

coms 206

fall 2016
organizational communication
section 1, #87511, TR, 6-8:50 p.m., MND 4007

description

As a graduate level survey course, Organizational Communication invites students to make an in-depth study of the organizational theory and research. In this course, we will explore not only how communication functions *within* organizations and between organizational members, but how communication fundamentally *organizes*. Throughout the semester, we'll examine and critique foundational theories and concepts in organizational research, as well as contemporary topics related to identity, culture, power, collaboration, emotion, and relationships, among others.

Catalogue description: History, research, and theories in the social, psychological, and structural aspects of organizational communication. Students undertake field studies integrating various analytical approaches.

texts & materials

1. **Required:** May, S., & Mumby, D. K. (Eds.). (2004). Engaging organizational communication theory and research: Multiple perspectives. Sage Publications.
2. **Required:** Other readings, as assigned. (Available free online or SacCT)
3. **Required:** American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington: APA OR relevant resources for APA style.

coms 206, the 30,000 foot view

We'll start with a bit of time travel, exploring the foundations of organizational communication research and the conversations and controversies that started this discipline. Then we'll look at where the discipline has been over the last 30 years, reading exemplars of method and theory. Finally, we'll read and consider contemporary scholarship, identifying directions for future research. Along the way, students will apply and critique theory in oral and written assignments, building towards a final, culminating experience (aka a research paper or project). It's going to be a rocking good time.

course learning objectives

1. To **know** the major theories, methods, and authors relevant to the study of organizational communication, broadly
2. To **know** the important theories and research in a specialized area of organizational communication
3. To **appreciate** the complex ways that communication organizes across contexts
4. To **recognize** the breadth and depth of organizational communication scholarship
5. To **apply** organizational theories and concepts to practical contexts and experiences
6. To **evaluate** the role(s) of organizational communication scholarship
7. To **critique** organizational communication concepts through oral and written work.



coms 206 classroom culture

the process of teaching & learning in coms 206

Learning is an active process which means that you will be directly involved through discussion, activity and collaboration. A typical class session will involve a great deal of student-to-student interaction. You will: talk about your ideas; develop, present and analyze arguments; write and share your writing; develop conceptual maps and models; and identify concepts in various media. Occasionally, I will talk for 10-15 minutes. As a result, there will be ample opportunity to practice relevant skills and test concepts presented.

ways to participate

As this is a graduate seminar, your participation in classroom discussions and debate is vital. Some participation is structured (e.g., discussion leading and reading reports), but most is left up to you. To best contribute, I recommend students outline articles and/or make notes while they read. In class, you will want to clearly evidence your careful preparation by offering:

1. Factual or clarifying questions
2. Provocative questions for discussion or debate
3. Careful critiques of research findings
4. Evidence that complicates or contradicts current readings
5. Insightful connections between readings
6. Applications to other research or organizational experience
7. Share relevant (but not otherwise assigned) articles with the class, either scholarly or popular press

classroom behavior & student conduct

Keeping the **golden rule** in mind, you should treat others as you wish to be treated. I intend to treat each student with respect, dignity and courtesy. I assume that your classmates and I will receive the same treatment from you. You are expected to arrive on time, fully prepared to actively engage in class discussion and activities, and to act in a professional, respectful manner. Active participation demonstrates your commitment to the learning process and enhances your understanding of the material.

Specifically, I want to build a classroom climate that is comfortable for all. It is especially important to:

- * display respect for all members of the classroom – including the instructor and students
- * pay attention to and participate in all class sessions and activities
- * avoid unnecessary disruption during class time (e.g., talking out of turn, arriving late, surfing the internet, doing work for other classes, leaving class other than for an emergency, making/receiving calls, text messaging, etc.)
- * avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.

