Communication 240:

Organizational Communication

Spring 2018 (3 Credits)

Dr. Melissa Maier   Phone: 715-346-3779   Sec. 1: Online
Office: CAC 307, Mailbox: CAC 225   Email: Melissa.maier@uwsp.edu
Office hours: Wednesdays, 3-5pm, virtual or face-to-face.

Course Description

Organizations, places or groups in which we come together to get things done, are a critical part of each of our lives. We work in organizations, many of us play in organizations, and we count on organizations for our health care, schooling, shopping, and other needs. In this course, we will examine the ways people communicate in organizational contexts and the ways in which communication creates and sustains organizations. More specifically, at the end of this course students should be able to:

- Explain how communication constitutes, and is constituted by, organizations (SLO1)
- Analyze organizing activity and make recommendations for improving organizational communication (SLO2)
- Identify common organizational problems and their solutions (SLO3)
- Assess contemporary organizational life using theoretical perspectives of organizational communication (SLO4)
- Identify knowledge, attitudes, and skills that underlie effective communication in organizations. (SLO5)

Required Text

Miller, K. (2014). *Organizational communication: Approaches and processes* (7th Edition). Stamford, CT: Cengage. ISBN: 978-1-285-16420-5.

Course Evaluation

		Letter grades will be based on the following scale:		
Exams (3 @ 100pts)	300 points		A = 658-700	A- = 630-657
Organizational Analysis	120 points	B+ = 609-629	B = 588-608	B- = 560-587
Discussion Boards (12 @ 10pts)	120 points	C+ = 539-559	C = 518-538	C- = 490-517
Applications (2 @ 30pts)	60 points	D+ = 469-489	D = 420-468	
Learning Activities (6 activities)	40 points		F = 419 or below	
Chapter Quizzes (12 @ 5 pts)	60 points			
Total:	**700 points**			

*** Communication Majors: When you complete your work for evaluation, make certain to upload a copy to your My Collections in D2L ePortfolio. You will need to access these materials when you complete your COMM 400 Capstone during your last semester.***

Assignments & Graded Work

Exams: There will be three non-comprehensive exams consisting of multiple choice and true/false questions.

Organizational Analysis: Your final essay in this course will require you to work in groups. Your group will choose an organization and analyze it using our course content. Further guidelines will be provided.

Discussion Boards: Each module will typically have 2 discussion forums devoted to specific questions relevant to the topics covered in the module. See *Course Policies* for additional information.

Applications: Application assignments are assigned before exams and serve as a way for you to review the information you've learned. These assignments also serve as exam reviews. Specific instructions will be provided when the applications are assigned.

Learning Activities: There will be 6 learning activities in various chapters. These activities require you to apply what you are learning in the chapter.

Chapter Quizzes: There will be 14 chapter quizzes. Each quiz is 5 questions and is worth 5 points. I will drop your lowest 2 quiz grades for your final grade.

A Note on Online Courses

<u>Course Requirements:</u> Minimum recommended computer and internet configurations for online courses can be found here.

<u>Course Structure:</u> This course will be delivered entirely online through the course management system D2L. You will use your UWSP account to login to the course from the **D2L Login Page**. If you have not activated your UWSP account, please visit the **Manage Your Account** page to do so.

In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using D2L and/or alternative Internet-based technologies, including discussion boards and digital dropboxes.

<u>D2L Access:</u> This course will be delivered fully online through a course management system called D2L. To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please refer to the D2L settings link.

<u>Technical Assistance:</u> If you need technical assistance at any time during the course or to report a problem with D2L you can:
Visit with a [Student Technology Tutor](#)
Seek assistance from the [HELP Desk](#)

<u>Technology Policy Statements:</u>
D2L Brightspace
- o [D2L Brightspace Terms of Use](#)
- o [D2L Brightspace Privacy Policy](#)
- o [D2L Brightspace Accessbility](#)

<u>Netiquette:</u> Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

To watch a short video on netiquette or to read more go to LEARN THE NET: Netiquette

Course Policies

Participation: Participation is required of everyone in the course and will be reflected in your course grade. I expect that you read and prepare early in each module in order to participate fully online. In a traditional classroom, you know that as long as you've read the material by class time everyone will be ready to discuss the topic at the same time. In an asynchronous environment, the discussion takes longer because it is likely to stretch over several days. If you wait until the very end of the module, you will have missed it. I will provide the class and each student individually with regular feedback about the quality and adequacy of participation.

