

SPRING 2018
ISSUES IN ORGANIZATIONAL COMMUNICATION 428
CRITICAL APPROACH & ORGANIZATIONAL CULTURE
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 is an advanced course in organizational communication. We will examine critical and cultural approaches to organizational communication. First there will be a brief introduction to organizational communication. Secondly, our main focus will be on the development of organizational critical theory and the role critical theory plays in organizations. In addition, we will learn about organizational culture while examining the different components. This course will provide a thorough survey of theories and concepts relating to communication principles of organizational life. To understand the issues, the readings will be discussed in several themes such as “developing a critical approach to organizational communication, theories of organizational communication and modern organization, and critical perspectives on organizational communication and the new workplace,” (Mumby, 2013, p. Brief Contents). We will pay close attention to the research that examines the relationship among work identity, communication, voice, and power. As a class, we will examine the communication challenges as well as advocate for critical analyses that provides meaningful contribution to lived concerns about identity, voice, and a just work life. Additional readings and materials will be used to enhance our understanding of people from diverse backgrounds.

REQUIRED READING AND MATERIALS:

- Mumby, D. K. (2013). *Organization communication: A critical approach*. Los Angeles: Sage. (Bring to class daily).
- *Publication manual of the American psychological association* (6th Ed). (2010). Washington, DC: American Psychological Association.

All Papers must be written in APA 6th edition (failure to do so will result in loss of points).

- Folder (1 two-pocket for assignments)
- Notebook (in-class reflections and note taking).
- Canvas: Course content will be available via Canvas. Please stay current with Canvas. There will be no make-up for missed assignments. Pay close attention to how each assignment is submitted.
- WWU email account required for emailing via CANVAS and other class projects.
- 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.
- Positive attitude.

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, 2007-2008, University Academic Policies, 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.

ARRANGED 5TH HOUR ARRANGED COMPONENT

This class consists of five credits however only four contact credits are spent in class. In order for students to earn the full five credits, an additional hour is assigned outside of class (entitled “fifth hour arranged”). In addition to the four credits spent in lecture, Dr. Perry will arrange for students to complete the remaining credit out of class. To satisfy the fifth contact hour, students will be required to complete a total of 10 hours of research related training outside of class (attend specific training sessions, have the writing studio review student papers, attended an out of class event). “A student cannot pass the course without satisfactorily completing the entire fifth-hour arranged portion of the course,” Professor, Jennifer Karchmer. According to WWU, the activity for this additional hour “must be structured and occur at regular or periodic intervals throughout the course, and faculty must supervise and evaluate students' work in this activity.” **There will be no make-ups for missed work.**

UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:

Upon completion of this course, students will have the ability to describe, evaluate, develop, and improve communication within organizations. Specifically, students should be able to:

1. Understand, describe, and recognize the ever-changing workplace and impact of organizational communication relationships.
2. Understand, describe, and value the history and current trends in organizational communication.
3. Examine the experiences of people who have been marginalized, silenced, and oppressed but who have used their voice for freedom of expression in organizations.
4. Develop the communicative ability to closely analyze and overcome challenges within the workplace.
5. Understand the complex nature and importance of organizational communication.
6. Recognize the importance of well-functioning organizations to the success of employees.

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

After completing the course, students should be able to... by:

- 1. Develop Critical reflection/thinking:** To achieve understanding, evaluate alternative view points, 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, no page number).
- 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. 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.
5. Writing: Students are able to write proficiently at college level

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.

PLAGIARISM

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.

PROFESSOR COURSE POLICIES

A discussion regarding course policies is provided for all students at the end of the syllabus. All students are responsible for reading each policy noted.

****Recordings:** Students are not allowed to audio record or visual record content discussed by Dr. Perry without her written permission. Class lectures may be reviewed on-line but cannot be altered in any way.

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. Five 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.