This is not an exhaustive list of behaviors; rather, it represent examples of the types of things that can have a dramatic impact on the class environment.

coms 206 policies & requirements

late work

Unless specifically noted, all assignments are due at the beginning of class time on the date assigned. Late work will be accepted only in extreme circumstances and will be marked down by one letter grade for each day late. Due dates for Optional Projects will be set by you, with my approval, and will be subject to the same late work policy.

attendance/punctuality

In order to have a meaningful class, everyone needs to arrive **on time** and prepared for the day's activities. You are expected to attend every class session, except in cases of emergency or illness. You will be allowed to make up an absence by reviewing and writing an additional reading report. If you miss more than one class, your participation grade may be negatively impacted.

add/drop policy

I follow the department/university policy on adding and dropping. Students may drop this course during the first two weeks of the semester without restriction or instructor approval.

academic honesty, plagiarism and cheating

Academic misconduct will result in, at the very least, a zero on the assignment in question, and may include a failing course grade and/or possible university sanctions. Please be aware that plagiarism is the stealing of ideas which happens when you use someone else's material (including words, figures, images, structure, style, etc.) without giving the creator proper credit. Please acquaint yourselves with the university's academic integrity policy, which can be found here: <http://www.csus.edu/umannual/student/stu-0100.htm>

Also, while it is common for graduate school papers to be centered around a common research interest, your work for COMS 206 should be original, and not include material prepared for a different course. If you have questions about this, see me immediately. To assist with student learning, honesty, and integrity, you may be asked to submit your essays to Turnitin which will enable you to check your paper for citations and plagiarism. Turnitin also allows me to compare your work with prior publications and papers.

assignment formatting

All written assignments (except in-class or online activities) must be typed and stapled. Proper grammar, correct spelling and articulate writing style are imperative. Assignments neglecting these elements will receive lower grades as a result. Specific formatting requirements for written assignments include: **one-inch margins**, double-spacing and 12-point Times New Roman or Garamond font. Please also include a **single-spaced** header for each assignment that includes your name and the assignment. Use APA style for references and in-text citations.

electronic devices

In order to create the best learning environment, electronic devices (e.g. ipads, laptops, cell phones, tablets) are not to be used in the classroom without specific direction from me. **Specifically: Cell phones must be turned off and put away during class.** If you need to use your phone for an emergency, no problem. Just step out.

Also, the use of laptops—except for prescribed periods of time—is prohibited. If you believe you have special circumstances, please speak with me.

coms 206 policies & requirements

assignments & evaluations

Throughout the semester, you will have a number of opportunities to demonstrate your achievement of course learning objectives. Detailed criteria and requirements will accompany each assignment.

Primary Projects

Every student must complete the course's Primary Projects. Exemplary work on all of the Primary Projects will result in a B- final grade for the course. If this is satisfactory, no further work is required for the class.

Engagement & Participation 10%

Reading Reports 15%
Short reports based upon each week's set of readings.

Discussion Leading (x 2) 20%
Students will have the opportunity to lead discussions of class readings as well as activities that help expand our collective understanding.

Final Project (including presentation) 25%
Students will have several options for a final project, including a theoretical essay or critical lit review, research project, full research project proposal, organizational assessment or training, or other scholarly endeavor.

Project Proposal 5%

Project Workshop 5%

Optional Projects

Students wishing to achieve a higher course grade can complete as many of the following optional projects as they wish.

Book Review (5%)

Org Comm Connections Analysis (5%, can be repeated)

Interview with a scholar (5-10%)

Poster Presentation (5%)

Policy Assessment & Revamp (5%, can be repeated)

Discussion Leading Repeat (10%)

Contracts

Students will craft a project contract that outlines which projects they will complete and by what deadlines throughout the semester.

coms 206 policies & requirements

grading perspectives

Grades are part of the teaching and learning process. Keep in mind that you earn your grade based on how well your work meets class objectives, fulfills requirements and reflects the academic skills expected of graduate students. It is your responsibility to understand why you have achieved a certain grade and what steps can maintain or improve your grade (see “Grading Questions” below and “Grading Standards” on page 7).

returned assignments

I will do my best to return regular assignments to you seven days after you turn them in. Exams and papers may take up to two weeks. Grades will be posted to SacCT. Please make sure the score on your homework matches the score recorded on Blackboard. If it doesn't, you must bring me the hard copy with handwritten score. It is in your best interest to keep ALL assignments until the semester ends in case there is an error in the online grade book.

