

coms 180

spring 2020
org comm senior seminar
section 1, #34265, M/W, 1:30-2:45 p.m., MND 1022
section 2, #34359, M/W, 12-1:15 p.m., MND 1022

description

Senior Seminar in Organizational Communication invites students to make an in-depth study of the theories, practices, and methods used to understand communication in and by organizations. 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 organizational structures, decision making, culture, identity, power, leadership, relationships, gender, difference, and emotionality, among other topics. Students will be asked to analyze communication from the various organizations including their employers, schools, churches, stores, and government agencies. The course includes student-led activities and discussion, and independent research about organizational communication topics.

Catalogue description: "Seminar on communication theories, techniques and research methodologies in the field of social and governmental organizational systems. Prerequisite: COMS 145; completion of 12 units of upper division COMS courses including COMS 100A."

texts & materials

1. **Required:** McDonald, J., & Mitra, R. (2019). *Movements in Organizational Communication: Current Issues and Future Directions*. New York, NY: Routledge.
2. **Required:** Other readings, as assigned. (Available free online or Canvas)
3. **Required:** Access to and full knowledge of how to use Canvas
4. **Required:** One package of 4x6 index cards, in any color
5. Recommended: APA Style Guide

course objectives

1. To **distinguish** between major theories and approaches for studying organizational communication
2. To **critique** the complex ways that communication structures and is structured by organizations
3. To **apply** communication concepts and theories to organizational contexts and issues
4. To **evaluate** the role(s) of organizational communication in today's society
5. To **demonstrate** a sophisticated understanding of organizational communication concepts through oral and written work.

feedback

Throughout the semester you will have many opportunities to provide feedback about the course. I always welcome student input and realize if we wait until the end of the semester during university evaluations, I cannot make changes that will help you. So, please share your suggestions and concerns with me in an open and constructive manner *during* the semester whether in class, privately during office hours, via e-mail or anonymously.



coms 180 policies & requirements

the process of teaching & learning in coms 180

Learning is an active process which means that you will be directly involved through discussion, activity and collaboration. Not only does it make the process more enjoyable (read: not boring), but your learning will be more effective, increasing your competence in the subject matter.

Effective learning happens when:

- * you understand and can assess organizational communication in ways more sophisticated than when you began the course
- * you are conscious of the communication choices made by organizations as well as communication choices you make as a member in various organizations
- * you are able to identify, explain, and analyze organizational communication phenomena

You will facilitate these outcomes by:

- * mindfully completing reading and written assignments before coming to class
- * arriving to class on time and prepared
- * being prepared and willing to share ideas and dialogue with colleagues that are relevant to the class
- * looking for connections between real life experiences and the ideas and concepts encountered throughout the course to build a deep, complex understanding of communication processes
- * asking insightful questions

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; develop conceptual maps; and identify concepts in various media. Occasionally, I will talk for 10-15 minutes, but we'll be focused on practice and application.

classroom behavior & the class environment

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, teaching assistant, 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 create an uncomfortable or hostile classroom environment
- * disagree with ideas without disparaging others
- * practice empathy and perspective taking

Collaborative class norms:
[Developed during week 1]

preferred names

Use a different name than what's on the school roster? No problem. Just let me (and the class) know. You can call me Dr. Malvini Redden, or Professor Malvini, or Dr. Redden or any derivative, EXCEPT Mrs. I'll think my grandma is here.

coms 180 policies & requirements

late work/make-up exams

Late work will be accepted only in extreme circumstances (read: you are in a full body cast and cannot type) and will typically be marked down by one letter grade for each day late. Informal in-class activities/quizzes cannot be made up. Make-up exams will be considered only in extreme circumstances or for school sanctioned events with advanced notice.

Unless noted otherwise, assignments are due at the BEGINNING of class time on the date assigned and typically will be turned in on Canvas. **If you arrive late on the day a hard copy is required, your assignment will be marked down by 25%.** If you will be absent on a due date, you may turn the assignment in early or send it to class with a colleague. Early work may be submitted to the Comm Studies office (Mendocino 5014; please get a time stamp) or left in the pink Cadillac on the fifth floor. Note: Absolutely no assignments will be accepted via e-mail. Ever. Ever, ever.

attendance/punctuality

To have a meaningful class, everyone needs to arrive **on time** and prepared for the day's activities. That said, the responsibility for attendance is entirely yours. Attendance will be taken via in-class activities. If you miss a class period where an assignment is due—for any reason—you assume responsibility for the zero that will be recorded. This includes papers, presentations, quizzes, exams and in-class activities. Excessive absences, tardiness, and early departure will result in a loss of professionalism and engagement credit. If you miss class, it is your responsibility to get notes from colleagues. I do not need to be notified if you're going to miss or have missed class, unless you need to arrange for a school sanctioned event in advance. To protect your privacy, I don't need doctor's notes (or pictures!) either.

kid-friendly zone

Have kids? If you are a parent and your childcare falls through at the last minute, consider bringing the kiddos (with appropriate quiet entertainment) with you instead of skipping class.

health and wellness

As evidenced by the attendance and engagement policies, your presence in class is a top priority. However, I do not want you to sacrifice your physical or mental wellbeing. If you're sick, stay home and get well! If you need help finding resources to support your mental and physical health, please be in touch. There are also many FREE health and wellness services available to you on campus: <https://www.csus.edu/student-life/health-counseling/>

electronic devices

To create the best learning environment, electronic devices 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 choose to use your phone during class, you choose to forfeit 50 points from your final grade, each time. If you need to use your phone for an emergency, no problem. Just step outside.

The use of laptops or tablets—except for prescribed periods of time, like during activities—is prohibited in order to facilitate engagement with discussion.

a social media-free zone

Research indicates that we have but two primary channels for receiving and interpreting information: visual and aural. These channels become overloaded easily when faced with too much stimuli or information, e.g., trying to snapchat/text, “listen” to a lecture, take notes and pay attention to visual aids. Since meaningful learning involves actively engaging with content, limiting electronics in the classroom gives you an opportunity to involve yourself with the course material. Don't worry, I promise to ignore my phone, too.

coms 180 policies & requirements

academic honesty, plagiarism and cheating

The very best way to fail this course? Plagiarize or cheat. 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. Note that "recycling" papers from other classes also falls under academic misconduct and will not be tolerated. All work completed for COMS 180 must be original. Please acquaint yourselves with the university's academic integrity policy, which can be found here: <http://www.csus.edu/umannual/student/stu-0100.htm> To assist with student learning, honesty, and integrity in our academic processes, 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.

e-mail etiquette

Please remember that e-mail should be treated with the same care and respect that you would a face-to-face interaction. Compose e-mail carefully, using a pertinent subject line, an appropriate greeting and a concise message, without spelling or grammatical errors. I will attempt to return all e-mail promptly, within two business days. Messages received after 8 p.m. will not be addressed until the following day. **Please note that I may not always respond to questions when the information is readily available in the syllabus, on Canvas or an assignment sheet.**

assignment formatting

All written assignments (except in-class or online activities) must be typed AND stapled or they will be not accepted. Seriously. No staple = no points. 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, the date, the class and section number, and the assignment on the left-hand margin. APA style is required for in-text citations/references only.

— Straight A. Student
January 30, 2020
COMS 180, Section 1
Homework #1

on figuring out "what she wants"

Every semester, I overhear students discussing "what she wants" on homework and papers, or "what she REALLY wants," as opposed to what's written on assignment sheets. Please know that I spend a significant amount of time developing assignment directions with purpose statements, learning goals, grading rubrics, etc. that spell out the basics of what I'd like to see you accomplish.

