

# coms 180

fall 2024  
org comm senior seminar  
section 1, #80026, M/W, 1:30 to 2:45 p.m.  
Mendocino Hall 3013; modality: in person

## description

Senior Seminar in Organizational Communication at Sacramento State in the College of Arts & Letters 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:** Readings as assigned (Available free online or Canvas)
2. **Required:** Access to and full knowledge of how to use Canvas
3. **Required:** One package of 4x6 index cards, in any color
4. **Strongly Recommended:** High quality mask, such as an N-95 or KN-95
5. Recommended: APA Style Guide

## course objectives

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

## feedback

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

Our class is being held face-to-face, during regularly scheduled class time. No hybrid or zoom options are available. If you need to miss class, please review the Attendance Policy, Canvas module, and get notes from a colleague.

## contact info

instructor: dr. shawna malvini redden  
e-mail: malviniredden@csus.edu  
phone: 916.278.6668 (during office hours)  
office hours: mendocino 5034,  
M 11 to 12:30; T 3-4:30; by appt  
web: drmalviniredden.com  
twitter (yes, twitter): @drshawna  
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
- \* 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. I ask that we:

- \* 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, text messaging, etc.)
- \* avoid racist, sexist, homophobic or other negative language or behavior that may create an uncomfortable or hostile classroom environment
- \* show kindness
- \* honor commitments

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. or Professor Malvini Redden. (Note, no hyphen!) Short version: Dr./Prof Malvini (pronounced Mal-vee-knee). If you send an email to Mrs. Redden, I will forward it to my mother-in-law. And she will probably answer.

# coms 180 policies & requirements

## late work/make-up exams

One thing students always appreciate about COMS 180 is the emphasis on practicing for “real world” work experiences. Meeting deadlines and obligations is one of those things. Thus, your work is expected on time. Late work (including exams) will normally only be accepted in extreme circumstances (read: severe illness, death of a family member, etc.). If you know you will be absent when an assignment is due, just turn it in early on Canvas. **Note: Assignments are only accepted via Canvas.** If you saw my inbox, you’d understand.

## attendance/punctuality

To have a meaningful class, everyone needs to arrive **on time** and prepared. Attendance will be taken daily. It is expected that you attend every class except in cases of illness, emergency, or school sponsored events, with documentation. (Athletes/debaters: you must submit travel dates and a letter from your coach during the first week of school).

More than two absences or excessive tardiness/early departure may result in a loss of professionalism and engagement credit (see page 5). Missing more than six classes will result in failing the class, regardless of points earned. I do not need to be notified about absences, unless you need to arrange for school sponsored event in advance. To protect your privacy, I don’t need doctor’s notes, except in cases of extended illness (but no pictures please!). If you miss class, please get notes from colleagues. **Given the personal nature of what we discuss, classes will not be recorded.**

## 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, especially during an on-going pandemic. To support your mental and physical health, there are many FREE services available via the Well: <https://www.csus.edu/student-life/health-counseling>

**If you’re sick: stay home, rest and get well!** If you have flu or COVID-like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, etc.), please get tested immediately. Testing information and campus policies for COVID reporting: <https://www.csus.edu/student-affairs/emergency-student-information/>. **\*\*To facilitate our collective health, please plan to wear a mask while in class if you are unvaccinated, have respiratory symptoms, or have been exposed to someone with COVID or a respiratory illness. Please also get your flu shot/COVID booster!\*\***

## kid-friendly zone

Have kids? If you are a parent and your childcare falls through at the last minute, consider bringing the kiddos (with appropriate quiet entertainment) with you instead of skipping class. Unless the kiddos in question are sick, then stay home and rest, of course.

## electronic devices

To create the best learning environment, electronic devices are not to be used in the classroom without specific direction from me. **Specifically: Phones must be put away during class. If you choose to use your phone during class, you choose to forfeit 50 points from your final grade, each time.** If you need to use your phone for an emergency, no problem. Just step outside. Similarly, the use of laptops or tablets—except for prescribed periods of time—is prohibited in order to facilitate engagement and discussion. **Please bring a paper notebook or binder to take lecture notes.**

## a distraction-free zone

We have but two primary channels for receiving and interpreting information: visual and aural. These channels become overloaded easily when faced with too much information, e.g., trying to tiktok/text, “listen” to a lecture, take notes and pay attention to visual aids. Since meaningful learning involves actively engaging with content and people, limiting electronics in the classroom gives you an opportunity to focus.