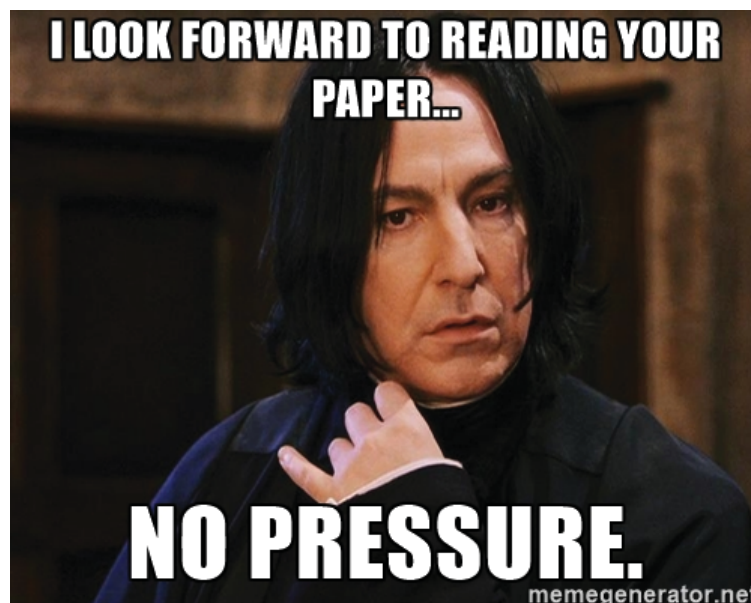
grading scale

Final grades will not be rounded.

94% +.....A	88% - 89%.....B+	78% - 79%.....C+	68% - 69%.....D+	< 60%.....F
90% - 93%.....A-	84% - 87%.....B	74% - 77%.....C	64% - 67%.....D	
	80% - 83%.....B-	70% - 73%.....C-	60% - 63%.....D-	

grading questions

If you have questions about a grade or evaluation, I am more than happy to speak with you. Please note, however, I will not discuss grades for an assignment on the day I hand it back to you, nor will I discuss individual grades in the classroom or by email. All such discussions will take place in my office at least one day after the grade has been received. This is to give you time to read the comments/evaluation. If you wish to contest a grade, write out your argument clearly, concisely and completely, and bring it with you to the meeting. **You have seven days to contest a grade from the time the assignment was handed back.**



coms 206 grading standards

A: Outstanding – Original, appropriate criticism of course concepts

“A” work constitutes superior handling of the mechanical and conceptual material covered in class. Not only will “A” work synthesize and interact with the ideas and materials covered, but it will also show some originality of thought, an unusual degree of clarity in expression, and an ability to contextualize ideas, explore implications, and/or raise meaningful questions. “A” serves as a reward for superior presentation of extremely diligent consideration given to conceptually complex work. Such quality of work is achievable, but it is not common.

B: Very Good – Thorough, appropriate synthesis of course concepts

“B” work is marked by a timely completion of the assignment, demonstrating not only a grasp of the material under consideration, but the ability to synthesize and interact with that material, rather than simply repeat it. “B” work goes beyond minimum requirements outlined in the assignment, but not in a disorganized or rambling manner. Not every attempt to go beyond the minimum requirements will succeed. The grade of “B” represents work that is above average, having succeeded by surpassing the standard requirements in the quality of the finished product.

C: Adequate – Solid comprehension of course concepts

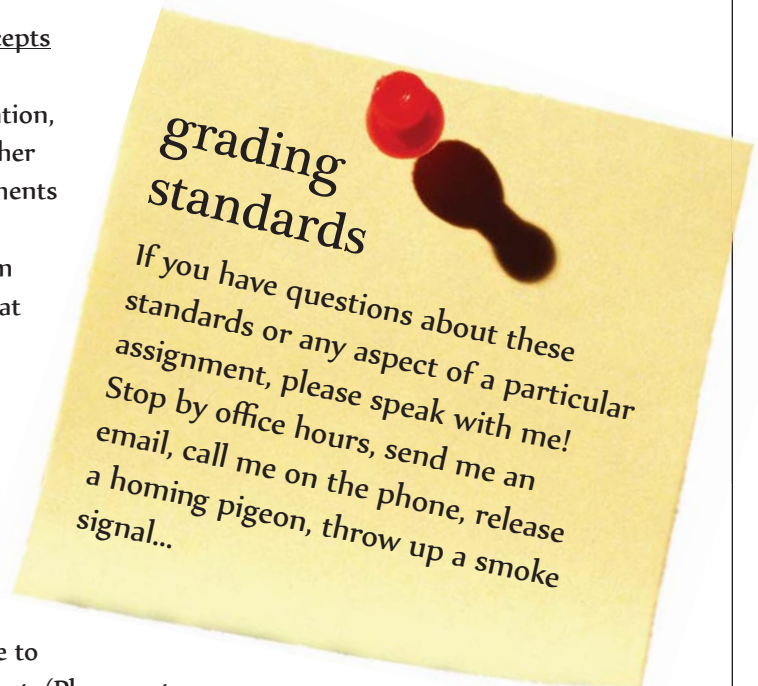
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, you will have to go beyond the minimum requirements outlined in the assignment. (Please note, that “going beyond” the minimum does NOT generally entail things like fancy cover sheets, colored fonts, or exceeding the assigned length of the assignment. “Going beyond” almost always applies to the conceptual concerns of the course, fine tuning clarity of expression, etc.)

