11 Module	<input type="checkbox"/> Final Week: See registrars schedule. All students are required to be present during finals week.		