# coms 180 policies & requirements

## e-mail etiquette + “Three and Then Me” policy

Please treat e-mail with the same care and respect that you would a face-to-face interaction. I will attempt to return all e-mail within two business days. I do not regularly answer email after 5 p.m. or on the weekends. Please email me directly at [malviniredden@csus.edu](mailto:malviniredden@csus.edu), rather than via Canvas messages, which is checked less regularly.

If you have a question about an assignment or deadline, please follow the **Three and Then Me** policy. In other words: seek out three resources *before* emailing me. Resources include assignment sheets, the syllabus, Canvas modules, colleagues, and Google. Plan to tell me the sources you tried. **Note: I may not respond directly to questions when the information is readily available via these resources.** Likewise, I may respond to questions that are pertinent to the entire class by posting a Canvas announcement, rather than replying directly.

## academic honesty, plagiarism and cheating

I am interested in your thoughts, reflections, applications, and analyses. It is expected that you will produce original work for COMS 180. Academic misconduct such as plagiarism, cheating, recycling papers from other classes, purchasing papers, or using online writing services/AI tools 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. All instances of academic misconduct will be reported to the Office of Student Conduct. You are responsible to know the university’s academic misconduct policy: <https://www.csus.edu/student-affairs/student-conduct/academic-dishonesty.html>

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. This course requires the use of APA citation style. Please familiarize yourself with it ASAP. To assist with learning and integrity, you will be asked to submit your writing to Turnitin which will enable you to check your paper for citations and plagiarism. Turn It In also allows me to compare your work with prior publications and papers. You will be able to submit papers multiple times to see the amount of matching and adjust any mis-cited sources appropriately before the final deadline.

AI is rapidly carving a place in American society and work. However, using AI in a learning context such as ours robs us of the opportunity for authentic learning and growth. **It is expected that you complete all elements of your work (finding sources, creating outlines, crafting citations, writing, editing, etc.) using your own intellect and talents, without AI support (including Grammarly Pro). Assignments flagged for AI-generated content will be heavily scrutinized. If your assignments include AI-generated material, you will be required to participate in a face-to-face discussion of your writing process to continue the class. Use of AI generally results in a failing grade for the course.**

## 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

Throughout the semester, you will have a number of opportunities to demonstrate your understanding of org comm concepts and how you've met the course learning outcomes (see page 1). Along the way, you can earn up to 1,000 points via the assignments listed below. Detailed criteria will accompany each assignment.

### **Engagement & Professionalism** .....150 points

Active and meaningful participation is critical for high quality learning environments, especially collaborative seminars. You will be evaluated on your professionalism and engagement in and out of the classroom.

Professionalism is demonstrated through clear preparation, effective verbal and non-verbal communication, and contributing based upon clear knowledge of class materials, etc. (For details, see page 2.) Engagement is not just showing up to class, but consistently engaging deeply with the material.

Professionalism and 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, and leadership in and out of the classroom. Engagement will also be evaluated via periodic ungraded in-class activities that show your preparedness. More than two absences, and excessive tardies or early departures, may result in lost points in this category. You will also have opportunities to self-assess, reflect upon your class engagement, and propose grades for yourself, using evidence such as assignment feedback, notes from class activities, visits to office hours, and reflections on course material broadly, etc. **I encourage you to keep a journal reflecting on your engagement and activities related to class as the semester goes along.**

### **Quizzes on Canvas** (1 syllabus/1 academic integrity/1 identifying org comm) .....75 points

These short Canvas-based quizzes assess your knowledge about key elements of the course (the syllabus, academic integrity, and identifying organizational communication research).

### **In-Class Exams** (2 x 125 points) .....250 points

Tests will cover the readings and lectures, and may include multiple choice, true/false, and short answer questions. A study guide will be provided. You may take the tests in partners or groups of three. **You may use handwritten reading notes, in-class lecture notes, and printed Talking Points during the exams.**

### **Talking Points** (10 x 20 points each).....200 points

For each new topic (starting with Week 2), you will craft Talking Points for each set of readings for use during class discussions. Assignments will be submitted on Canvas but definitely bring a copy to class for reference. Note: 11 topics are listed on the syllabus. You only need to submit 10 TPs. (The lowest TP grade will be automatically dropped.) \*Gratitude to Prof Amy Delaney for this assignment idea!

### **Take the Lead** (Activity leading) .....225 points

Throughout the semester, you will have the opportunity to work in small groups (3-4 people) to lead discussions/activities on a research topic of your choosing that \*supplements\* the course readings. Interim assignments included (e.g., project plan, sources, synopses, peer/self evaluation)

### **The Exit Interview** .....100 points

A final opportunity to demonstrate your ability to connect course concepts to professional contexts, the Exit Interview is an interactive mock interview-style exam focused on limited content from the semester. Held during finals week. Includes peer evaluations and support.

# 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, “Grading Standards” on page 7, and feedback on individual assignments and rubrics.).

## graded assignments

I will do my best to evaluate regular assignments within seven days of you turning them in. Longer papers and exams 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. Late assignments will receive zero points. 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, unless the question is clerical. All such discussions must wait at least one day. 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 graded.**

## 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 – Exemplary achievement of the assignment objectives

“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. In addition to meeting and substantively exceeding assignment requirements, “A” work is creative, complex, and clear. Such quality of work is achievable, but it is not common.

## B: Very Good – Superior achievement of the assignment objectives

“B” work is marked by 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. 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 – Satisfactory achievement of assignment objectives

“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material, and fulfilling all required aspects of an assignment. “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.

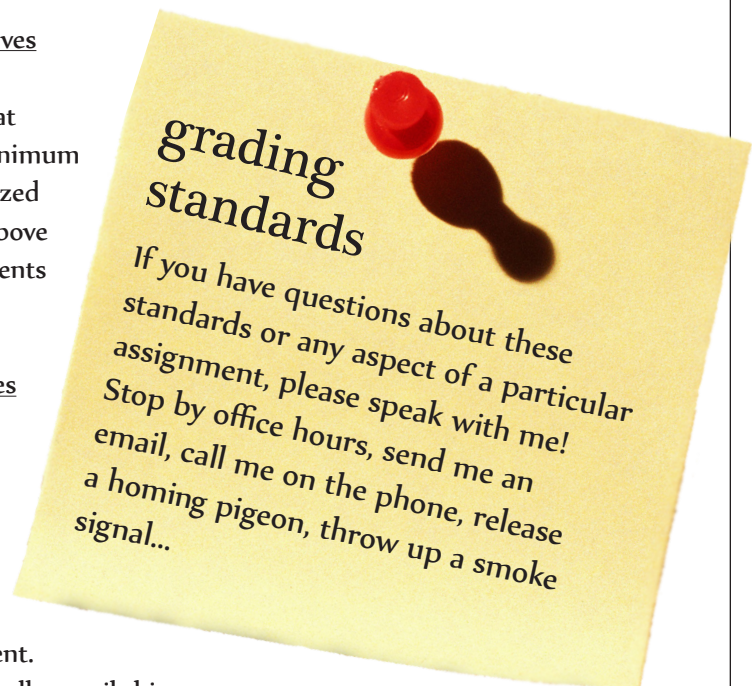
(Please note, that “going beyond” the minimum does NOT generally entail things like fancy design or exceeding the assigned length of the assignment. “Going beyond” almost always applies to the conceptual concerns of the course, fine tuning clarity of expression, etc.)

## D: Needs Substantive Improvement—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 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; or is missing key components of the assignment.

## 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

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 challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call (916-278-5138) or email ([cares@csus.edu](mailto:cares@csus.edu)) away. The CARES office provides case management support for any enrolled student.

## 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>

## academic accessibility

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Disability Access Center to discuss eligibility. A current accommodation letter from the DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. The DAC is located on the first floor of Lassen Hall 1008. Their phone is 916-278-6955 and website is: <https://disabilityservices.csus.edu/custom/misc/home.aspx>

## 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

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. Most services are covered by the Health Services fee and available at no additional cost. SHCS offers: **Primary Care medical services:** sexual and reproductive healthcare, transgender care, and immunizations; **Urgent Care services:** acute illness, injuries, urgent counseling needs; **Mental Health services:** individual sessions, group counseling, support groups, mindfulness training and peer counseling; **Wellness services:** nutrition counseling, peer-led health education and wellness workshops; and **Additional services:** Athletic training for sports injury rehabilitation, free safer sex supplies, and violence and sexual assault support services.



# coms180 tentative course calendar\*

wk	date	topic	readings	assignment due
<b>Unit 1: Foundations &amp; Orientations</b>				
1	M 8/26	Welcome & Introductions		
	W 8/28	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 & Syllabus Quiz due by class time
2	M 9/2	<b>Labor Day</b>	<a href="https://www.dol.gov/general/laborday/history">https://www.dol.gov/general/laborday/history</a>	<b>Campus is Closed</b>
	W 9/4	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 by Dr. Dennis Mumby & Dr. Mie Plotnikoff  “Transforming Power: Expanding the Inheritance of Michel Foucault in Organizational Studies” by Dr. Maria A. Dixon  “Why workers are resorting to more strikes this year to pressure companies” by Danielle Kaye	Academic Integrity Exercise (due by 11:59 p.m.)  TP#1 due on Canvas 1:30 p.m.
3	M 9/9	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	Identifying Org Comm Research activity (due Friday by 11:59 p.m.)  TP#2 due on Canvas 1:30 p.m.
	W 9/11	Activity Leading Prep <b>In-class group meetings/work time</b>	Activity Leading Assignment Sheet	
4	M 9/16	Emotion and Identity  [How all the feels influence our communication in organizations]	Ch 9: Emotion and Relationships in the Workplace by Dr. Sarah J. Tracy and Dr. Shawna Malvini Redden  “How to Control Your Emotions During a Difficult Conversation” by Amy Gallo  “Preventing Burnout is About Empathetic Leadership” by Jennifer Moss	TP#3 due on Canvas 1:30 p.m.  <b>Activity Leading Group Plan due on Canvas by 1:30 p.m. &amp; hard copy in class</b>
	W 9/18			

# coms180 tentative course calendar\*

## Unit 2: Identity and Organizing

wk	date	topic	readings	assignment due
5	M 9/23	Gender and Sexuality at Work  [Time to smash the patriarchy]	Ch 7: Gender and Sexuality by Dr. Jessica A. Pauly and Dr. Patrice M. Buzzanell  “Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success” by Dr. Sylvia Ann Hewlett and Carolyn Buck Luce	TP#4 due on Canvas 1:30 p.m.  <b>Activity Leading Sources Due on Canvas (all groups) by 1:30 p.m.</b>
	W 9/25			
6	M 9/30	Difference and Organizing  [Acknowledging privilege and creating more inclusive organizations]	Ch 8: Difference, Diversity, and Inclusion by Dr. Patricia S. Parker and Dr. Jamie McDonald  “Designing a Bias-Free Organization” by Gardiner Morse  “Why Diverse Teams are Smarter” by David Rock and Heidi Grant	TP#5 due on Canvas 1:30 p.m.
	W 10/2	Activity Leading Group 1	Activity Leading Group Synopses	
7	M 10/7	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	TP#6 due on Canvas 1:30 p.m.
	W 10/9	Activity Leading Group 2	Activity Leading Group Synopses	
8	M 10/14	Exam 1	<b>Exam 1</b>	<b>Exam 1—Bring a scantron and your notes</b>
	W 10/16	Professional Development	TBD	

\*Syllabus schedule and readings subject to change at the instructor’s discretion. All changes will be communicated in class and on Canvas, and will be in the best interest of student learning (i.e., deadlines will never be moved up).