D: Poor – Lack of understanding/Assignment does not meet most requirements

“D” is given for work that meets the requirements established, but demonstrates serious flaws either in conceptual formation or mechanical limits. “D” work could be seen in, for example, a good idea expressed very poorly or, conversely, a well-written paper that actually says nothing. “D” work: requires major revision; strays from or confuses audience and purpose; lacks substantive development; is overly generalized or uses facts that have questionable credibility; is formatted or designed in a way that is confusing or misleading; demonstrates an inconsistent or sometimes muddled style; demonstrates unsatisfactory mastery of standard written English where required.

F: Fails – Does Not Meet Assignment Requirements

“F” is given for an assignment that fails to meet the mechanical or conceptual requirements of university work. Mechanical requirements would be matters such as turn-in times, length of assignment, grammatical concerns, focus of assignment, etc. Conceptual matters would revolve around the comprehension of ideas and relationships between ideas. “F” work: fails to meet most of the stated assignment requirements; lacks focus on a subject or appropriate audience; includes unsatisfactory format; includes content that is weak, poorly developed, inadequate; lacks logical connections between ideas, sentences, paragraphs; lacks consistency in style and tone; demonstrates habitually poor writing skills where required.



coms 206 resources

violence, discrimination & sexual assault support services

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources via the Sac State Violence and Sexual Assault Services Program. More information: <https://shcssacstate.org/wellness-promotion/violence-sexual-assault-support-services>, Sac State Victim Advocate: 916-278-3799, Student Health and Counseling: 916-278-6461; Office of Student Conduct: 916-278-6060

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I hope you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. However, I also have a mandatory reporting responsibility regarding sexual misconduct. This means I will seek to keep information you share private to the greatest extent possible but I am specifically required to report sexual misconduct to the university. I can, however, help you find completely confidential resources such as Student Health and Counseling which can be reached at 916-278-6461.

writing resources

It is expected that you write at a level appropriate for a graduating senior, with appropriate structure, clarity, grammar, and style. If you need help with writing, please visit the Writing Center in Calaveras Hall Room 128, just. Students may sign up for tutoring once per week and appointments must be scheduled in person. For more information, call 916-278-6356 or visit: <http://www.csus.edu/writingcenter/>

unique academic needs/disabilities

If you have a disability or unique academic need and require assistance, please inform me as soon as possible so that I may accommodate you. You will need to provide disability documentation to the Office of Services to Students with Disabilities, Lassen Hall 1008. To learn more, please visit: <http://www.csus.edu/sswd/> or call 916-278-7239.

academic support services

Various services are available on campus to support to your academic career, including counseling, tutoring and career advisement. For information, visit the Academic Support Services web site at: <http://www.csus.edu/studentresources/>.

library databases

A multitude of periodical databases are available via the library web site to help you with your academic career and writing every single paper in this course. You will find "Communication & Mass Media Complete" especially helpful for any Communication Studies courses you take (especially this one!). Visit: <http://library.csus.edu/> to learn more.

incompletes

Incompletes will only be considered due to an extreme personal situation. In that case, you must provide a compelling reason and substantive documentation. At that same time, you must also provide a concise plan and time-line for completing the course. I will then determine if your situation meets the requirements for an incomplete grade.

