

coms 180

fall 2021
org comm senior seminar
section 1, #80732, M/W, 1:30-2:45 p.m., Zoom*
section 2, #81342, M/W, 12-1:30 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 starting in Week 4.**

contact info

instructor: dr. shawna malvini reddén
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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 or completing modules
- * arriving to class on time and prepared; regularly completing Canvas activities
- * 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

Our class is organized to maximize the benefits of a virtual context (flexibility, health/safety, etc.), and to minimize Zoom fatigue. You'll notice that we start with regular Zoom classes to cover the foundational (and toughest) readings, and then transition to a "Monday Meetings & Wednesday Work Days" format. In other words: Starting in Week 4, we'll meet live on Mondays via Zoom during regular class times, and then you'll have Module Activities to complete on Canvas on Wednesdays. We'll also have mid-semester break/writing retreat to help prevent our collective burnout.

To have a meaningful class, everyone needs to arrive for Zoom sessions **on time** and prepared. It's expected that everyone will have their cameras on when requested, and that participation will be abundant, whether spoken or in the chat. Please also add a picture to your Zoom profile and change the default name to your preferred name, if relevant.

Attendance will be taken. Excessive absences, tardiness, early departure, or distractions may result in a 15 point deduction to your final grade, per day missed. Classes will **not** be regularly recorded to protect our collective privacy. If you miss class, please check in with colleagues for notes. Likewise, your regular presence is expected on Canvas.

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 there are 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. (PLEASE let me meet your cute pets and kiddos. I'm also here for interesting houseplants.)

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. 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. I will attempt to return all e-mail promptly, within two business days. I do not regularly answer email after 7 p.m. or on the weekends. For a 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).

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. 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.

late work

Late work will be accepted only in extreme circumstances and will typically be marked down by one letter grade for each day late. Informal in-class activities cannot be made up.

academic honesty, plagiarism and cheating

It is expected that you will produce original work for COMS 180. Academic misconduct such as plagiarism 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 (for our class, in APA style). Note also that "recycling" papers from other classes or purchasing papers online also falls under academic misconduct and will not be tolerated. Please review the university's academic integrity policy here: <https://www.csus.edu/umannual/student/stu-100.htm> To assist with academic integrity, you may be asked to submit 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.

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)200 points

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

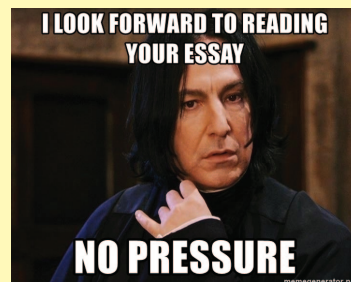
Questions, Reflections, & Connections (QRCs) (10 QRCs x 25 points each)250 points

For each new topic (starting week 2), you will craft a Questions, Reflections and Connections post 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 QRCs. If you submit all 13, the lowest 3 grades will be dropped automatically in Canvas.

Sherlock Time (Final Project)425 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. The project will be accomplished in 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 25 points
- Project Proposal 100 points
- Full, POLISHED draft 25 points
- Peer Reviews..... 50 points
- Final project 225 points



Engagement & Professionalism125 points

As discussed on pages 2-3, active and meaningful participation is critical for high quality learning environments. Engagement is not just showing up to class and being professional, but engaging deeply with the material and consistently demonstrating your understanding of organizational communication concepts.

Excellent engagement and professionalism grades are earned by those who consistently demonstrate respect, professionalism, *active* engagement, leadership in class discussions and group activities, and thoughtfulness in module activities, graded and ungraded.

Engagement will be assessed mid-semester (25 points), and at the end of term (100 points). You will have opportunities to self-assess, reflect upon your class engagement, and propose grades for yourself, using evidence such as assignment feedback from me, notes from class activities, visits to office hours, sharing useful materials with the class, and reflections on course material broadly. **I encourage you to keep a journal reflecting on your engagement and activities related to class as the semester goes along.**

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. Graded assignments will have a numerical score. If there's just a dash, it means the assignment hasn't been graded yet. Most formal assignments will have rubrics that show how you approached, met or exceeded expectations, as well as qualitative feedback.

