

coms 217

spring 2021
applied organizational comm
section 1, #36438, Thursdays, 3:30 p.m., Zoom

description

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

texts & materials

1. **Required:** Readings, as assigned. (Available free online or Canvas)
2. **Required:** American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed). OR relevant resources for APA style.
3. **Required:** Computer or web device, access to reliable internet, access to Canvas, access to zoom
4. **Recommended strongly:** Webcam, headset
5. **Recommended:** Lindemann, K. (2017). *Communicating Research, Communicating Results: Writing the Communication Research Paper*. John Wiley & Sons.
6. **Recommended:** Graff, G., & Birkenstein, C. *They say, I say. The Moves That Matters in Academic Writing*. (Any edition is fine)

coms 217, the 30,000 foot view

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

course learning objectives

1. To **know** the important contexts and issues that surround applied communication research in organizations
2. To **compare and contrast** the important methods and theories used to assess communication in organizations
3. To **appreciate** the complex ways that communication organizes across contexts
4. To **apply** organizational theories and concepts to practical organizational problems and contexts
5. To **evaluate** applied and engaged organizational communication scholarship through oral and written work.



coms 217

class culture

the process of teaching & learning in coms 217

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

ways to participate

In grad seminars, your participation in class discussions and debate is vital. Some participation is structured (e.g., discussion leading and reading reports), but most is left up to you. Plan to intentionally participate, even if it feels uncomfortable at first.

Students often feel better able to participate in discussions when they have prepared. I recommend you outline articles and/or make notes while you read. In class, you will want to clearly evidence your careful preparation by offering:

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

class behavior, conduct & co-constructed norms

Keeping the **golden rule** in mind, please 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 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.

Because our class will be conducted virtually, staying consciously engaged is especially important. Please be aware of your Zoom presence and when other technology or noises in your environment might be distracting.

Likewise, 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
- * avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and class.
- * pay attention to and participate in all class sessions and activities as you are able
- * avoid unnecessary disruption during class time (e.g., talking out of turn, arriving late, succumbing to electronic distractions during discussions)

Co-Constructed class norms (developed first week of class)

- ♦
- ♦

coms 217 policies & requirements

attendance/punctuality

Please arrive **on time** and prepared for the day's activities. You are expected to attend every class session, except in cases of emergency or illness. Classes will not usually be recorded so if you have to miss one, get notes from a colleague. If you miss more than one class, your final grade may be negatively impacted.

electronic devices & zoom etiquette

Please try to find a quiet space to attend virtual meetings and **have your camera on whenever possible**. If you are concerned about the aesthetics of your location, set up a virtual background. Also, please stay present as best you can and avoid other distractions.

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 and in-person via the Well: <https://www.csus.edu/student-life/health-counseling/>

academic honesty, plagiarism and cheating

Please strive to maintain your academic integrity in completing course assignments, especially regarding the use of other people's ideas. 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. Plagiarism often happens inadvertently through mis-citing or mis-applying APA style, so please be extremely careful. Please acquaint yourselves with the university's academic integrity policy, which can be found here: <http://www.csus.edu/umannual/student/stu-0100.htm>

Also, while it is common for graduate school papers to be centered around a common research interest, your work for COMS 217 should be original, and not include material prepared for a different course. If you have questions about this, see me immediately. To assist with student learning, honesty, and integrity, you may be asked to submit your essays to Turnitin which will enable you to check your paper for plagiarism. Turnitin also allows me to compare your work with prior publications and papers.

late work

Unless specifically noted, all assignments are due at the beginning of class time on the date assigned. Late work will be accepted only in extreme circumstances and may be marked down by 50%.

add/drop policy

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

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. You'll definitely get to know my pups Walter and Clyde, who will frequently speak up in discussions, ahem.

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.

coms 217 policies & requirements

assignments & evaluations

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

Primary Projects

Every student must complete the course's Primary Projects. Exemplary work on all of the Primary Projects will result in a B- final grade for the course (on a scale of 1,000 points possible). If this is satisfactory, no further work is required for the class.

Engagement & Participation 200 points

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

Reading Reports 150 points

Short reports based upon each week's set of readings. (10 reports x 15 points each; 13 Reading Reports listed. The lowest two scores will be automatically dropped.)