Discussion: Participation in discussions forums is worth 20 points per module. There may be times when life intrudes and you may not have the time to post discussion comments in a given module. For this reason I count discussion participation in 12 rather than 16 modules. I will not count the discussion in Modules 1 or 15. From the other 13 modules, I will exclude your lowest grade. Please see the Discussion Forum Rubric for additional information.

Grading: Grade inflation has led many students to expect that turning in every assignment guarantees them an "A" in the course. To avoid any later confusion, I'd like to clarify my grading philosophy:
- **A:** Exemplary, nearly flawless work, greatly exceeds expectations.
- **B:** Above average, consistently high achievement, exceeds expectations.
- **C:** Average, satisfactory performance. Meets minimum expectations.
- **D:** Below average, unsatisfactory, fails to meet minimum expectations of course.
- **F:** Insufficient quality for college-level work. Does not meet expectations.

   Additionally, rubrics for the discussion boards and for each assignment are available to you on D2L along with assignment instructions. The rubrics will be used to grade your assignments and provide you feedback on your progress.

Grade reassessment: If you disagree with a grade you are assigned, you have the right to request a grade reassessment. I will not answer questions about grades over email without a submitted, written grade reassessment request. Please be aware that a reassessment of your work means it will be regraded. Reassessments may result in a grade change, and reassessment grades may be lower or higher than the original grade. Once reassessed, the new grade will be entered in the grade book, cancelling out the original grade. If you would like to request a grade reassessment, please adhere to the following guidelines:
1. Grade reassessment requests can be submitted beginning 24 hours after grades have been posted.
2. To request a grade reassessment, you must provide a 1-2 page typed justification for the reassessment, and must indicate how the work met the requirements of the assignment.
3. Grade reassessment requests must be received within one week of grades being posted and should be submitted via email.

Written work: Turning in well-prepared, carefully proofread, and on-time written work says a great deal about yourself and your level of respect for me. Below are the specific guidelines for written documents in this course:
1. Written assignments should be prepared using word processing software (e.g., Word, Pages). Assignments should be submitted as .doc, .docx, or .pdf files. Written work should follow *APA* 6th edition style manual guidelines (for an online resource see OWL @ Purdue). Work should be carefully proofread for errors.
2. All assignments should include a title centered on the top of the page and your name in the top right corner of the page.
3. Written work should be submitted through the "Dropbox" tab on D2L. I will NOT accept homework via email or in hard copy. Homework submitted via email or hard copy and not to D2L will be subject to late penalties, outlined below.
4. All uploaded assignments must use the following format for filenames: LastNameAssignment (e.g., MaierApplication1). When I download and grade your assignments, this aids in ensuring the correct document is being uploaded for each student. Thank you in advance.
5. All written assignments are due by 11:59 p.m. on the due date indicated on the syllabus, or as otherwise posted. Assignments become late when they are turned in after the due time on their due date. Written assignments submitted late will receive an initial 10% penalty, and an additional 10% deduction for each weekday that it is late. Late exams and late discussion boards will receive a ZERO. You are provided ample time to complete each assignment. Please plan accordingly and use your time wisely, as extensions will not be

granted. Technology problems, athletic schedules and the like will <u>not</u> excuse you from adhering to the deadlines.

6. **Grading:** I will grade and provide feedback on all assignments within 1 week of their due date. Grades will be posted in the D2L Gradebook.

<u>Office hours:</u> Office hours in the online context are a bit different than in the traditional face-to-face format. I will check email and the course site each day from Monday mornings at 8:00 a.m. through Friday afternoons at 3:00 p.m. I will not read or respond to emails as readily, nor will I check the course site as regularly beginning Friday at 3:00 p.m. through Sunday evening. Additionally, if you would like to meet with me face-to-face, I will be holding my traditional office hours (posted above), and you are more than welcome to meet with me. Please feel free to drop in during my office hours or email me for an appointment if you are unable to see me during the allotted time. We can video-chat through D2L Ultra, but I'm also equipped for Skype and Facetime. If you prefer to communicate "face-to-face" but are unable to attend physically, I would be happy to work with you to video chat. Communicating with you is a part of my job, and I welcome the opportunity to get to know you better. In addition to email and office hours, if you have a question that is relevant to the entire class, please post to the *Ask Your Instructor* forum on D2L. I will check the forum and respond to your questions/comments daily on weekdays. Also, posting to the *Ask Your Instructor* forum or the *Student Lounge* may lead to quicker responses, as your classmates are more readily available and may have the answer for you.