WRITING PROFECIENCY:

Since Communication 428 is a WP (writing proficiency course), each student is required by WWU to undergo several revision processes of a paper, as well as write several paper drafts. **Examples of the revision processes are: Peer revisions, writing center staff comments, and the professor review.** The final draft must be written in a professional, scholarly voice used in Intercultural/Communication research. Your writing must be clear, well thought out, error free, and all paper guidelines must be followed. Please be sure to pay close attention to all details of this assignment. I am expecting each of you to review the Guide to Rapid Revision (GRR) for writing a successful paper. 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.

EVALUATION CRITERIA & ASSESSMENT:

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 (below average also refers to not meeting all of the basic outlined criteria), an average performance will not result in above average grade (average refers to meeting the outlined basic criteria), 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 (TOTAL POSSIBLE POINTS)

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

Quiz	20
Case Study Leader	15
Specialty online assignments	15
Photo upload, ethics, other class work	
Overall Participation	20
Exams	115
Online reading responses & 4x6 daily note cards	35 (20 + 15 note cards)
Team Research Paper (including drafts)	70
Research Rationale	
Final Case Study Paper	
Research progress reports	
Peer Review	
Research paper presentation	

Total Points: 290

GRADE APPEAL POLICY

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

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. *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.

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. The instructor will notify students the appropriate format for different assignments. Incorrect formatting will not be evaluated. (Review course policies and individual assignment guidelines).

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).

Research Paper Progress Report Presentation: Students will present a progress reports about plans for their paper. Students will be required to demonstrate how organizational communication concepts and theories relate to their paper. The key purpose of the progress report is to review the paper's purpose, discuss the team/individuals' current status of the paper, identify issues and problems, and describe your next step. (See Canvas)

Assigned Readings: Article readings, videos, online work, and assignments will be placed via CANVAS by the professor for student review. Students are responsible for reading and/or reviewing as stated via CANVAS announcements. These assignments may be posted Via CANVAS and/or Announced in Class. There will be no make-up for missed assignments. Each assignment will be given a score. (See Canvas)

Participation: The class relies heavily on collaborative learning therefore students must take part in daily discussions, verbal/written constructive feedback (give love), past & personal experiences relating to the content (theories and concepts), activities, etc. Due to the nature of this class, punctual attendance is important both in and out-of-class meetings. Be sure to read the participation evaluation rubric. (See Canvas)

Reading Responses: Students will complete a reading response for each assigned reading. This assignment will permit students to critically evaluate the readings. Students will be asked to apply the concepts

Exam/Quizzes: Exams may be in the form of traditional or non-traditional formats. They will focus on integration, application, theory, and concepts learned through reading, in-class discussions, handouts, video clips, and all aspects of the course. You may use any resource by talking with classmates etc., but must develop your own unique responses on the exam. Therefore, the key is to read the text, apply the questions, and prepare in advance. By the time students receive the exam, each will be familiar with the concepts and theories.

Online Discussions & 4x6 Note cards: As part of the course, students will be required to complete reading reflections online as well as 4x6 note cards. These reading reflections are due weekly as noted in the syllabus. Each student is required to critically reflect on assigned reading and responses to questions noted by the professor. The quality of each student's contribution will be evaluated. Students will also be responsible for responding to questions on 4x6 note cards and bring them to class daily. Note cards will be collect unannounced. Some discussion may occur online. (See CANVAS)

In-Class Critical Daily Comments: This is a seminar course; therefore, 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 past and personal experiences, make daily visits to Canvas, attendance, etc.