Discussion Leading 150 points

Students will have the opportunity to lead discussions of class readings as well as activities that help expand our collective understanding.

Final Project (including presentation) 300 points

Students will have several options for a final project, including a theoretical essay or critical lit review, research project, full research project proposal, organizational assessment or training, or other scholarly endeavor. [Includes 50 points for proposal, 25 points for draft and presentation, and 25 for peer review]

Optional Projects

Students wishing to achieve a higher course grade can complete as many of the following optional projects as they wish. (Yes, it is possible to earn more than 1,000 points in the class, if you're feeling enterprising.)

- * Org Comm Connections Analysis (50 points, can be repeated)
- * Org Comm Mini Translation (50 points, can be repeated)
- * Poster Presentation (75 points, can be repeated)
- * Policy Assessment & Revamp (50 points, can be repeated)
- * Discussion Leading Repeat (100 points)
- * Book Review (100 points)
- * Interview with an applied org comm scholar (100 points)

Contracts

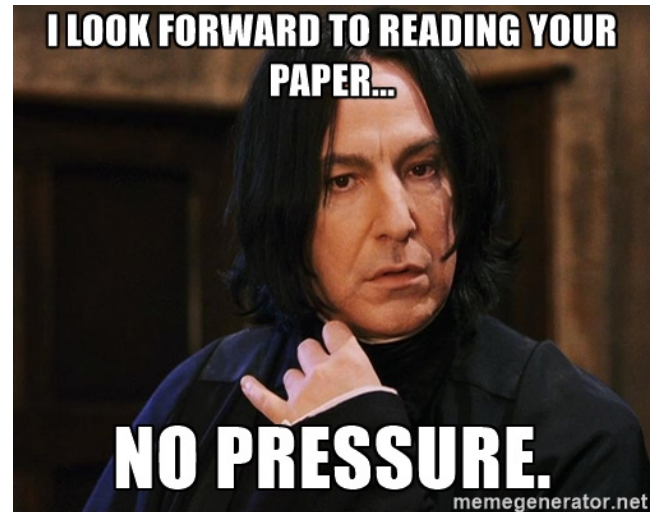
Students will craft a project contract that outlines their planned projects and deadlines for the semester.

coms 217 policies & requirements

assignment formatting

Please prepare your work carefully. It is expected that you writing be at the graduate level. 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 font. Please also include a single-spaced header for each assignment that includes your name and the assignment. Use APA style for references and in-text citations.



grading perspectives

Grades are part of the teaching and learning process. Keep in mind that you earn your grade based on how well your work meets class objectives, fulfills requirements and reflects the academic skills expected of graduate students. All expectations will be shared via assignment descriptions with learning goals and rubrics. 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).

graded assignments

I will do my best to grade regular assignments to you seven days after you turn them in. Longer papers may take up to two weeks. Grades will be posted to Canvas, along with 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. Please note, however, I will not discuss grades for an assignment on the day they are posted. All such discussions will take place 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 schedule a meeting with me. **You have seven days to contest a grade from the time the assignment was evaluated.**

coms 217 grading standards

A: Outstanding – Original, appropriate criticism of course concepts

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

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

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

C: Adequate – Solid comprehension of course concepts

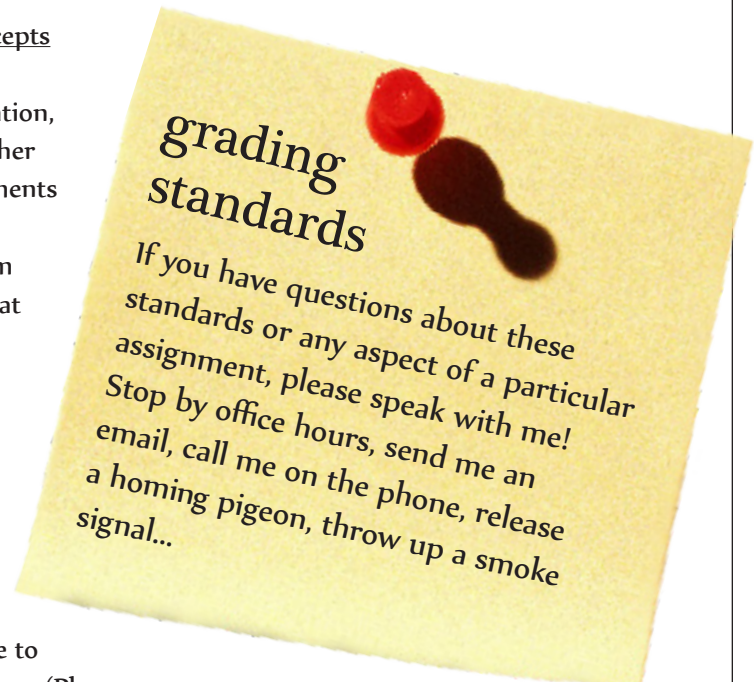
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this,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