What I *really* want is for you to take that structure and then do your **best work**. Be creative. Think hard. Write drafts and re-write. Care about your work because putting in time and attention will help you think better and learn more overall. Worry less about "getting it right" because there are many ways to accomplish the same assignment and all of them may be just fine, if they also meet the minimum requirements (read: the assignment sheet). Be confident and have fun. I'm already looking forward to reading your ideas.

coms 180 policies & requirements

assignments & evaluations

This semester, you will have many opportunities to demonstrate your understanding of org comm concepts. Along the way, you can earn up to 1,000 points, which are distributed across the assignments listed below. Detailed criteria and requirements will accompany each assignment.

Engagement & Professionalism125 points

Active and meaningful participation is critical for high quality learning environments, especially in a seminar course. Professionalism is demonstrated through clear preparation (reading in advance, bringing materials to class), effective verbal and non-verbal communication, arriving on time, staying on task, avoiding disruptions, asking insightful questions, contributing based upon clear knowledge of class materials, competent communication, etc. (For details, see page 2.) You will be provided with a list of ways to participate that accommodate different engagement styles.

Engagement will be assessed mid-semester (25 points), and at the end of term (100 points). Excellent grades are earned by those who consistently demonstrate respect, professionalism, *active* engagement, and leadership, in and out of the classroom. Engagement will also be evaluated via periodic ungraded class activities that show preparedness. You will also have opportunities to self-assess and reflect upon your class engagement. Excessive absences, tardies, and early departures may result in lost points in this category.

Talking Points (10 TPs x 20 points each)200 points

For each new topic (starting week 2), you will craft Talking Points for each set of readings for use in class discussions. Assignments will be submitted on Canvas but also bring a copy to class for reference. You will also be asked to engage with colleagues' TP questions via online discussion boards. Note: 12 topics are listed on the syllabus. You only need to submit 10 TPs. (If you submit all 12, the lowest 2 grades will be dropped.) *You will be able to print/bring TPs to class for reference on the exams, so definitely take these seriously.*

Exams (2 exams, 125 points each)250 points

Tests will cover material from the textbook, articles, and lecture, and may include multiple choice, true/false, and short answer questions. A study guide will be provided. You may take the tests in groups, if you choose (3 people or fewer). You may use handwritten reading notes and in-class lecture notes during the exam.

Take the Lead (Activity leading)125 points

Throughout the semester, you will have the opportunity to work in small groups (3-5 people) to lead discussions/activities on a research topic of your choosing that *supplements* the course readings.

Sherlock Time (Final Project)225 points

To demonstrate understanding and synthesis of course concepts, you will propose and complete a fun and creative research project about an organizational communication topic of your choice. Can be done alone, in pairs or small groups (4 or fewer). Projects to be presented during the final exam period (with potluck party!). Time will be allotted in class to strategize with groups. Interim assignments included.

Professional Development Practica (5 assignments, 15 points each)75 points

As career prep, you will complete 5 professional development practica, including things like: meeting with a career advisor, crafting a resume, calling on job postings, searching communication related jobs, etc.

coms 180 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 college students. Grades are not assigned based upon effort. 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 Canvas. Please make sure the score on your homework matches the score recorded on Canvas. 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. You will never, ever, ever have a grade lowered because you raise concern or voice an inquiry about it. It is ALWAYS in your best interest to talk with me and ask how something was graded or what could be done to improve scores next time around (See “Grading Standards” for more information).

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.**

*** If you are concerned about your achievement in the course, please speak to me early and often. There is not much I can do to help when the semester is over! ***

an aside

As this is an upper division, senior seminar course, much of the discussion and activities will be centered around your questions, observations and contributions. As seasoned college students towards the end of your undergraduate education, it is expected that your work be polished and thought-provoking, and that you consistently engage with the material and assignments.