SacCT/blackboard

Course announcements and assignments are distributed in large part via SacCT/Blackboard. You are required to check this site frequently for e-mails, assignments and updates.

coms 206 tentative course calendar*

wk	date	readings	assignment due
1	9/1	<p>Introductions/Welcome</p> <p>Goodall, H. L. (1989). <i>Casing a promised land</i>. Carbondale: Southern Illinois University Press. An introduction to a new way of looking at communication. (Chapter 2)</p> <p>Tracy, S. J., Myers, K. K., & Scott, C. W. (2006). Cracking jokes and crafting selves: Sensemaking and identity management among human service workers. <i>Communication Monographs</i>, 73(3), 283-308.</p> <p>Weick, K. E. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. <i>Administrative science quarterly</i>, 628-652.</p>	
2	9/8	<p>Foundations and History, Part 1</p> <p>Clair, R.P. (1999). Standing still in an ancient field: A contemporary look at the organizational communication discipline. <i>Management Communication Quarterly</i>, 13, 283-293.</p> <p>Deetz, S. (2001). Conceptual foundations. <i>The new handbook of organizational communication: Advances in theory, research, and methods</i>, 3-46.</p> <p>Taylor, J. R., Flanagan, A., Seibold, D., & Cheney, G. (2001). Organizational communication research: Key moments, central concerns, and future challenges. <i>Communication Yearbook</i>, 24. Thousand Oaks, CA: Sage</p>	
3	9/15	<p>Foundations and History, Part 2—A debate</p> <p>(THIS SECOND) Broadfoot, K. J., & Munshi, D. (2007). Diverse voices and alternative rationalities: Imagining forms of postcolonial organizational communication. <i>Management Communication Quarterly: McQ</i>, 21(2), 249.</p> <p>(READ THIS FIRST) Mumby, D. K., & Stohl, C. (1996). Disciplining organizational communication studies. <i>Management Communication Quarterly</i>, 10, 50-72.</p> <p>(FINISH HERE) Mumby, D. K., & Stohl, C. (2007). (Re) disciplining organizational communication studies: A response to Broadfoot and Munshi. <i>Management Communication Quarterly: McQ</i>, 21(2), 268.</p>	

coms 206 tentative course calendar*

wk	date	readings	assignment due
4	9/22	<p>Foundations and History, Part 3—Future Directions</p> <p>Cheney, G. (2007). Organizational communication comes out. <i>Management Communication Quarterly</i>, 21(1), 80-91.</p> <p>Garner, J. T. (2016). A Long Look Back: An Analysis of 50 Years of Organizational Communication Research (1964-2013). <i>Communication Research</i>, 4, 29-64.</p> <p>Krone, K. J. (2005). Trends in organizational communication research: Sustaining the discipline, sustaining ourselves. <i>Communication Studies</i>, 56, 95-105.</p> <p>** Finish May & Mumby Engaging Organizational Communication for next week**</p>	
5	9/29	<p>Organizational Communication Theory</p> <p>Deetz, S. A., & Eger, E. K. (2014). Developing a metatheoretical perspective for organizational communication studies. <i>The SAGE handbook of organizational communication: Advances in theory, research, and methods</i>, 27-48.</p> <p>May, S., & Mumby, D. K. (Eds.). (2004). <i>Engaging organizational communication theory and research: Multiple perspectives</i>. Sage.</p> <p>Putnam, L. L., & Mumby, D. K. (2014). Introduction: Advancing theory and research in organizational communication. <i>The SAGE handbook of organizational communication: Advances in theory, research, and methods</i>, 1-18.</p>	
6	10/6	<p>Organizational Identity & Meaning Making</p> <p>Cheney, G., Christensen, L. T., & Dailey, S. (2014). Communicating identity and identification in and around organizations. In <i>SAGE handbook of organizational communication</i>. Sage Publications, Incorporated.</p> <p>Pratt, M. G. (2000). The good, the bad, and the ambivalent: Managing identification among Amway distributors. <i>Administrative Science Quarterly</i>, 45(3), 456-493.</p> <p>Tracy, S.J. & Trethewey, A. (2004). Fracturing the real self—fake self dichotomy: Moving toward “crystallized” organizational discourses and identities. <i>Communication Theory</i>, 15, 168-195</p>	