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

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

F: Fails – Does Not Meet Assignment Requirements

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



coms 217

resources

violence, discrimination & sexual assault support services

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and 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 graduate student, 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. Virtual services are available. 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 class has been completed. Substantive documentation and a concise plan and time line for completing the course are required.

coms 217 tentative course calendar*

wk	date	readings	assignment due
1	1/28	<p>Introductions/Welcome</p> <p>Barge, J. K., & Craig, R. T. (2009). Practical theory in applied communication scholarship. <i>Routledge handbook of applied communication research</i>, 55-78.</p> <p>Cissna, K. N., Eadie, W. F., & Hickson III, M. (2009). The development of applied communication research. <i>Routledge handbook of applied communication research</i>, 3-25.</p> <p>An article of your choice from <i>Journal of Applied Communication Research</i></p>	
2	2/4	<p>Contextualizing Applied Org Comm</p> <p>Barge, J. K., & Shockley-Zalabak, P. (2008). Engaged scholarship and the creation of useful organizational knowledge. <i>Journal of Applied Communication Research</i>, 36(3), 251-265.</p> <p>Munshi, D., & Kurian, P. A. (2015). Imagining organizational communication as sustainable citizenship. <i>Management Communication Quarterly</i>, 29(1), 153-159.</p> <p>Stephens, K. K. (2017). Organizational Communication Methods Published in MCQ 2001-2015: Trends and Pedagogical Implications. <i>Management Communication Quarterly</i>, 31(1), 130-138.</p> <p>Tillmann, L. M. (2009). Speaking into silences: Autoethnography, communication, and applied research. <i>Journal of Applied Communication Research</i>, 37(1), 94-97.</p> <p>Wittenberg-Lyles, E., & Goldsmith, J. (2015). Trial, error and radical revision as our compass in engaged research. <i>Journal of Applied Communication Research</i>, 43(1), 131-135.</p>	Reading Report #1
3	2/11	<p>Issues in Applied Communication Research</p> <p>Buzzanell, P. M., Meisenbach, R. J., Remke, R., Sterk, H., & Turner, L. H. (2009). Positioning Gender as Fundamental in Applied Communication Research. <i>Routledge handbook of applied communication research</i>, 181.</p> <p>Nicotera, A. M., Clinkscales, M. J., Dorsey, L. K., & Niles, M. N. (2009). Race as political identity: Problematic issues for applied communication research. <i>Routledge handbook of applied communication research</i>, 203-232.</p> <p>Seeger, M. W., Sellnow, T. L., Ulmer, R. R., & Novak, J. M. (2009). Applied communication ethics: A summary and critique of the research literature. <i>Routledge handbook of applied communication research</i>, 203-232.</p>	Reading Report #2

