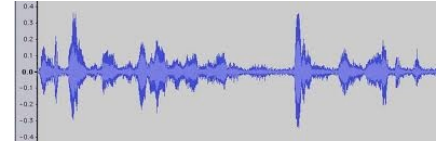


Comm. 383/583 : Interpersonal Communication in the Organization Autumn 2019



Prof. Timothy Halkowski Office Hours: M 1-2pm, T 3:30-4:30pm, & by appt.

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COURSE RATIONALE & OBJECTIVES

We spend much of our lives interacting with others in institutional contexts. Whether in schools, workplaces, public services (police, fire, 911 emergency centers) medical settings, industries, etc., we interact with agents and representatives of institutions. In addition, we ourselves act as agents or ‘faces’ of institutions. When we do so, we are doing communicative and interactional performances that are quite elaborate and structured.

People working in any institutional setting need to have ways of interacting and communicating with others outside of the institution, and looking at those ways in detail gives us new insight into how different institutions work.

In this course we will analyze -
interactions between ‘lay people’ and institutional/organizational ‘agents’,
interpersonal communication within organizations (i.e., how people use communication to instantiate the organization), &
how role performances help to create or instantiate work settings.

At the conclusion of this course, you will be able to identify, describe and analyze features of interpersonal communication as it relates to organizations and their structure.

Program Competencies for the Division of Communication

By the time they graduate, students should be able to

1. communicate effectively using appropriate technologies for diverse audiences;
2. plan, evaluate and conduct basic (quantitative and qualitative) communication research;
3. use communication theories to understand and solve communication problems;
4. apply historical communication perspectives to contemporary issues and practices; and
5. apply principles of ethical decision making in communication contexts.

In this course we will address *aspects of* all of the above competencies.

REQUIRED READINGS

All required course readings are available as electronic reserves pdf files, located on the course Canvas website. All the readings are pitched at a fairly difficult level, so you will need to take notes when you read, and be ready to discuss and ask questions about assigned readings in class.

Undergraduates:

ASSIGNMENTS & GRADING:

MIDTERM EXAM	100
IN CLASS & TAKE HOME EXERCISES	100
FINAL EXAM	100

TOTAL	300 POINTS

Graduate students:

Course paper	300
<u>In class & take home exercises</u>	<u>100</u>
Total	400 points

A standard grading scale will be used to assign final course letter grades.

94 - 100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	60 - 66 = D
80 - 83 = B-	< 60 = F
77 - 79 = C+	

COURSE POLICIES

Because they may interfere with the navigational systems of your professor, all cell phones need to be turned off & securely stowed.

Late assignments will generally not be accepted, unless you can document the reason in an acceptable manner.

The University has strict policies regarding Academic Integrity. It is your responsibility to read, understand, and abide by those policies (on the University web site).

I will not take attendance in this course. But of course those who attend class tend to do better on assignments, exams, & course papers. Borderline grades at the end of the semester will be affected by your participation in the class discussions.

Office Hours: Please make use of office hours. Students who use office hours to discuss difficult aspects of classes tend to manage those problems and succeed. Students who wait until a problem has snowballed usually have too big a mountain to climb at the end of the semester, and sometimes end up having to dropping a class.

Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Sept 4	Intro to the Class	
Sept 9, 11	Talk & social institutions	Heritage & Clayman chaps 2-4
Sept 16, 18	Role	Halkowski - 'Role'.
Sept 23, 25	Footing	Goffman - 'Footing'
Sept 30, Oct 2	Emergency Services	Heritage & Clayman chaps 5-6
Oct 7, 9	Dr-Pt 1	Heritage & Clayman chaps 8-9
Oct 14, 16	Dr-Pt 2	Heritage & Clayman chap 10
Oct 21, 23	Midterm Exam Review Midterm Exam (Oct 23)	
Oct 28, 30	Take Home midterms due (Oct 30)	t.b.a.
Nov 4, 6	Face & Epistemics	t.b.a.
Nov 11, 13	Manipulating the Institution	Raymond & Zimmerman - 'Rights & Responsibilities.'
Nov 18, 20	Education	Pillet-Shore - Doing 'okay' Hoey - Rejecting applicants to University
Nov 25, 27	Managing an aviation emergency	Garcia - Miracle on the Hudson
Dec 2, 4	Reprise: Emergency services, face, & epistemics	t.b.a.
Dec 9, 11	TBA & Final Exam Review Session	t.b.a.
Thurs., Dec 19, 2:30pm	FINAL EXAM DUE	

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with federal law and UW System policies, UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the Disability and Assistive Technology Center to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. DATC contact info: datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what

constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.