<u>Email policy:</u> Teaching is very important to me. So is this course; however, this course is not my only responsibility during the semester. I teach other courses during the semester, as well as conduct research and perform service as part of my job responsibilities, in addition to my personal responsibilities. Email consumes a great deal of my time. Considering this, I ask that you consider carefully before emailing me, and please adhere to the following guidelines:
1. Emails should be reserved for setting up appointments with me.
2. Emails should not ask general questions about assignments, deadlines, etc. All policies, assignment guidelines and rubrics are posted to D2L, or on the course syllabus. If you cannot find the answer to your questions in those places first, ask a classmate or use the *Ask the Instructor* forum.
3. Emails should not ask grade questions. Please see the grade reassessment policy above. I will not discuss grades over email.
4. I will respond to emails within 2 business days, during regular business hours. I can typically respond to emails fairly quickly; however, there are times when I am unable to do so. I will do my best to respond as quickly as I am able, but please allow 2 business days for a response before sending a follow-up email.
5. Emails should be professional and respectful. Emails should be written in full sentences with appropriate greetings (my official title is Dr. Maier) and salutations. Please include the course number in the subject line.

<u>Equal treatment:</u> The principle of equal treatment of all students is a fundamental guide in responding to requests for special consideration. No student will be given an opportunity to improve a grade that is not made available to all members of the class. This policy applies to requests for special treatment both before and after the course is completed. Examples of unacceptable opportunities for an individual include "extra credit" work, redoing an assignment, retaking an exam, taking an extra exam, or an extension of time on an assignment or exam. This policy is not intended to exclude reasonable accommodation of verified student disability or circumstances beyond a student's control.

<u>Class behavior:</u> I have a strong commitment to the development and maintenance of an instructional climate that supports equality of opportunity and respect for differences based on sex, culture, race, ethnicity, disability, and sexual orientation. Your enrollment in this class assumes that you will treat your fellow students with respect. I also expect that you will treat me with respect. Your behavior in our classroom is based on a single assumption—all members of the class are adults. You will therefore be expected to comport yourself as an adult. While a number of controversial topics may be discussed in class, and your active engagement in class discussions is desired, your engagement in class should give the utmost importance to showing respect for those around you. Instances of intolerant, disrespectful, or belligerent behavior will not be tolerated. If you are being deliberately intolerant, disrespectful, or hostile you will be removed from the D2L course site. Patterns of unacceptable behavior may result in a failing grade in the class.

University Policies

<u>Academic Dishonesty:</u> Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for

a violation of academic integrity is a failure (zero) for the assignment. For more information, see the "Student Academic Standards and Disciplinary Procedures" section of the Community Rights and Responsibilities document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at: http://www.uwsp.edu/dos/Documents/CommunityRights.pdf.

Disability Accommodation: Students are required to provide documentation of disability to the Disability and Assistive Technology Center prior to receiving accommodations. To request academic accommodations for a disability, contact the Disability and Assistive Technology Center (6th Floor, Library Resource Center), or visit: the DATC website.

Statement of Policy
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.

Religious Accommodation: Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

Dropping a class: It is your responsibility to understand when you need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Tentative Course Schedule

Module	Date	Topic	Reading	Assignment due
Module 1	Jan. 22- Jan. 28	Course Introduction	Chapter 1	
Module 2	Jan. 29- Feb.4	Classical Approaches	Chapter 2	
Module 3	Feb. 5- Feb. 11	Human Relations & Human Resources	Chapter 3	**Application 1**
Module 4	Feb. 12- Feb. 18	Systems and Cultural Approaches	Chapter 4	**EXAM 1**
Module 5	Feb. 19- Feb. 25	Constitutive Approaches	Chapter 5	
Module 6	Feb. 26- Mar. 4	Critical & Feminist Approaches	Chapter 6	
Module 7	Mar. 5- Mar. 11	Socialization Processes	Chapter 7	
Module 8	Mar. 12- Mar. 18	Decision Making Processes	Chapter 8	**Application 2**
Module 9	Mar. 19- Mar. 25	Conflict Management Processes	Chapter 9	**EXAM 2**
	Mar. 24- Apr. 1	**Spring Break**		
Module 10	Apr. 2- Apr. 8	Org Change & Leadership Processes	Chapter 10	
Module 11	Apr. 9- Apr. 15	Emotion in the Workplace	Chapter 11	**Group Task 1**
Module 12	Apr. 16- Apr. 22	Organizational Diversity	Chapter 12	
Module 13	Apr. 23- Apr. 29	Technological Processes	Chapter 13	**Group Task 2**
Module 14	Apr. 30- May 6	Changing Organizations	Chapter 14	**Exam 3**
Module 15	May 7 May 11	Course Wrap-up		**Organizational Analysis due**