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). *** 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! ***

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.**

rounding and extra credit

Final grades are not rounded. Rather, I use extra credit as a means of rounding so that everyone has the same access to a grade boost. There are usually three extra credit opportunities throughout the semester.

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

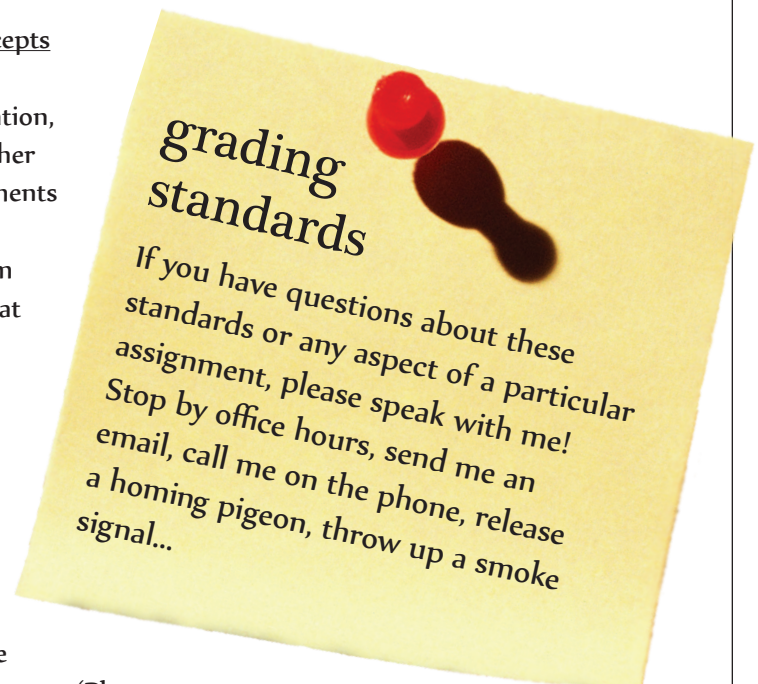
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, 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 design 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: Below standards – Lack of understanding/Assignment does not meet most requirements

“D” is given for work that meets some of 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 |
|---|-------------------------|--|---|---|
| Unit 1: Foundations & Orientations | | | | |
| 1 | M 8/30 Zoom | Welcome & Introductions | Ch 1: Introduction to the Field | |
| | W 9/2 Zoom | 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 9/6 | Labor Day | No class | |
| | W 9/8 Zoom | 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 | QRCs due by 9 a.m. Module 2 Activities due by 11:59 p.m. |
| 3 | M 9/13 Zoom | 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 | QRCs due by 9 a.m. |
| | W 9/15 Zoom | | | Module 3 Activities due by 11:59 p.m. |
| 4 | M 9/20 Zoom | 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 | QRCs due by 9 a.m. |
| | W 9/22 Canvas | | | Module 4 Activities due by 11:59 p.m. |

coms180 tentative course calendar*

Unit 2: Identity and Organizing

| wk | date | topic | readings | assignment due |
|----|--------------------------|--|--|--|
| 5 | M 9/27 Zoom | Identity and Branding [Who we are and who we perform] | 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 | QRCS due by 9 a.m. |
| | W 9/29 Canvas | | | Module 5 Activities due by 11:59 p.m. |
| 6 | M 10/4 Zoom | 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 | QRCS due by 9 a.m. |
| | W 10/6 Canvas | | | Module 6 Activities due by 11:59 p.m. Sherlock Time Topic & Sources Due |
| 7 | M 10/11 Zoom | Difference and Organizing [Acknowledging privilege and creating more inclusive organizations] | Ch 8: Difference, Diversity, and Inclusion “Designing a Bias-Free Organization” by Gardiner Morse “Why Diverse Teams are Smarter” by David Rock and Heidi Grant “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 | QRCS due by 9 a.m. |
| | W 10/13 Canvas | | | Module 7 Activities due by 11:59 p.m. |