# coms180 tentative course calendar\*

## Unit 3: Workplace Relationships & Emotional Processes

wk	date	topic	readings	assignment due
9	M 10/21	Workplace Friendships & Workplace Romance  [“Friends make work less of a four letter word” + Gilligan’s Island Syndrome]	<p>“The Argument Against Having Close Friends at Work” by Kathryn Vasel</p> <p>“Why Having Friends at Work is so Crucial for Your Success” by Zameena Mejia</p> <p>“Mixing pleasure with work: Employee perceptions of and responses to workplace romance” by Colleen C. Malachowski, Rebecca M. Chory, &amp; Christopher J. Claus.</p> <p>“How to Approach an Office Romance (And How Not To)” by Amy Gallo</p>	TP#7 due on Canvas 1:30 p.m.
	W 10/23	Activity Leading Group 3	Activity Leading Group Synopses	
10	M 10/28	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>“Sexual Harassment at the Intersection of Race and Gender: A Theoretical Model of the Sexual Harassment Experiences of Women of Color” by Dr. Brian K. Richardson &amp; Dr. Juandalynn Taylor</p>	TP#8 due on Canvas 1:30 p.m.
	W 10/30	Activity Leading Group 4	Activity Leading Group Synopses	

\*Syllabus schedule and readings subject to change at the instructor’s discretion. All changes will be communicated in class and on Canvas, and will be in the best interest of student learning (i.e., deadlines will never be moved up).

# coms180

# tentative course calendar\*

wk	date	topic	readings	assignment due
11	M 11/4	Work/Life Boundaries  [Balance is for acrobats and other things to think about negotiating work and life.]	<p>“It’s Like You Need a Family to Have a Reason to Leave on Time’: Family Type and the Perceived Inclusiveness of Work-Life Practices” by Dr. Michael Blight, Dr. Megan Lambertz-Berndt, Dr. Michelle Fetherston, &amp; Dr. Kathryn L. Fonner</p> <p>“Give Up on Work-Life Balance” by Olga Khazan</p> <p>“A woman’s greatest enemy? A lack of time to herself” by Brigid Schulte</p>	TP#9 due on Canvas 1:30 p.m.
	W 11/6	Activity Leading Group 5	Activity Leading Group Synopses	
12	M 11/11	<b>Veterans Day</b>	<b>Campus is Closed</b>	
	W 11/13	Compassion at Work  [The power of compassion]	<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>“You Just Don’t Talk about Certain Topics”: How Concerns to Disclose Suffering to Leaders Constrain Compassion at Work’ by Dr. Cris Tietzort, Dr. Sarah Tracy, and Dr. Elissa Adame</p> <p>“Self-compassion will make you a better leader” by Rich Fernandez &amp; Steph Stern</p>	TP#10 due on Canvas 1:30 p.m.
13	M 11/18	Activity Leading Group 6	Activity Leading Group Synopses	
	W 11/20	Compassion continued		
14	M 11/25	Wellbeing & Meaningful Work  [Live to work or work to live?]	<p>“Job, Career, Calling: Key to Happiness and Meaning at Work?” by Dr. Katharine Brooks</p> <p>“Meaning/fulness through family: Discourses of work among poor and working class youth” by Dr. Amy K. Way</p>	TP#11 due on Canvas 1:30 p.m.
	W 11/27			



# coms180

## tentative course calendar\*

### Wrapping up COMS 180

wk	date	topic	readings	assignment due
15	M 12/2	Exam 2	<b>Exam 2—Bring a scantron and your notes</b>	Exam 2
	W 12/4	Professional Development	TBD	Extra Credit Due on Canvas by 11:59 p.m.
16	M 12/9	<b>Final Exam Period 12:45 to 2:45 p.m. Note the unusual time frame</b>	<b>The Exit Interview (&amp; Potluck Party!)</b>	<b>Engagement &amp; professionalism final self-assessment opens Wed Dec 4 and is due by Wed, Dec 9 at 11:59 p.m.</b>
	W 12/11		No class Wednesday	