coms 217 tentative course calendar*

wk	date	readings	assignment due
4	2/18	Org Comm Audits & Simulations Adame, E.A., et al. (2021). Can we create the 'being' of leadership? A mixed-methods study of two leadership pedagogies at a southwestern, U.S. university, <i>Journal of Applied Communication Research</i> Clampitt, P. G. (2009). The questionnaire approach. <i>Auditing Organizational Communication: A Handbook of Research, Theory and Practice</i> , 55. Hogard, E., & Ellis, R. (2006). Evaluation and communication using a communication audit to evaluate organizational communication. <i>Evaluation review</i> , 30(2), 171-187.	Reading Report #3
5	2/25	Interview and Focus Groups Hafen, S. (2004). Organizational gossip: A revolving door of regulation and resistance. <i>Southern Journal of Communication</i> , 69(3), 223-240. Hartman, J. (2004). Using focus groups to conduct business communication research. <i>The Journal of Business Communication</i> (1973), 41(4), 402-410. Scott, M. E., Elia, A. R., & Golden, A. G. (2015). A Communicative Analysis of a Sexual Health Screening Intervention Conducted in a Low-Income Housing Complex. <i>Journal of Applied Communication Research</i> , 43(4), 450-467.	Reading Report #4
6	3/4	Applied Org Exemplars: Compassion & Empathetic Listening SPECIAL GUEST: Dr. Sarah J. Tracy Tietzsort, C.J., Hanners, K.A.*, Tracy, S.J., & Adame, E.A. (2020) Free Listening: Identifying and evaluating listening barriers through empathic listening, <i>Communication Teacher</i> , doi: 10.1080/17404622.2020.1851734 Tracy, S. J., Franks, T. M., Brooks, M. M., & Hoffman, T. K. (2015). An OPPT-In approach to relational and emotional organizational communication pedagogy. <i>Management Communication Quarterly</i> , 29(2), 322-328. Tracy, S. J., & Huffman, T. P. (2016). Compassion in the face of terror: a case study of recognizing suffering, co-creating hope, and developing trust in a would-be school shooting. <i>Communication Monographs</i> , 1-24. *Kyle Hanners is a CSUS alum!	Reading Report #5 Final Project Proposal Due by Monday, 3/8 at 11:59 p.m.

coms 217 tentative course calendar*

wk	date	readings	assignment due
7	3/11	<p>Ethnography of Communication and Organizational Ethnography SPECIAL GUEST: Dr. Elizabeth Eger</p> <p>Eger, E. K. (2019, Online First). Co-constructing organizational identity and culture with those we serve: An ethnography of a transgender nonprofit organization communicating family identity and identification. <i>International Journal of Business Communication</i>, 1–28. https://doi.org/10.1177/2329488419893738</p> <p>Sprain, L., & Boromisza-Habashi, D. (2013). The ethnographer of communication at the table: Building cultural competence, designing strategic action. <i>Journal of Applied Communication Research</i>, 41(2), 181-187. Chicago</p> <p>Townsend, R. M. (2013). Engaging “others” in civic engagement through ethnography of communication. <i>Journal of Applied Communication Research</i>, 41(2), 202-208.</p>	<p>Reading Report #6</p> <p>Professionalism & Engagement Self-Reflections due</p>
8	3/18	<p>Organizational Ethnography/Autoethnography</p> <p>Boyle, M., & Parry, K. (2007). Telling the whole story: The case for organizational autoethnography. <i>Culture and Organization</i>, 13(3), 185-190.</p> <p>Cunliffe, A. (2009). Retelling tales of the field: In search of organizational ethnography 20 years on. <i>Organizational Research Methods</i>.</p> <p>Kramer, M. W. (2018). Managing multiple group roles: An autoethnography of communication and perceived role incompatibility. <i>Journal of Applied Communication Research</i>, 46(1), 74-92.</p> <p>Tracy, S. J. (2004). The construction of correctional officers: Layers of emotionality behind bars. <i>Qualitative Inquiry</i>, 10(4), 509-533.</p>	Reading Report #7
9	3/25	SPRING BREAK!	SPRING BREAK!
10	4/1	<p>Narrative Analysis/Organizational Stories</p> <p>Dailey, S. L., & Browning, L. (2014). Retelling stories in organizations: Understanding the functions of narrative repetition. <i>Academy of Management Review</i>, 39(1), 22-43.</p> <p>Dutta, D. (2019). Communicating resilience in actual and imagined boundaries: narrative plots and meanings of retention in organizations. <i>Journal of Applied Communication Research</i>, 47(4), 401-419.</p> <p>Meyer, J. C. (1995). Tell me a story: Eliciting organizational values from narratives. <i>Communication Quarterly</i>, 43(2), 210-224.</p>	Reading Report #8