coms180 tentative course calendar*

| wk | date | topic | readings | assignment due |
|----|--------------------------|--|---|--|
| 8 | M 10/18 Zoom | Organizational Stigma, Dirty Work & Identity [So, when are you going to get a “real job” then?] | “Communicating Values to Cultivate Sustainable Occupational Identity: How Restaurant Workers Resist Service Work Stigma” by Kyle Hanners (Sac State BA and MA alum!) & Dr. Shawna Malvini Redden “Cleaning After Hours” by Adrienne Green “What We Learned from Interviews with 100 American Workers” by Adrienne Green and Bourree Lam | QRCs due by 9 a.m. |
| | W 10/20 Canvas | | | Module 8 Activities due by 11:59 p.m. |
| 9 | M 10/25 | Fall Writing Retreat | Fall Writing Retreat | |
| | W 10/27 | Fall Writing Retreat | Fall Writing Retreat | Module 9 Activities & Final Project Proposal Due 11:59 p.m. |

Unit 3: Workplace Relationships & Emotional Processes

| | | | | |
|----|--------------------------|---|---|--|
| 10 | M 11/1 Zoom | Workplace Friendships & Workplace Romance [“Friends make work less of a four letter word” + Gilligan’s Island Syndrome] | “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 “Mixing pleasure with work: Employee perceptions 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 | QRCs due by 9 a.m. |
| | W 11/3 | | | Module 10 Activities due by 11:59 p.m. |
| 11 | M 11/8 Zoom | Relational Leadership [Less Steve Jobs, more Sheryl Sandberg...] | Ch 11: Leadership “Anyone can learn to be a better leader” by Dr. Monique Valcour | QRCs due by 9 a.m. |
| | W 11/10 Canvas | | | Module 11 Activities due by 11:59 p.m. |

coms180

tentative course calendar*

| wk | date | topic | readings | assignment due |
|----|--------------------------|--|---|--|
| 12 | M 11/15 Zoom | Workplace Bullying [Mean bosses are no joke] | <p>“Exploring workplace bullying from diverse perspectives” by Dr. Stacey Tye-Williams, Dr. Jerry Carbo, Dr. Premilla D’Cruz, Dr. Leah P. Hollis, Dr. Loreleigh Keashly, Catherine Mattis, and Dr. Sarah J. Tracy</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> | QRCs due by 9 a.m. |
| | W 11/17 Canvas | | | Module 12 Activities due by 11:59 p.m. |
| 13 | M 11/22 Zoom | Workplace Sexual Harassment [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> | QRCs due by 9 a.m. |
| | W 11/24 Canvas | | | Module 13 Activities due by 11:59 p.m. |
| 14 | M 11/29 Zoom | Compassion at Work | <p>“Compassion in the face of terror: A case study of recognizing suffering, co-creating hope, and developing trust in a would-be school shooting” by Dr. Sarah Tracy and Dr. Tim Huffman</p> <p>“What your coworkers need right now is compassion” by Amy Gallo</p> <p>“Self-compassion will make you a better leader” by Rich Fernandez & Steph Stern</p> | QRCs due by 9 a.m. |
| 14 | W 12/1 Canvas | | | Module 14 Activities due by 11:59 p.m. |

coms180

tentative course calendar*

Wrapping up COMS 180

| wk | date | topic | readings | assignment due |
|----|-------------------------|---|---|--|
| 15 | M 12/6 Zoom | Work/Life Negotiation & Meaningful Work [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 | Final project drafts due QRCS due by 9 a.m. |
| | W 12/8 Canvas | | | Peer Feedback due by 11:59 p.m. Module 15 Activities due by 11:59 p.m. |
| 16 | M 12/13 Zoom | Final Exam Period 1:30 class 12:45-2:45 | Final Project Presentations | Final Projects Due on Canvas by 11:59 p.m. Wednesday, 12/15 |
| | W 12/15 Zoom | Final Exam Period 12:00 class 10:15-12:15 | Final Project Presentations | Final Projects Due on Canvas by 11:59 p.m. Wednesday, 12/15 |