

coms 217

spring 2017
applied organizational comm
section 1, #35251, T, 6-8:50 p.m., MND 4008

description

This course is designed to give students an opportunity to apply organizational communication concepts, theories, and methods to their analysis of communication in organizations. Students will review measuring instruments and methods used to assess communication practices in organizations. Students will also critically review relevant research literature regarding the assessment of communication issues in organizations.

texts & materials

1. **Required:** Readings, as assigned. (Available free online or SacCT)
2. **Required:** American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington: APA OR relevant resources for APA style.

coms 217, the 30,000 foot view

We'll be examining various means of assessing organizational communication behavior; taking an applied organizational communication perspective. We'll begin by defining applied communication research, understanding some trends relative to organizational communication research methods broadly, and discussing issues and context specific to applied communication research. Then we'll jump into a number of key methods and approaches to understanding communication in organizations. Along the way, students will have an opportunity to practice various methods in organizations of their choosing. Finally, we'll end the semester with topical readings pertinent to student interests. Students will engage in a culminating experience that demonstrates their knowledge and expertise in assessing communication behavior in organizations.

course learning objectives

1. To **know** the important contexts and issues that surround applied communication research in organizations
2. To **know** the important methods and research in used to assess communication in organizations
3. To **appreciate** the complex ways that communication organizes across contexts
4. To **recognize** the breadth and depth of organizational communication methods
5. To **apply** organizational theories and concepts to practical contexts and experiences
6. To **evaluate** applied organizational communication scholarship
7. To **critique** applied organizational communication concepts through oral and written work.



coms 217 classroom culture

the process of teaching & learning in coms 217

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, conduct & co-constructed norms

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.

Co-constructed norms

- ♦ Stay focused on the task at hand
- ♦ Be respectful of talk time/monopolizing the conversational floor
- ♦ Be respectful of time limits for presentations
- ♦ Bring snacks!

coms 217 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 50%.

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 one excused absence by outlining the week's readings and accomplishing a written synthesis. 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 217 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 217 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.

Engagement & Participation 15%

Engagement and participation is a cornerstone of graduate coursework. Course discussions will only be as good as the comments, questions, observations and connections that students contribute. Therefore, please prepare for class carefully, and be ready to contribute. Part of weekly participation will include reporting on the details of specific articles. Each student will sign up in advance to report on a particular article. (See details/examples of participation activities on page 2.)

Reading Reports (13 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.

Methods Portfolio..... 20%

Students will practice various methods of organizational communication assessment, turning in several entries in throughout the semester, and compiling revised versions into a formal portfolio. Students should feel free to use portfolio entries in their final projects as is relevant. Students will present their portfolios during the penultimate class period.

Students must turn in four entries involving four different methods. While it is recommended that they track with the current readings, it is not necessary. Dr. Shawna will give feedback and evaluations of the entries when they are turned in, but will reserve formal grading until the final portfolio is submitted at the end of the semester. Guidelines for what to accomplish for each method will be posted on SacCT.

Final Project (including presentation) 20%

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 other scholarly endeavor. Students may collaborate in pairs, so long as the project features a data collection method reviewed during the course of the semester.

Project Proposal 5%

Students will outline and offer a rationale for their final project, include relevant background literature, research questions, and a specific timeline of analytic activities.

Project/Draft Workshop 5%

During the penultimate class period, students will participate in a workshop with a polished draft of their paper. Students may be asked to bring multiple copies of said draft for peer review.

coms 217 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.

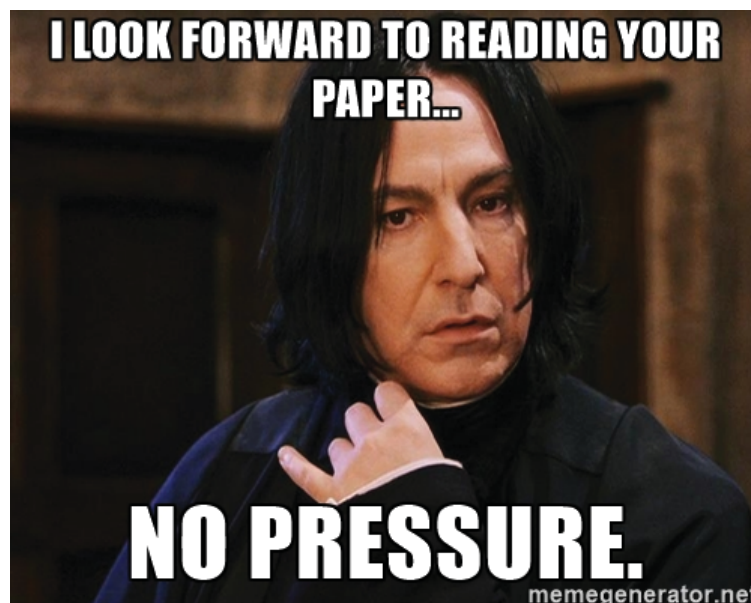
grading scale

Final grades will not be rounded.

≥ 94%A	≥ 88%B+	≥ 78%C+	≥ 68%D+	< 60%.....F
≥ 90%A-	≥ 84%B	≥ 74%C	≥ 64%D	
	≥ 80%B-	≥ 70%C-	≥ 60%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 217 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

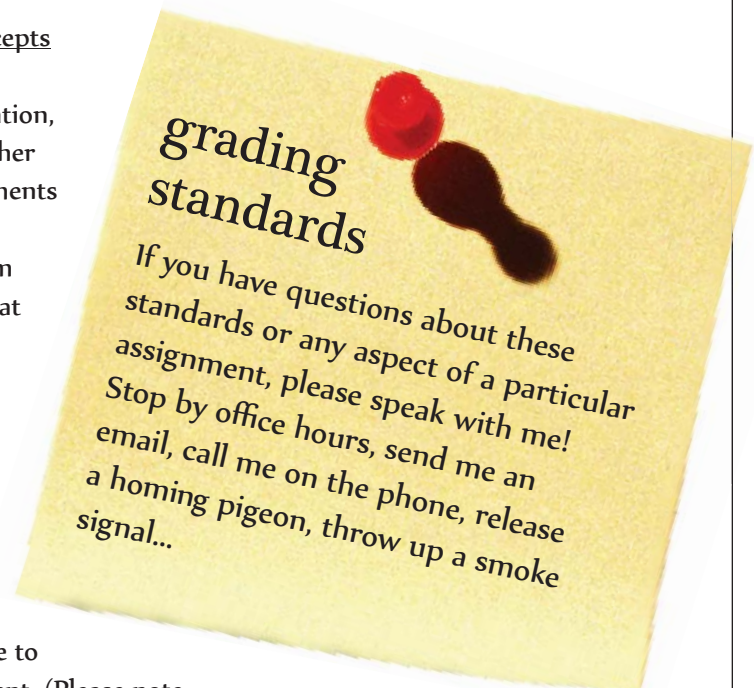
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, 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 217 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 217 tentative course calendar*

wk	date	readings	assignment due
1	1/27	<p>Introductions/Welcome</p> <p>Barge, J. K., & Craig, R. T. (2009). Practical theory in applied communication scholarship. <i>Routledge handbook of applied communication research</i>, 55-78.</p> <p>Cissna, K. N., Eadie, W. F., & Hickson III, M. (2009). The development of applied communication research. <i>Routledge handbook of applied communication research</i>, 1.</p> <p>Frey, L. R. SunWolf. (2009). Across applied divides: Great debates of applied communication scholarship. <i>Routledge handbook of applied communication research</i>, 26-54.</p>	
2	1/31	<p>Contextualizing Applied Org Comm</p> <p>Munshi, D., & Kurian, P. A. (2015). Imagining organizational communication as sustainable citizenship. <i>Management Communication Quarterly</i>, 29(1), 153-159.</p> <p>Orbe, M. P. (1998). An Outsider within Perspective to Organizational Communication Explicating the Communicative Practices of Co-Cultural Group Members. <i>Management Communication Quarterly</i>, 12(2), 230-279.</p> <p>Stephens, K. K. (2017). Organizational Communication Methods Published in MCQ 2001-2015: Trends and Pedagogical Implications. <i>Management Communication Quarterly</i>, 31(1), 130-138.</p> <p>Wittenberg-Lyles, E., & Goldsmith, J. (2015). Trial, error and radical revision as our compass in engaged research. <i>Journal of Applied Communication Research</i>, 43(1), 131-135.</p>	Reading Report #1
3	2/7	<p>Issues in Applied Communication Research</p> <p>Buzzanell, P. M., Meisenbach, R. J., Remke, R., Sterk, H., & Turner, L. H. (2009). Positioning Gender as Fundamental in Applied Communication Research. <i>Routledge handbook of applied communication research</i>, 181.</p> <p>Nicotera, A. M., Clinkscales, M. J., Dorsey, L. K., & Niles, M. N. (2009). Race as political identity: Problematic issues for applied communication research. <i>Routledge handbook of applied communication research</i>, 203-232.</p> <p>Seeger, M. W., Sellnow, T. L., Ulmer, R. R., & Novak, J. M. (2009). Applied communication ethics: A summary and critique of the research literature. <i>Routledge handbook of applied communication research</i>, 203-232.</p>	Reading Report #2

coms 217 tentative course calendar*

wk	date	readings	assignment due
4	2/14	<p>Org Comm Audits Clampitt, P. G. (2009). The questionnaire approach. <i>Auditing Organizational Communication: A Handbook of Research, Theory and Practice</i>, 55.</p> <p>Hogard, E., & Ellis, R. (2006). Evaluation and communication using a communication audit to evaluate organizational Communication. <i>Evaluation review</i>, 30(2), 171-187.</p> <p>Zwijze-Koning, K., & de Jong, M. (2007). Evaluating the communication satisfaction questionnaire as a communication audit tool. <i>Management Communication Quarterly</i>, 20(3), 261-282.</p>	Reading Report #3
5	2/21	<p>Interview and Focus Groups Hafen, S. (2004). Organizational gossip: A revolving door of regulation and resistance. <i>Southern Journal of Communication</i>, 69(3), 223-240.</p> <p>Hartman, J. (2004). Using focus groups to conduct business communication research. <i>The Journal of Business Communication</i> (1973), 41(4), 402-410.</p> <p>Scott, M. E., Elia, A. R., & Golden, A. G. (2015). A Communicative Analysis of a Sexual Health Screening Intervention Conducted in a Low-Income Housing Complex. <i>Journal of Applied Communication Research</i>, 43(4), 450-467.</p>	Reading Report #4
6	2/28	<p>Moved from Applied Practice to Expert Craft—Special Guest Sarah J. Tracy Tracy, S.J., & Donovan, M.C.J., (2017). Moving from practical application to expert craft practice in organizational communication: A review of the past and OPPT-ing into the future.</p> <p>Tracy, S. J., Franks, T. M., Brooks, M. M., & Hoffman, T. K. (2015). An OPPT-In approach to relational and emotional organizational communication pedagogy. <i>Management Communication Quarterly</i>, 29(2), 322-328.</p> <p>Tracy, S. J., & Huffman, T. P. (2016). Compassion in the face of terror: a case study of recognizing suffering, co-creating hope, and developing trust in a would-be school shooting. <i>Communication Monographs</i>, 1-24.</p>	<p>Reading Report #5</p> <p>Method Portolio Entry 1 Due</p>

coms 217 tentative course calendar*

wk	date	readings	assignment due
7	3/7	<p>Ethnography of Communication</p> <p>Sprain, L., & Boromisza-Habashi, D. (2013). The ethnographer of communication at the table: Building cultural competence, designing strategic action. <i>Journal of Applied Communication Research</i>, 41(2), 181-187. Chicago</p> <p>Witteborn, S., Milburn, T., & Ho, E. Y. (2013). The Ethnography of Communication as Applied Methodology: Insights from Three Case Studies. <i>Journal of Applied Communication Research</i>, 41(2), 188-194.</p> <p>Townsend, R. M. (2013). Engaging “others” in civic engagement through ethnography of communication. <i>Journal of Applied Communication Research</i>, 41(2), 202-208.</p>	Reading Report #6
8	3/14	<p>Organizational Ethnography/Autoethnography</p> <p>Boyle, M., & Parry, K. (2007). Telling the whole story: The case for organizational autoethnography. <i>Culture and Organization</i>, 13(3), 185-190.</p> <p>Cunliffe, A. (2009). Retelling tales of the field: In search of organizational ethnography 20 years on. <i>Organizational Research Methods</i>.</p> <p>Smart, G. (1998). Mapping conceptual worlds: Using interpretive ethnography to explore knowledge-making in a professional community. <i>The Journal of Business Communication</i> (1973), 35(1), 111-127.</p> <p>Van Maanen, J. (1979). The fact of fiction in organizational ethnography. <i>Administrative science quarterly</i>, 539-550.</p>	<p>Reading Report #7</p> <p>Method Portolio Entry 2 Due</p>
9	3/21	SPRING BREAK!	SPRING BREAK!
10	3/28	<p>Narrative Analysis/Organizational Stories</p> <p>Brown, M. H. (1990). Defining stories in organizations: Characteristics and functions. <i>Annals of the International Communication Association</i>, 13(1), 162-190.</p> <p>Dailey, S. L., & Browning, L. (2014). Retelling stories in organizations: Understanding the functions of narrative repetition. <i>Academy of Management Review</i>, 39(1), 22-43.</p> <p>Meyer, J. C. (1995). Tell me a story: Eliciting organizational values from narratives. <i>Communication Quarterly</i>, 43(2), 210-224.</p>	Reading Report #8