coms 217 tentative course calendar*

wk	date	readings	assignment due
11	4/8	<p>Discourse and Metaphor Analysis</p> <p>Malvini Redden, S., Clark, L., Tracy, S. J., & Shafer, M. S. (2019). How metaphorical framings build and undermine resilience during change: A longitudinal study of metaphors in team-driven planned organizational change. <i>Communication monographs</i>, 86(4), 501-525.</p> <p>Medved, C. E. (2016). The new female breadwinner: discursively doing and un doing gender relations. <i>Journal of Applied Communication Research</i>, 44(3), 236-255.</p> <p>Tracy, K., & Mirivel, J.C. Discourse analysis: The practice and practical value of taping, transcribing, and analyzing talk</p>	Reading Report #9
12	4/15	<p>Applied Org Exemplars: Engaged Critical Scholarship SPECIAL GUEST: Dr. Amy K. Way</p> <p>Way, A.K. (2019) Organizing youth work(ers) through the paradox of play, <i>Journal of Applied Communication Research</i>, 47:2, 197-215</p> <p>Way, A. K. (2020). Meaning/fulness through Family: Discourses of Work among Poor and Working Class Youth. <i>Western Journal of Communication</i>, 84(5), 641-659.</p> <p>Way, A. K. (2013). Organizing girls' empowerment: Negotiating tensions through community engaged research. <i>Tamara: Journal for Critical Organization Inquiry</i>, 11(4).</p>	Reading Report #10
13	4/22	<p>Mixed Methods</p> <p>Brown, L. A., & Roloff, M. E. (2015). Organizational Citizenship Behavior, Organizational Communication, and Burnout: The Buffering Role of Perceived Organizational Support and Psychological Contracts. <i>Communication Quarterly</i>, 63(4), 384-404.</p> <p>Turnage, A. K., & Goodboy, A. K. (2016). E-mail and face-to-face organizational dissent as a function of leader-member exchange status. <i>International Journal of Business Communication</i>, 53(3), 271-285.</p> <p>Myers, S. A., Cranmer, G. A., Goldman, Z. W., Sollitto, M., Gillen, H. G., & Ball, H. (2015). Differences in Information Seeking Among Organizational Peers Perceptions of Appropriateness, Importance, and Frequency. <i>International Journal of Business Communication</i>, 2329488415573928.</p>	Reading Report #11

coms 217 tentative course calendar*

wk	date	readings	assignment due
14	4/29	<p>Potpourri, Part I</p> <p>Dorrance Hall, E., & Gettings, P. E. (2020). "Who is this little girl they hired to work here?": Women's experiences of marginalizing communication in male-dominated workplaces. <i>Communication Monographs</i>, 87(4), 484-505.</p> <p>Gist-Mackey, A.N. & Dougherty, D.S. (2020): Sociomaterial struggle: An ethnographic analysis of power, discourse, and materiality in a working class unemployment support organization, <i>Communication Monographs</i>,</p> <p>Ramasubramanian, S. (2010). Television viewing, racial attitudes, and policy preferences: Exploring the role of social identity and intergroup emotions in influencing support for affirmative action. <i>Communication Monographs</i>, 77(1), 102-120.</p>	Reading Report #12
15	5/6	<p>Potpourri, Part II</p> <p>French, S. L., & Holden, T. Q. (2012). Positive organizational behavior: A buffer for bad news. <i>Business Communication Quarterly</i>, 75(2), 208-220.</p> <p>Krebs, E. (2020). Combating the ills of involuntary intake: a critical rhetorical analysis of Colorado's state psychiatric policies for suicidal patients, <i>Journal of Applied Communication Research</i>, 48:3, 310-327</p> <p>Ward van Zoonen , Anu Sivunen & Ronald E. Rice (2020) Boundary communication: how smartphone use after hours is associated with work-life conflict and organizational identification, <i>Journal of Applied Communication Research</i>, 48:3, 372-392,</p>	<p>Reading Report #13</p> <p>Professionalism and Engagement Self-Assessment, Part II due</p>
16	5/13	Presentations/Writing Workshop	<p>Final Project Draft</p> <p>Peer Feedback due by Monday 5/17</p>
17	5/20	Final Projects Due by 12 p.m. 5/21	

Professional Development Topics: