

# coms 180

spring 2021  
org comm senior seminar  
section 2, #30337, M/W, 12-1:15 p.m., Zoom\*

## 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 culture, identity, power, leadership, relationships, gender, difference, and emotionality, among other topics. Students will be asked to analyze communication from the various organizations in their lives including 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. Prerequisites: 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:** Access to Zoom (computer, tablet, phone, etc.)
5. Recommended: APA Style Guide, webcam, headset

## 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.

**\*Our class is being held virtually and will meet during regularly scheduled times via Zoom. Some class activities will be moderated via Canvas.**

## contact info

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Zoom office hours: Mon 11-11:30 & 1:15-1:45; Wed 1:15-1:45; Thu 3-4:30; by appt  
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twitter: @drshawna remind: @coms180  
pronouns: she/her/hers

# coms 180 policies & requirements

## the process of teaching & learning in coms 180

Good learning is an active process. In this class, you will be directly involved in the learning process 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 explain, analyze and critique 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 and being open to changing your mind

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 mostly focus on discussion and application.

## classroom behavior & the class environment

Keeping the **golden rule** in mind, please be mindful of how you treat others. 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.

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

- \* display respect for all members of the class and act in a collegial manner
- \* practice empathy and perspective taking
- \* disagree with ideas without disparaging others
- \* 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, 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

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

## virtual attendance & engagement

To have a meaningful class, everyone needs to arrive for Zoom sessions **on time** and prepared. Attendance will be taken daily. Excessive absences, tardiness, early departure, or distractions may result in a 10 point deduction to your final grade, per day missed. If you miss class, a recording may be available on Canvas in the Zoom/Cloud Recordings area, but please also check in with colleagues for notes. Likewise, your regular presence is expected on Canvas outside of regular class time--watching videos, reading content, interacting with colleagues' posts, etc. Minimally, you should log into Canvas several times per week to catch announcements and see what's happening in class.

## 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 cannot be made up. Assignments must be submitted via Canvas. Note: Assignments will not be accepted via e-mail. **Ever. Ever, ever.** (If you saw my inbox, you'd know why!)

## 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, rest 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 virtually via the Well: <https://www.csus.edu/student-life/health-counseling/>

## pets & kids welcome

As we're doing class from home, it's completely expected that we'll see each other's family, roommates, and pets from time to time. Please feel free to introduce the others in your home-class environment, and also be ready to use the mute function on zoom if your background is noisy.

## electronic devices & zoom etiquette



Please try to find a quiet space to attend virtual meetings and **have your camera on**. If you are concerned about the aesthetics of your location, set up a virtual background. Also, cough, wear clothes during zoom calls, stay present, avoid distractions, and be safe (e.g., no Zooming and driving please). Likewise, be mindful of your participation via Zoom chats. While lightheartedness is certainly welcomed, the chat should be used for class-related material primarily.

### but STILL...

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, 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 electronic distractions gives you an opportunity to involve yourself with the course material.

# coms 180 policies & requirements

## e-mail etiquette

Please remember that behind the computer screen is a person. Please treat e-mail with the same care and respect that you would a face-to-face interaction. This is especially important when our entire relationship is facilitated online. 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. For faster response, email me directly at malviniredden@csus.edu, rather than via Canvas messages. For very quick questions, use Remind ([join remind.com/join/coms180](https://join.remind.com/join/coms180)).

**If you have a question about an assignment or deadline, please re-visit the assignment details on Canvas and the syllabus calendar BEFORE emailing me. And note that I may not always respond to questions when the information is readily available on Canvas.** Likewise, I may respond to questions that are pertinent to the entire class by posting a Canvas announcement, rather than replying directly.

## assignment formatting

Proper grammar, correct spelling and articulate writing style are imperative for all written work. Please create your assignments in a Word or Google doc and then save them to Canvas, so that you keep a separate record of your written work. Expect that Canvas will try to ruin your life--save a copy of everything and submit EARLY in case of tech problems. For formal course papers, please use **one-inch margins**, double-spacing and a standard 12-point font. APA style will primarily be used for citations/references only (aka no fussing with title pages). For discussion posts and reflection assignments, single spacing is fine.

## on “busy work”

You hate busy work. I hate busy work. We ALL hate busy work. But sometimes what students call “busy work,” I call “learning opportunities,” ahem. It’s like vegetables. I don’t like them nearly as much as I like bread, cheese, and chocolate, but I know eating them is important for my wellbeing, so I do. What you may interpret as busy work (aka the Talking Points weekly homework, let’s be honest) is designed to help you learn the course material in a deeper way than just reading it, and to prepare you for our highly-interactive class sessions. And frankly, you can blame past senior seminar classes who confessed that without weekly incentives, they skipped reading altogether. (Sad face)

Likewise, all of the assignments are purposeful, tie to multiple course learning objectives (see page 1), and will be useful for your future career or graduate school endeavors (more on that in class!).

