

Course objectives:

You are surrounded by organizations in your daily lives. Some currently play a big role in your lives, (this university for instance) while others could be just over the horizon (a job upon graduation!). Communication is a key component of how these organizations function and, in some cases, fail to function effectively. The purpose of the course is to expose students to organizational communication theories, terminology, and case studies. In particular, you will be educating me by creating “business reports” on each topic area and constructing your own exams.

Outcomes:

Students should be able to explain the different approaches to organizational communication. Students should be able to apply theory to make quality decisions about organizational practices.

Required Reading:

Citations and hyperlinks are listed on the course schedule below. In some cases I have also provided a PDF under the resources tab. **You should make sure you can access the articles via the Loyola University of Chicago Libraries or online well in advance of the due date for any assignment.**

Academic Dishonesty

School of Communication Statement on Academic Integrity A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty. Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student’s work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as: • Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; • Providing information to another student during an examination; • Obtaining information from another student or any other person during an examination; • Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor; • Attempting to change answers after the examination has been submitted; • Unauthorized collaboration, or the use in whole or part of another student’s work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom; • Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or • Any other action that, by omission or commission, compromises the integrity of the academic evaluation process. Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such

influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;

Submitting as one's own another person's unpublished work or examination material;

- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>. In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard. Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication. The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml. The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations. (The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

Additional possible causes of a failing grade:

It is dishonest to:

- Turn in the same work for two classes;
- Turn in a paper you have not written yourself; or
- Copy from another student or use a “cheat sheet” during an exam.
- [This one is from me] Lie about an absence.
- [This one is from me] Having a cell phone or other electronic devices accessible during a quiz/exam.
- Use of AI (Artificial Intelligence) will be considered a violation of the plagiarism and academic integrity policy and will result in failure of the assignment and potential failure of the course. All thinking, writing, and creative content should be your own. (Thanks Prof. Brown!)

Course Description:

Students are required to read the assigned materials prior to the start of class. The “Business Reports” must be deposited on Sakai prior to the start of class. This is also true of the case studies. Lectures, discussions, and group activities will be based on the assigned readings. The instructor will also provide additional readings and information to facilitate the learning process.

Class Attendance Policy:

Your success in this course will heavily depend on your attendance and participation in the classroom. You are expected to be present for every meeting of the course. If you are unable to attend a class or will be late for a class, you must notify the instructor in advance of the absence. The instructor reserves the right to make judgment on accepting and/or making up assignments missed in the case of a missed class /assignment. As the bulk of this course depends on you generating content, it is unlikely that late work will be accepted. Students must provide documentation in order for an absence to be excused. Students should contact the instructor well in advance if possible. Unexcused absences may result in failing the assignment/course. Exams and the assignments will be clarified during class time. Ask questions if you are unsure of expectations. I will transmit information about assignments during class time. All assignments are due at the start of class and must be typed. **All readings should be completed prior to the class discussion.**

Syllabus Statement for Zoom if needed:

In this class software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished

(i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Intellectual Property: *All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.*

Assignments:

“Business reports” 10@10 points each (Due before the start of class on Sakai.)

Two exams worth 50 points each - will be created by the students during the semester.

Compose and send e-mails - 2@10 points each

Compose and e-mail memos - 2@10 points each

Conduct and write a summary of an interview- 30 points

Participation - 60 points. This score will be based on attendance, contributions to case studies in class, and overall classroom contributions. 10 points will be deducted for each unexcused absence.

The group presentation -100 points. Visit the assignment tab for full details.

*All homework and in-class assignments are the responsibility of the student.

*Students are responsible for checking Sakai to determine the dates and format of assignments.

*If students are unfamiliar with the proper format for writing reports, emails, memos, etc., they may need to do research on their own to complete assignments.

*All assignments must be grammatically and structurally correct.

*Late work will not be accepted without a documented, approved excuse as judged by the instructor.

*The instructor will not accept emailed work, unless it is a requirement of the assignment. Assignments must be submitted via Sakai.

Helpful links:

How to write a business report:

<https://www.unr.edu/writing-speaking-center/student-resources/writing-speaking-resources/how-to-write-a-business-report>

How to write memos:

<https://www.govloop.com/community/blog/read-write-next-briefing-memo/>

<https://www.indeed.com/career-advice/career-development/memo-format>

Grade Scale: 100-92 A 91-90 A- 89-88 B+ 87-82 B 81-80 B- 79-78 C+ 77-72 C 71-70 C- 69-68 D+ 67-60 D 59-0 F

Provisional Schedule: (Most likely to change, so pay attention.)

Week 1: Course Introduction: https://www.youtube.com/watch?v=e5oXyglGMuY What is Communication? Part 2: Information Age, Conceptual Age, where are we?
Week 2: Systems Theory Part 2: Mumby, Dennis K. “Feminism, Postmodernism, and Organizational Communication Studies: A Critical Reading.” <i>Management Communication Quarterly</i> , vol. 9, no. 3, 1996, pp. 259–95, https://doi.org/10.1177/0893318996009003001 .
Week 3: Derksen, Maarten. “Turning Men into Machines? Scientific Management, Industrial Psychology, and the ‘Human Factor.’” <i>Journal of the History of the Behavioral Sciences</i> , vol. 50, no. 2, 2014, pp. 148–65, https://doi.org/10.1002/jhbs.21650 .
Week 4: Ethics: Wallace, Karl R. “An Ethical Basis of Communication.” <i>The Speech Teacher</i> , vol. 4, no. 1, 1955, pp. 1–9, https://doi.org/10.1080/03634525509376710 . Part 2: Values and Organizations.
Week 5: Herzberg’s Motivation-Hygiene Theory, Skinner’s Rewards Theory, and Salancik and Pfeffer’s Social Information Processing Theory Part 2: Interpersonal Communication a Network Analysis (pdf under resources tab).
Week 6: Work Groups and Team Work
Week 7: Midterm exam due
Week 8: Leadership (All you) Part 2: Midterm exam due
Week 9: Problem Solving and Decision Making (Long article also pdf on resources tab). WALTON, D.; TONIOLO, A.; NORMAN, T. J. Dialectical Models of Deliberation, Problem Solving and Decision Making. Argumentation , [s. l.], v. 34, n. 2, p. 163–205, 2020. DOI 10.1007/s10503-019-09497-9. Disponível em: https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=ufh&AN=143301528&scope=site . Acesso em: 20 ago. 2023.
Week 10: Conflict: Kay, Adam A., and Daniel P. Skarlicki. “Cultivating a Conflict-Positive Workplace: How Mindfulness Facilitates Constructive Conflict Management.” <i>Organizational Behavior and Human Decision Processes</i> , vol. 159, 2020, pp. 8–20, https://doi.org/10.1016/j.obhdp.2020.02.005 .
Week 11: Project time
Week 12: Innovation and Risk Part 2: (All you) What type of consultant should I hire?
Week 13: Jobs
Week 15: Presentations

Managing Life Crises and Finding Support

These are extraordinary times that can sometimes feel overwhelming. Should you encounter a crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Center for Student Assistance & Advocacy (LUC.edu/csaa) to submit a CARE referral for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – just email me or schedule a virtual meeting with me. Learn more about the center here:
<https://www.luc.edu/csaa/forstudents/studentresources/>

Special Needs

If you have a special circumstance that may impact your course work and for which you may require accommodations, please contact me early in the semester so arrangements can be made with the Student Accessibility Center (SAC). We will accommodate your needs in the best way possible. Loyola's policy is that it is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates. Additional information about the services available at Loyola, including eligibility for services, is on the SAC website: <http://www.luc.edu/sac>.