coms 217 tentative course calendar*

wk	date	readings	assignment due
11	4/4	<p>Discourse and Metaphor Analysis</p> <p>Malvini Redden, S., Tracy, S. J., & Shafer, M. S. (2013). A metaphor analysis of recovering substance abusers' sensemaking of medication-assisted treatment. <i>Qualitative Health Research</i>, 23(7), 951-962.</p> <p>Medved, C. E. (2016). The new female breadwinner: discursively doing and un doing gender relations. <i>Journal of Applied Communication Research</i>, 44(3), 236-255.</p> <p>Tracy, K., & Mirivel, J.C. Discourse analysis: The practice and practical value of taping, transcribing, and analyzing talk</p>	Reading Report #9
12	4/11	<p>Quantitative Methods</p> <p>Query, J., Wright, K., Amason, P., Eichhorn, K. C., Weathers, M. R., Haun, M. W., & Pedrami, V. (2009). Using quantitative methods to conduct applied communication research. <i>Routledge Handbook of applied communication research</i>, 81.</p> <p>Turnage, A. K., & Goodboy, A. K. (2016). E-mail and face-to-face organizational dissent as a function of leader-member exchange status. <i>International Journal of Business Communication</i>, 53(3), 271-285.</p> <p>Weber, M. S., & Kim, H. (2015). Virtuality, technology use, and engagement within organizations. <i>Journal of Applied Communication Research</i>, 43(4), 385-407.</p>	<p>Reading Report #10</p> <p>Method Portfolio Entry 3 Due</p>
13	4/18	<p>Mixed Methods</p> <p>Brown, L. A., & Roloff, M. E. (2015). Organizational Citizenship Behavior, Organizational Communication, and Burnout: The Buffering Role of Perceived Organizational Support and Psychological Contracts. <i>Communication Quarterly</i>, 63(4), 384-404.</p> <p>Keyton, J., Caputo, J. M., Ford, E. A., Fu, R., Leibowitz, S. A., Liu, T., ... & Wu, C. (2013). Investigating verbal workplace communication behaviors. <i>The Journal of Business Communication</i> (1973), 50(2), 152-169.</p> <p>Myers, S. A., Cranmer, G. A., Goldman, Z. W., Sollitto, M., Gillen, H. G., & Ball, H. (2015). Differences in Information Seeking Among Organizational Peers Perceptions of Appropriateness, Importance, and Frequency. <i>International Journal of Business Communication</i>, 2329488415573928.</p>	Reading Report #11

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wk	date	readings	assignment due
14	4/25	<p>Potpourri, Part I</p> <p>French, S. L., & Holden, T. Q. (2012). Positive organizational behavior: A buffer for bad news. <i>Business Communication Quarterly</i>, 75(2), 208-220.</p> <p>Koschmann, M. A. (2013). The communicative constitution of collective identity in interorganizational collaboration. <i>Management Communication Quarterly</i>, 27(1), 61-89.</p> <p>McNamee, L. G. (2011). Faith-based organizational communication and its implications for member identity. <i>Journal of Applied Communication Research</i>, 39(4), 422-440.</p>	<p>Reading Report #12</p> <p>Method Portfolio Entry 4 Due</p>
15	5/2	<p>Potpourri, Part II</p> <p>Barbour, J. B., Jacocks, C. W., & Wesner, K. J. (2013). The Message Design Logics of Organizational Change. <i>Communication Monographs</i>, 80(3), 354-378.</p> <p>Campbell, K. S., Carmichael, P., & Naidoo, J. S. (2015). Responding to Hostility: Evidence-Based Guidance for Communication During Planned Organizational Change. <i>Business and Professional Communication Quarterly</i>, 78(2), 197-214.</p> <p>Lewis, L. K. (2011). Stakeholder Interactions: Storying and Framing. <i>Organizational Change: Creating Change through Strategic Communication</i>, 233-259.</p>	<p>Reading Report #13</p>
16	5/9	<p>Methods Portfolio/Presentations</p> <p>Barbour, J. B., Jacocks, C. W., & Wesner, K. J. (2013). The Message Design Logics of Organizational Change. <i>Communication Monographs</i>, 80(3), 354-378.</p> <p>Final Project Drafts Due & Workshop</p>	<p>Methods Portfolio</p> <p>Final Project Draft</p>
17	5/16	<p>Final Projects Due</p>	

Professional Development Topics:

- * Service/translating research/engagement
- * Interviews/job hunting in and out of academia
- * Publishing/journal submissions
- * Submitting to and navigating conferences
- * PhD bound: Seeking out faculty