coms 206

tentative course calendar*

wk	date	readings	assignment due
7	10/13	<p>Organizational Culture</p> <p>Pacanowsky, M.E., & O'Donnell-Trujillo, N. (1983). Organizational communication as cultural performance. <i>Communication Monographs</i>, 50, 126-147.</p> <p>Dougherty, D., & Smythe, M. J. (2004). Sensemaking, organizational culture, and sexual harassment. <i>Journal of Applied Communication Research</i>, 32(4), 293-317.</p> <p>Weick, K.E. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. <i>Administrative Science Quarterly</i>, 38, 628-652.</p> <p>Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. <i>Organization science</i>, 16(4), 409-421.</p>	
8	10/20	<p>Emotion & Organizing</p> <p>Kramer, M.W., & Hess, J.A. (2002). Communication rules for the display of emotions in organizational settings. <i>Management Communication Quarterly</i>, 16, 66-80.</p> <p>Malvini Redden, S. (2012). How lines organize compulsory interaction, emotion management, and "emotional taxes": The implications of passenger emotion and expression in airport security lines. <i>Management Communication Quarterly</i>, 0893318912458213.</p> <p>Tracy, S. J. (2000). Becoming a character for commerce emotion labor, self-subordination, and discursive construction of identity in a total institution. <i>Management communication quarterly</i>, 14(1), 90-128.</p>	
9	10/27	<p>Power & Resistance</p> <p>Ashcraft, K. L. (2005). Resistance through consent? Occupational identity, organizational form, and the maintenance of masculinity among commercial airline pilots. <i>Management Communication Quarterly</i>, 19, 67-90.</p> <p>Barker, J. R. (1993). Tightening the Iron Cage: Concertive control in self-managing teams. <i>Administrative Science Quarterly</i>, 38(3), 408-437.</p> <p>Trethewey, A. (1997). Resistance, identity, and empowerment: A postmodern feminist analysis of clients in a human service organization. <i>Communication Monographs</i>, 64, 281-301</p>	

coms 206 tentative course calendar*

wk	date	readings	assignment due
10	11/3	<p>Gender & Organizing</p> <p>Ashcraft, K. L. (2001). Organized dissonance: Feminist bureaucracy as hybrid form. <i>Academy of Management Journal</i>, 44(6), 1301-1322.</p> <p>Harris, K. L. (2013). Show Them a Good Time Organizing the Intersections of Sexual Violence. <i>Management Communication Quarterly</i>, 27(4), 568-595.</p> <p>Tracy, S. J., & Rivera, K. D. (2009). Endorsing equity and applauding stay-at-home moms: How male voices on work-life reveal aversive sexism and flickers of transformation. <i>Management Communication Quarterly</i>.</p>	
11	11/10	No class--National Communication Association Convention	
12	11/17	<p>Applied Organizational Research, Part 1</p> <p>Barbour, J. B., & James, E. P. (2015). Collaboration for Compliance: Identity Tensions in the Interorganizational and Interdisciplinary Regulation of a Toxic Waste Storage Facility. <i>Journal of Applied Communication Research</i>, 43(4), 363-384.</p> <p>Dempsey, S. E. (2009). Critiquing community engagement. <i>Management Communication Quarterly</i>.</p> <p>Mease, J. J. (2015). Embracing Discursive Paradox Consultants Navigating the Constitutive Tensions of Diversity Work. <i>Management Communication Quarterly</i>, 0893318915604239.</p>	
13	11/27	TURKEY DAY! (No class)	Happy Thanksgiving!
14	12/1	<p>Applied Organizational Research, Part 2</p> <p>Fairhurst, G. T., & Grant, D. (2010). The social construction of leadership: A sailing guide. <i>Management Communication Quarterly</i>, 24(2), 171-210.</p> <p>Lucas, K. (2011). Blue-collar discourses of workplace dignity: Using outgroup comparisons to construct positive identities. <i>Management Communication Quarterly</i>, 0893318910386445.</p> <p>Way, D., & Tracy, S. J. (2012). Conceptualizing compassion as recognizing, relating and (re) acting: A qualitative study of compassionate communication at hospice. <i>Communication Monographs</i>, 79(3), 292-315.</p>	
15	12/8	Final Project Presentations & Workshop	
16	12/13	Final Projects Due	