## 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 several opportunities to demonstrate your understanding of organizational communication 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.

**Module Activities (Points vary)** .....150 points

Various modules will include graded activities, such as an introductory post and syllabus quiz, creating drawings or maps for use during class, and the \*very occasional\* discussion board.

**Talking Points (10 TPs x 25 points each)** .....250 points

For each new topic (starting week 2), you will craft Talking Points for each set of readings for use in class discussions and to more deeply engage with the material. Note: 13 topics are listed on the syllabus. You only need to submit 10 TPs. If you submit all 13, the lowest 3 grades will be dropped.

**Research Icebreakers** .....125 points

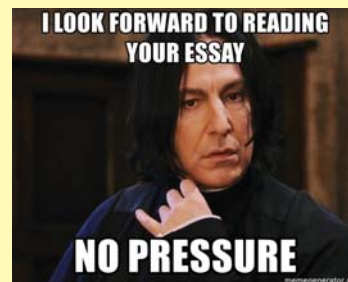
For each new topic (starting week 5 on Wednesdays), small groups will lead the class in a short icebreaker and research report that ties to the week's materials (+/- 20 minutes total).

**Sherlock Time (Final Project)** .....325 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. The project includes original research and the development of a practical deliverable, aka something useful to an organization such as a training manual, website, infographic, managerial guide, etc. Can be done alone, in pairs or small groups (4 or fewer). Time will be allotted in class to strategize with groups and brainstorm with colleagues.

Interim assignments included:

- Tentative Topic & Sources ..... 20 points
- Project Proposal ..... 30 points
- Full, POLISHED draft ..... 30 points
- Peer Reviews..... 25 points
- Final paper ..... 200 points
- Presentation ..... 20 points



**Engagement & Professionalism** .....150 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, meeting deadlines), 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, etc. (For details, see page 2.) A list of ways to participate that accommodates different engagement styles will be on Canvas.

Engagement will be assessed mid-semester (50 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 class discussions and group activities. 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.

# 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 evaluate regular assignments within seven days of you turning them in. Longer papers may take up to two weeks. Please note that the Canvas gradebook will color code assignments after the submission deadline has passed to note late or missing assignments. Graded assignments will have a numerical score. If there's just a dash, it means the assignment hasn't been graded yet.

### 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 grades are posted. All such discussions must wait at least one day (unless the question is clerical). This is to give you time to read the comments and rubric evaluation. If you wish to contest a grade, please schedule a meeting with me. **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

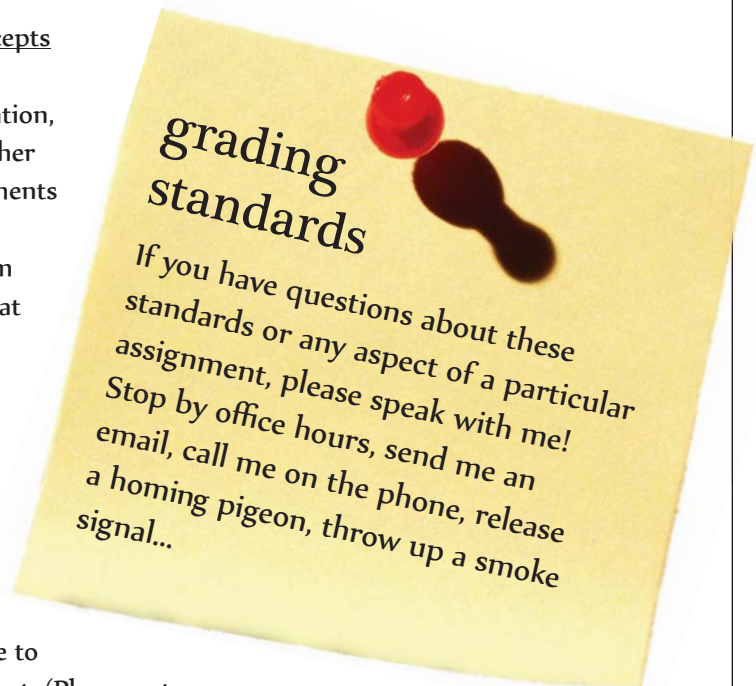
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this,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



# 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 or PARC, both which have virtual appointments. For more information, <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 when most of the course assignments have been completed. Substantive documentation and a concise plan and time line for completing the course will be required.

## add/drop policy

Per department/university policy, students may drop this course during the first two weeks of the semester without restriction. During weeks 3-4, instructor and department chair permission are needed to drop. Failure to attend the first two days may lead to being administratively dropped.



# coms180 tentative course calendar\*

wk	date	topic	readings	assignment due
<b>Unit 1: Foundations &amp; Orientations</b>				
1	M 1/25	Welcome & Introductions	Ch 1: Introduction to the Field	
	W 1/27	Resilience [Negotiating change and our “new normals”]	“Resilience: Talking, Resisting, and Imagining New Normalcies into Being” by Dr. Patrice Buzzanell  “Five Ways to Boost Your Resilience at Work” by Rich Fernandez	Intro Module & Module 1 Activities due by 11:59 p.m.
2	M 2/1	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 by 12 p.m.
	W 2/3			
3	M 2/8	Organizational Culture  [Of water coolers and red staplers]	Ch 6: Organizational Culture and Socialization  “Inequality regimes: Gender, Class, and Race in Organizations” by Dr. Joan Acker  “The Life-Changing Art of Asking Instead of Telling” by Lila MacLellan	TP#2 due by 12 p.m.
	W 2/10			
4	M 2/15	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  “Preventing Burnout is About Empathetic Leadership” by Jennifer Moss	TP#3 due by 12 p.m.
	W 2/17			

# coms180 tentative course calendar\*

## Unit 2: Identity and Organizing

wk	date	topic	readings	assignment due
5	M 2/22		Ch 5: Identity, Identification, and Branding  “Negotiating Identity in Raced and Gendered Workplace Interactions...” by Dr. Pat Parker  “Personal Identity is (Mostly) Performance” by Jennifer Ouellette	TP#4 due by 12 p.m.
	W 2/24			Tentative Final Project Idea Discussion in Class
6	M 3/1	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*  *You can combine these into one TP entry	TP#5 due by 12 p.m.
	W 3/3			Topic & Sources due
7	M 3/8	Difference and Organizing  [Acknowledging privilege and creating more inclusive organizations]	Ch 8: Difference, Diversity, and Inclusion  “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*  *You can combine these into one TP entry	TP#6 due by 12 p.m.
	W 3/10			

\* Course calendar subject to change at instructor’s discretion 10.

# coms180 tentative course calendar\*

wk	date	topic	readings	assignment due
8	M 3/15	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*  *You can combine these into one TP entry	TP#7 due by 12 p.m.
	W 3/17			
9	M 3/22	SPRING BREAK!	SPRING BREAK!	SPRING BREAK!
	W 3/24	SPRING BREAK!	SPRING BREAK!	SPRING BREAK!
<b>Unit 3: Workplace Relationships</b>				
10	M 3/29	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*  *You can combine these into one TP entry	TP#8 due by 12 p.m.  <b>Final Project Proposal Due</b>
	W 3/31	Cesar Chavez Day	No Class	No Class
11	M 4/5	Dating at Work  [Gilligan’s Island syn- drome?]	“Mixing pleasure with work: Employee percep- tions of and responses to workplace romance” by Colleen C. Malachowski, Rebecca M. Chory, & Christopher J. Claus.  “How to Approach an Office Romance (And How Not To)” by Amy Gallo	TP#9 due by 12 p.m.
	W 4/7			

# coms180

# tentative course calendar\*

wk	date	topic	readings	assignment due
12	M 4/12	Sexual Harassment at Work  [Why harassment is an organizational problem]	<p>“Everyone’s ‘uncomfortable’ but only some people report: Privacy management, threshold levels, and reporting decisions stemming from coworker online sexual harassment” by Dr. Jennifer Scarduzio, Dr. Shawna Malvini Redden, Dr. Jennifer Fletcher, and Kara Wilson.</p> <p>“There is a fine line between one’s personal life and professional one”: Handling employee sexual harassment on Facebook from the victim’s perspective. [Same authors as above]</p>	TP#10 due by 12 p.m.
	W 4/14			Final Project Check-in #1 (in class)
13	M 4/19	Relational Leadership  [Less Steve Jobs, more Sheryl Sandberg...]	<p>Ch 11: Leadership</p> <p>“Anyone can learn to be a better leader” by Dr. Monique Valcour</p>	TP#11 due by 12 p.m.
	W 4/21			
14	M 4/26	Workplace Bullying  [Mean bosses are no joke]	<p>“Nightmares, Demons, &amp; 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>	TP#12 due by 12 p.m.
14	W 4/28			Final project check-in #2 (in class)

# coms180

# tentative course calendar\*

## Unit 4: Organizing in Postmodern Times

wk	date	topic	readings	assignment due
15	M 5/3	Workshopping & Workgrouping		<b>Final project drafts due</b>
	W 5/5			
16	M 5/10	Work/Life Negotiation  [Balance is for acrobats and other things to think about negotiating work and life.]	“Give Up on Work-Life Balance” by Olga Khazan  “A woman’s greatest enemy? A lack of time to herself” by Brigid Schulte  “Job, Career, Calling: Key to Happiness and Meaning at Work?” by Dr. Katharine Brooks	TP#13 due at noon
	W 5/12			Do Something Good Extra Credit Due  Peer Feedback due by 11:59 p.m.
17	M 5/17		[Finals week]	
	W 5/19	<b>Final Exam Period 12 class</b>	<b>Final Project Presentations</b>	