coms 180 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

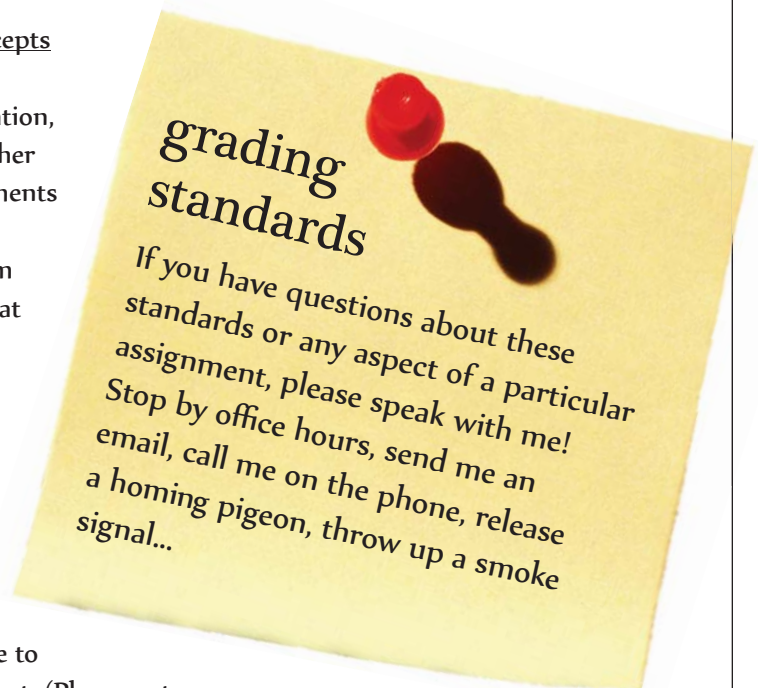
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, 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 180 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 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://www.csus.edu/student-life/health-counseling/sexual-violence-support/>, 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. I hope you feel comfortable sharing your life experiences in classroom discussions, in written work, and in meetings. However, I also have a mandatory reporting responsibility regarding sexual misconduct. This means I am specifically required to report sexual misconduct to the university. If you share that type of information with me, I will try to keep it private, but I cannot guarantee it. I can, however, help you find completely confidential resources such as Student Health and Counseling.

crisis assistance & resource education support (CARES)

If you are experiencing a crisis, or challenges in the area of basic needs like food and/or stable housing, Sacramento State offers support. Please visit <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

reading & writing resources

It is expected that you write at a level appropriate for a graduating senior, with clear structure, clarity, grammar, and style. If you need help, visit the Writing Center in Calaveras Hall Room 128. For more information, call 916-278-6356 or visit: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

unique academic needs/disabilities

If you have a disability or unique academic need and require assistance, please inform me as soon as possible. You will need to provide disability documentation to the Office of Services to Students with Disabilities, Lassen Hall 1008, <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/> or call 916-278-7239.

academic support services

Many services are available on campus to support to your academic career, including counseling, tutoring and career advising via the Student Service Center: <https://www.csus.edu/student-affairs/>

free health and wellness services

Need to see a doctor, speaking with a counselor, or get prescription or over-the-counter meds? You can do all of that for FREE, and participate in free wellness/health classes. Learn more: <https://www.csus.edu/student-life/health-counseling/>

incompletes

Following university policy, incompletes will only be considered due to an extreme personal situation, substantive documentation, and a concise plan and time line for completing the course.

add/drop policy

Per department/university policy, students may drop this course during the first two weeks of the semester without restriction. Students may add with instructor approval, with priority given to those graduating first. During weeks 3-4, petition forms are needed to add/drop, and require the instructor and department chair signature. You will not be automatically dropped for not attending class; however, failure to attend the first two days may lead to being dropped.

coms180 tentative course calendar*

wk	date	topic	readings	assignment due
Unit 1: Foundations				
1	M 1/20	Martin Luther King Jr. Day	No class	
	W 1/22	Welcome & Introductions	Ch 1: Introduction to the Field	
2	M 1/27	Thinking Critically About Org Comm [We'll fight the powers that be, just don't pick our destiny 'cause you don't know us, you don't belong... Oh, we're not gonna take it anymore...]	Ch 3: Organizing Power and Resistance "Transforming Power: Expanding the Inheritance of Michel Foucault in Organizational Studies" by Dr. Maria A. Dixon "Employees Want an Ethical Workplace and a Growing Number are Willing to Protest to Get It" by Daniel Moritz-Rabson	[TP#1 due Friday, 1/25]
	W 1/29			TP#1 Peer responses due
3	M 2/3	Organizational Culture [Of water coolers and red staplers]	Ch 6: Organizational Culture and Socialization "Negotiating Identity in Raced and Gendered Workplace Interactions..." by Dr. Pat Parker "The Life-Changing Art of Asking Instead of Telling" by Lila MacLellan	[TP#2 due Friday, 1/31]
	W 2/5			TP#2 Peer responses due
Unit 2: Identity and Organizing				
4	M 2/10	Identity and Branding [Who we are and who we perform]	Ch 5: Identity, Identification, and Branding "Managing Mixed Messages: Sexual Identity Management in a Changing U.S. Workplace" by Dr. Cristin A. Compton "Personal Identity is (Mostly) Performance" by Jennifer Ouellette	[TP#3 due Friday, 2/7] PDP #1
	W 2/12			TP#3 Peer responses due

coms180 tentative course calendar*

wk	date	topic	readings	assignment due
5	M 2/17	Gender and Sexuality at Work [Time to smash the patriarchy]	Ch 7: Gender and Sexuality “Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success” by Dr. Sylvia Ann Hewlett and Carolyn Buck Luce “How Women Can Escape the Likeability Trap” by Dr. Joan C. Williams “How to be Inclusive of Trans People in the Workplace” by Lily Zheng & Dr. Alison Ash Fogarty “23 Ways Feminism Has Made the World a Better Place for Men” by Elizabeth Plank Activity Leading Group Research Summary	[TP#4 due Friday, 2/14] Final Project Idea due on Canvas
	W 2/19		Activity Leading Group #1	TP#4 Peer responses due
6	M 2/24	Difference and Organizing [Acknowledging privilege and creating more inclusive organizations]	Ch 8: Difference, Diversity, and Inclusion “Diversity’ and Organizational Communication” by Dr. Brenda J. Allen “Designing a Bias-Free Organization” by Gardiner Morse “Being Black–But Not Too Black–in the Workplace” by Dr. Adia Harvey Wingfield “10 Ways White People Are More Racist Than They Realize” by Kali Holloway Activity Leading Group Research Summary	[TP#5 due Friday, 2/21]
	W 2/26		Activity Leading Group #2	TP#5 Peer responses due

coms180 tentative course calendar*

wk	date	topic	readings	assignment due
7	M 3/2	Organizational Stigma, Dirty Work & Identity [So, when are you going to get a “real job” then?]	“Sexuality, Masculinity, and Taint Management Among Firefighters and Correctional Officers” by Dr. Sarah J. Tracy & Dr. Cliff Scott “Sex, Stigma & Nevada’s Brothels” by Fred Wasser “Cleaning After Hours” by Adrienne Green “What We Learned from Interviews with 100 American Workers” by Adrienne Green and Bourree Lam Activity Leading Group Research Summary	[TP#6 due Friday, 2/28]
	W 3/5		Activity Leading Group #3	TP#6 Peer responses due
8	M 3/9	Professional Development Workshop [So you want to get a job?] Special guests: Michelle Okada (12 p.m.) and Emma Wadiak (1:30 p.m.)	“How to Write a Cover Letter” by Amy Gallo	PDP#2 Due (on Canvas AND one hard copy)
	W 3/11	Exam 1	Don’t forget your hard copy notes!	Exam 1 (Unit 1 & 2 Readings)
Unit 3: Workplace Relationships				
9	M 3/16	Emotion and Relationships at Work [How all the feels influence our communication at work]	Ch 9: Emotion and Relationships in the Workplace “How to Control Your Emotions During a Difficult Conversation” by Amy Gallo “This is the Cost of Women’s Workplace Emotional Labor” by Gwen Moran Activity Leading Group Research Summary	[TP#7 due Friday, 3/13] Final Project Proposal due
	W 3/18		Activity Leading Group #4	TP#7 Peer responses due

coms180

tentative course calendar*

wk	date	topic	readings	assignment due
10	M 3/23	Relational Leadership [Less Steve Jobs, more Zuckerberg]	Ch 11: Leadership “Going to Lunch”: The Role of Catch Phrases and Language in Constructing a Heteronormative Leadership Culture” by Dr. Kimberly R. Mungaray and Dr. Nancy J. Curtin Activity Leading Group Research Summary	[TP#8 due Friday, 3/20] PDP#3
	W 3/25		Activity Leading Group #5	TP#8 Peer responses due
11	M 3/30	Spring Break!	Spring Break!	Spring Break!
	W 4/1	Spring Break!	Spring Break!	Spring Break!
12	M 4/6	Dating at Work [Gilligan’s Island syndrome?]	“Understanding Information and Communication Technology Use in Workplace Romance Escalation and De-Escalation” by Dr. Renee L. Cowan and Dr. Sean M. Horan “How to Approach an Office Romance (And How Not To)” by Amy Gallo	[TP#9 due Friday, 3/27] Final Project Check-in #1
	W 4/8	Professional Development Workshop [Don’t text me. Tell it straight to my face.]	“How to email your professor without being annoying AF” by Laura Portwood-Stacer “The Essential Guide to Crafting a Work Email” by Gretchen Gavett “How to Have Difficult Conversations” by Dan Mager	PDP #4 due TP#9 Peer responses due
13	M 4/13	Workplace Friendships [“Friends make work less of a four letter word”]	“From coworkers to friends: The development of peer friendships in the workplace” by Dr. Patricia M. Sias & Daniel J. Cahill “The Argument Against Having Close Friends at Work” by Kathryn Vasel “Why Having Friends at Work is so Crucial for Your Success” by Zameena Mejia Activity Leading Group Research Summary	[TP#10 due Friday, 4/10]
	W 4/15		Activity Leading Group #6	TP#10 Peer responses due

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tentative course calendar*

wk	date	topic	readings	assignment due
14	M 4/20	Workplace Bullying	<p>“Nightmares, Demons, & Slaves: Exploring the Painful Metaphors of Workplace Bullying” by Dr. Sarah J. Tracy, Dr. Pamela Lutgen-Sandvik, and Dr. Jess K. Alberts</p> <p>“An Antidote to Incivility” by Dr. Christine Porath</p> <p>“How to Collaborate with People You Don’t Like” by Mark Nevins</p> <p>Activity Leading Group Research Summary</p>	[TP#11 due Friday, 4/17]
14	W 4/22		Activity Leading Group #7	TP#11 Peer responses due
Unit 4: Organizing in Postmodern Times				
15	M 4/27	Professional Development Workshop [Let’s make a deal]	<p>“Emotion and the Art of Negotiation” by Dr. Alison Wood Brooks</p> <p>“15 Rules for Negotiating a Job Offer” by Dr. Deepak Malhotra</p> <p>“How Women Can Get What They Want in a Negotiation” by Dr. Suzanne de Janasz and Dr. Beth Cabrera</p>	PDP#5
	W 4/29	Exam 2	Don’t forget your reading/lecture notes!	Exam 2 (Unit 3 readings)
16	M 5/4	Work/Life Negotiation [Balance is for acrobats and other things to think about negotiating work and life.]	<p>“Give Up on Work-Life Balance” by Olga Khazan</p> <p>“A woman’s greatest enemy? A lack of time to herself” by Brigid Schulte</p>	[TP#12 due Friday, 5/1] Final project drafts due
	W 5/6		“Job, Career, Calling: Key to Happiness and Meaning at Work?” by Dr. Katharine Brooks	TP#12 Peer responses due Extra Credit Due (on Canvas) Final project peer feedback due Fri by 11:59 p.m.
17	M 5/11	Final Exam Period 1:30 class	Final Project Presentations & Potluck!	12:45-2:45 p.m. (1:30 class)
	W 5/13	Final Exam Period 12 class	Final Project Presentations & Potluck!	10:15-12:15 p.m. (12:00 class)