Specialty Assignments: The professor will assign other class work in class and/or via CANVAS. Examples of these assignments may be career prep, professional writing, article reviews, workshop research, etc. These assignments may impact your overall participation grade. There will be no make-ups for these assignments. (See Canvas)

Case Study Discussion Leaders: Students will be responsible for delivering an interactive presentation of a case study that relates to organizational communication work life. 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 by preparing responses to the questions located at the end of each chapter. Dr. Perry may provide students with a case study to analyze. (See Canvas)

Case Study Research Paper: Each student will write investigate a real life organization, collect research, and write up the paper as an in-depth case study focused on critical theory and organizational culture. The professor will provide the class with a list of on campus organizations. As organizational communication

consultants, you will investigate the role of power within the organization, examine specific critical and cultural approaches. The paper will be written in several parts. The review process satisfies the requirement for the Communication 428 WP. (See Canvas)

WWU Writing Workshops: Students will be required to attend out of class workshops conducted by the writing & research center. These presentations will be addressed in class.

COURSE OUTLINE: **The course syllabus, policies , and class schedule will be located via CANVAS*

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)

“This syllabus and schedule are subject to change as necessary to adapt to class size, student performance, and unexpected circumstances” (Stout, 2007, p. 3 syllabus). In addition Canvas content may be subject to change.

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.

Lecture Notes: Students are required to read the textbook and other assigned readings. Please be sure to take written notes. Lecture notes may only be available before the exam. Keep in mind that information not discussed in lecture is still important for the students to know.

Class Strategy: The goal to completing your tasks is to work “SMART, not HARD”. Pay close attention to detail, read everything, come to class prepared, and stay ahead.

Syllabus & Course Policies: See CANVAS.

**SPRING 2018
COMMUNICATION 428
COURSE SCHEDULE**

	Due	Looking Ahead Assign/Homework	Discussion Topics
WEEK 1 Module 1, Week 1 4/3 (T)	<input type="checkbox"/> No items due <input type="checkbox"/> *Note: <u>personal reading notes are due daily and throughout the quarter.</u>	<input type="checkbox"/> Brainstorm possible organizations at WWU <input type="checkbox"/> Begin to develop typed critical chapter reflections due every day with a two pocket folder <input type="checkbox"/> Syllabus and policies <input type="checkbox"/> Org Comm. Research: Locate an organizational communication scholar and a topic that the author studies. <input type="checkbox"/> Begin to read.	<input type="checkbox"/> Class orientation, norms <input type="checkbox"/> Locate an organizational communication scholar and a topic that the author studies. <input type="checkbox"/> Community building/engagement <input type="checkbox"/> National Communication Association introduction & Website <input type="checkbox"/> Locate an article that talks about how college students can have a work life balance.
4/5(R)	<input type="checkbox"/> Ch 1 Intro to Organizational Comm. <input type="checkbox"/> Have read CANVAS <input type="checkbox"/> Upload photo/image to CANVAS <input type="checkbox"/> Have read the syllabus and policies <input type="checkbox"/> Locate an organizational communication scholar and a topic that the author studies.	<input type="checkbox"/> Review syllabus, policies, and Canvas <input type="checkbox"/> Locate one peer reviewed article related to workplace culture or critical theory from a Communication Journal	<input type="checkbox"/> Class orientation continued & community building <input type="checkbox"/> Daily: Justice at work <input type="checkbox"/> Findings of two articles <input type="checkbox"/> What is Org Comm. lecture <input type="checkbox"/> Paper overview & brainstorm <input type="checkbox"/> Ch 1 Intro to Organizational Comm <input type="checkbox"/> 4x6 Note Card <input type="checkbox"/> Reading Reflection Upload <input type="checkbox"/> Library workshop TBA <input type="checkbox"/> Review and sign up for on campus organizations.
WEEK 2 Module 2, Week 2 4/10 (T)	<input type="checkbox"/> Locate an article that talks about how college students can have a work life balance. <input type="checkbox"/> Ch 2 & Ch 6 <input type="checkbox"/> Complete 4x6 note card	<input type="checkbox"/> Begin research rationale	<input type="checkbox"/> Class overview (syllabus, policies, etc.), class norms <input type="checkbox"/> Ch 2: The Critical Approach <input type="checkbox"/> Ch 6: Communication, Culture, & Organizing <input type="checkbox"/> Research rationale & paper overview <input type="checkbox"/> Case Study Sign & format <input type="checkbox"/> Daily justice & work sign up: video & article
4//12 (R)	<input type="checkbox"/> Ch 3 Scientific Management <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> LIT Tutorial: Getting Started, complete a 4x6 note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m. <input type="checkbox"/> Specialty reading: Perceiving Others, complete a 4x6 note card	<input type="checkbox"/> Review paper guidelines	<input type="checkbox"/> Paper #1 parts <input type="checkbox"/> Theory/scholar presentation & sign up <input type="checkbox"/> Ch 3: Scientific Management <input type="checkbox"/> Sign up: discussion leader, panel <input type="checkbox"/> Team research rationale continued <input type="checkbox"/> Paper overview <input type="checkbox"/> Qualitative Interviewing & questions

WEEK	Due	Looking Ahead Assign/Homework	Discussion Topics
WEEK 3 Module 3, week 3 4/17 (T)	<input type="checkbox"/> Research & Writing workshop at library TBA for the quarter <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Research rationale <input type="checkbox"/> Ch 4 The Human Relations School <input type="checkbox"/> Ch 5 Organizations as Systems	<input type="checkbox"/> Reading(s) <input type="checkbox"/> LIT Tutorial	<input type="checkbox"/> LIT Tutorial “Getting Started” <input type="checkbox"/> Peer review process <input type="checkbox"/> Research rationale <input type="checkbox"/> Ch 4 The Human Relations School <input type="checkbox"/> Ch 5 Organizations as Systems <input type="checkbox"/> Ethics in Interviewing
4/19 (R)	<input type="checkbox"/> Quiz #1 <input type="checkbox"/> Ethical behavior training post by 1:30 p.m. <input type="checkbox"/> Specialty Reading Major Elements of Culture <input type="checkbox"/> Specialty Reading Procrastination <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Quiz #1 <input type="checkbox"/> Ethical Behavior Training <input type="checkbox"/> Reading Procrastination <input type="checkbox"/> Paper & peer review <input type="checkbox"/> Specialty Reading Major Elements of Culture
WEEK 4 4/24 (T) Module 4, week 4	<input type="checkbox"/> LIT Tutorial, Finding & Evaluating Sources, <input type="checkbox"/> Complete a 4x6 note card <input type="checkbox"/> Specialty Reading, Positioning Organizational Culture, Section 1, by Keyton. <input type="checkbox"/> Ch 7 Power	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 7 Power <input type="checkbox"/> LIT Tutorial, Finding & Evaluating Sources <input type="checkbox"/> Specialty Reading, Positioning Organizational Culture, Section 1, by Keyton. <input type="checkbox"/> Begin discussion of participant observation
4/26 (R)	<input type="checkbox"/> Paper #1 due for peer edit. <input type="checkbox"/> Specialty Reading, Unpacking Organizational Culture, Section 2, by Keyton <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Library visit TBA this week <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Paper #1 due for peer edit <input type="checkbox"/> Specialty Reading, Unpacking Organizational Culture, Section 2, by Keyton
WEEK 5 5/1 (T) Module 5, week 5	<input type="checkbox"/> Specialty Reading, Lens for Understanding Organizational Culture, Section 3, by Keyton <input type="checkbox"/> Ch 8 The Postmodern Workplace <input type="checkbox"/> Research & Writing workshop at library TBA <input type="checkbox"/> LIT Tutorial, Drafting & Citing, <input type="checkbox"/> Complete 4x6 card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.		<input type="checkbox"/> Finding and Using Sources: “Search Terms and Search Tips” <input type="checkbox"/> Ch 8 The Postmodern Workplace <input type="checkbox"/> Peer review process <input type="checkbox"/> LIT Tutorial, Drafting & Citing, complete 4x6 card <input type="checkbox"/> Specialty Reading, Lens for Understanding Organizational Culture, Section 3, by Keyton

WEEEEK	DUE	Looking Ahead Assign/Homework	Discussion Topics
WEEK 5 Cont 5/3 (R)	<input type="checkbox"/> Exam #1 <input type="checkbox"/> Specialty reading: Recognizing and Overcoming Privilege by Parker & Sager. <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Lit Tutorial, Proofreading & Editing, complete 4x6 note card	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Exam #1 <input type="checkbox"/> Specialty reading: Recognizing and Overcoming Privilege by Parker & Sager. <input type="checkbox"/> Lit Tutorial, Proofreading & Editing.
WEEK 6 5/8 (T) Module 6, week 6	<input type="checkbox"/> Ch 9 Communicating Gender at Work <input type="checkbox"/> Ch 10 Communicating Difference at work <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 9 Communicating Gender at Work <input type="checkbox"/> Ch 10 Communicating Difference at work
5/10 (R)	<input type="checkbox"/> Paper #2 due to library <input type="checkbox"/> Specialty Reading, Ch 11 Power, by Papa, Daniels, Spiker <input type="checkbox"/> Complete 4x6 note card	Reading(s) & writing	<input type="checkbox"/> Paper #2 due to library <input type="checkbox"/> Specialty Reading, Ch 11 Power, by Papa, Daniels, Spiker <input type="checkbox"/> Paper discussion continued
WEEK 7 5/15 (T) Module 7 week 7	<input type="checkbox"/> Ch 13 Organizational Communication, Globalization, and Democracy <input type="checkbox"/> Specialty Reading, Ch 8, Cultural Control, Diversity, and Change by Papa, Daniels, & Spiker <input type="checkbox"/> Complete 4x6 note card	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 13 Organizational Communication, Globalization, and Democracy <input type="checkbox"/> Specialty Reading, Ch 8, Cultural Control, Diversity, and Change by Papa, Daniels, & Spiker
5/17 (R)	<input type="checkbox"/> Ch 14 Communication, Meaningful Work, & Personal Identity <input type="checkbox"/> Paper peer edit feedback due <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Library day TBA <input type="checkbox"/> LIT Tutorial, Documenting & Citing, complete note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Ch 14 Communication, Meaningful Work, & Personal Identity <input type="checkbox"/> Final paper <input type="checkbox"/> Final presentation <input type="checkbox"/> LIT Tutorial, Documenting & Citing
WEEK 8 5/22 (T)	<input type="checkbox"/> Dr. Perry Conference <input type="checkbox"/> Research & Writing workshop at library TBA <input type="checkbox"/> Complete note card	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Final presentation

5/24 (R)	<input type="checkbox"/> Specialty Reading: Public Advocacy <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Post all individual reading reflections by 11:59 p.m.	<input type="checkbox"/> Reading(s) & writing	<input type="checkbox"/> Specialty Reading: Public Advocacy
WEEK 9 5/29 (T) Module 9, week 9	<input type="checkbox"/> Continue Class Work <input type="checkbox"/> Final Paper Due		<input type="checkbox"/> Continue Class Work <input type="checkbox"/> Final presentations prep
WEEK 9 Cont. 5/31 (R)	<input type="checkbox"/> Comprehensive Exam	Reading(s) & writing	<input type="checkbox"/> Final Campus Presentations <input type="checkbox"/> Final Paper <input type="checkbox"/> Mandatory week
WEEK 10 Module 10, week 10 6/5 (T)	<input type="checkbox"/> Mandatory week (-5 points for absence) <input type="checkbox"/> Paper presentation		<input type="checkbox"/> Paper presentation prep
6/7(R)	<input type="checkbox"/> Paper Presentations <input type="checkbox"/> Mandatory week (-5 points for absence)		<input type="checkbox"/> Paper Presentations
WEEK 11	<input type="checkbox"/> Students are required to be present during final exam week. We will wrap-up class work during this week if needed.		