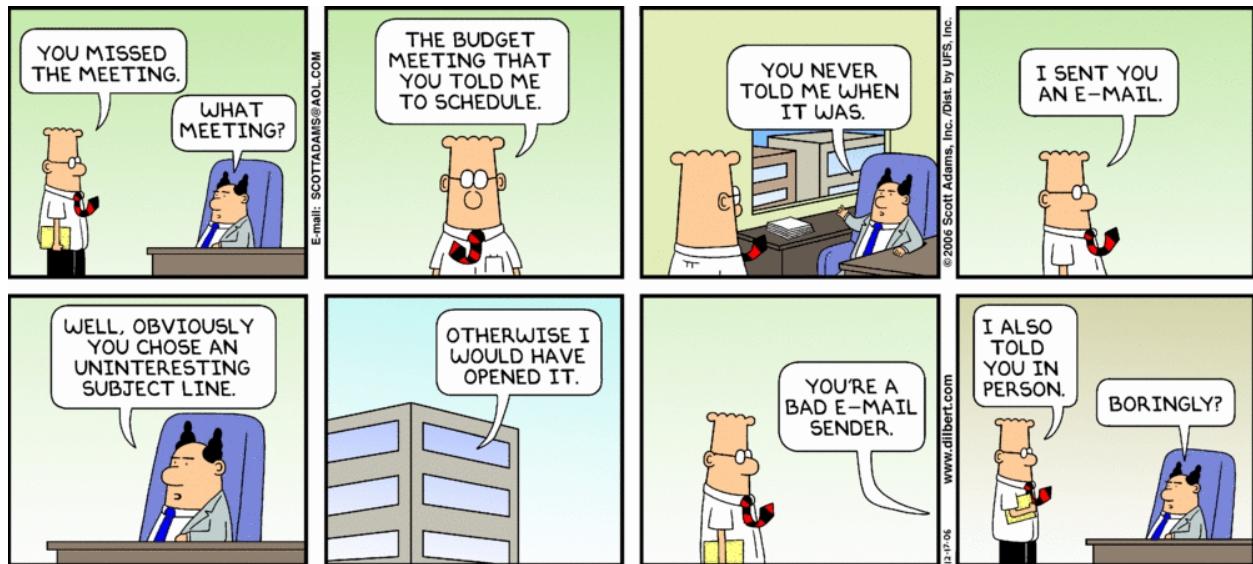


Comm 2600 – Organizational Communication

Online course (section 100)

Summer session A

June 2nd – July 3rd, 2014



ABOUT YOUR PROFESSOR



Matt Koschmann earned his PhD in communication studies from the University of Texas at Austin, specializing in organizational communication. He teaches classes in organizational leadership, organizational collaboration, persuasion, and quantitative research methods. His research focuses on the communication processes of inter-organizational collaboration for social change. His current research projects involve affordable housing in the city of Boulder, prisoner reentry in Boulder County, and human trafficking in Mexico City. Professor Koschmann and his wife Jennifer live in Superior, Colorado with their two sons Søren (7) and Anders (4).

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Hellems 87B

Office Hours
by appointment

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303-492-2824

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matt_koschmann

Email is the best form of communication to reach me...you will get a response within 24 hours (or sooner)

COURSE DESCRIPTION

In this course we will examine the ways people communicate in organizational contexts and the ways in which communication creates and sustains organizations. Organizational communication, as a field of study, analyzes how the actions of people inside and outside organizations are coordinated and controlled to achieve some collective outcomes. It is also concerned with the ways individuals are shaped by their interactions with the organizations around them. Therefore, rather than offer a set of skills that allow you to fit into the world of work, this course will attempt to show how communication is key to understanding what organizations are and how organizations function. Only when we understand organizations at these levels can we change them and consciously shape our own experiences.

COURSE OBJECTIVES

- Develop a “communication perspective” of organizations
- Develop a thorough knowledge of key organizational communication perspectives, theories, and issues
- Understand the multiple paradigms through which we can understand and study organizational communication
- Promote active critical thinking about the role of communication in – and as constitutive of – organizations.
- Applying course material to a variety of situations, including to your organizational experiences and other real-world scenarios
- Integrating this knowledge into your everyday life and with concepts learned in your other classes so that you can critically assess the importance of communication in understanding how organizations work
- Developing skills that clearly demonstrate your ability to analyze organizational phenomena through organizational communication perspectives, theories, and concepts

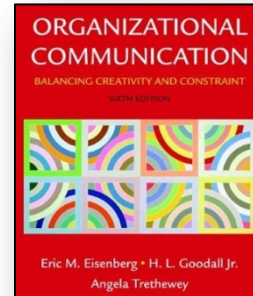
PRE-REQUISITES

There are no prerequisites for COMM 2600

COURSE MATERIALS

Textbook & Course Readings

Organizational Communication: Balancing Creativity and Constraint (2010, 6th edition)
By Eisenber, Goodall, & Trethewey.



Additional course readings are posted on the class Desire2Learn (D2L) website: <https://learn.colorado.edu> (this is CU's new website to replace CULearn). These additional readings are listed by authors' last names on D2L and in the daily schedule (below).



Structuration Theory
Marshall Scott Poole
Robert D. McPhee

Successful, the leading reason has been the high-quality collaborative negotiations, they will need better assumptions about information. The criticisms of group decision making, and if we are to rely on more free these processes. There should be processes are often inefficient and slow. Decisions are often made in a way that is systematically distorted or are often rewarded more for arguments. The strategic value of phenomena often guides expression. Like president over responsibility the way organizational routines like characteristics to various are and inevitable value-laden (Block, 1990).

Starting in the early 1960s, there was a debate in many disciplines on the relationship of human behavior and communication to social structures. The most prominent line of social scientific communication scholarship at this time was based on social psychology and searched for causes of behavior such as underlying dispositions and attitudes, external cues such as messages, and contextual factors such as interpersonal relationships and status. This research searched for general relationships using experimental and survey methods and emphasized statistical analysis. One problem with this school of thought was that it failed to develop the study of social structures. For instance, in organizational communication it led to a focus on manager-subordinate relationships, groups, and communication networks, and directed collaborative decision making. A philosophy of individualism has replaced a genuine appreciation of individual differences and their impact.

Constructionism
Brenda J. Allen

Communication scholars increasingly orientational to social- understandings of the world, since claim that thinking that "the nature of relationships in 2000," "The Social Construction constructionism asserts that human is from individual members of knowledge of the world from time and place, and which belief systems. Social construction- to construction processes, including its ramifications for identity development (Leeds-Harwitz, 1995). Social constructionism informs my scholarly endeavors. In research and teaching, I focus a critical lens on organizational communication, with an Not recognizing this, most upper managers have the ability to meaningfully change their business environments and operations, but instead operate with a type of resignation to existing arrangements, even

the "ivory-tower" charge, and rise from academics. "I may billion last year or a third of performance in 1992 and GM's part of the discussion. Most fully considered impractical these companies had to show before U.S. companies would as costly to all. we" thinking as faculty are the tendency to only talk to ained by a commitment to a aimed by reproducing what- fact of the same people who pense is not to an outside he so-called "real world" of jury worlds we can know.

Hardware

You should have consistent access to a computer with a high-speed modem and Internet connection

Software

You should have Skype installed on your computer and access to the university's virtual private network (VPN): <http://www.colorado.edu/its/vpn/>

You should have Microsoft Office installed on your computer, especially to use Word for your written assignments and PowerPoint for the lecture material

Technical Support

For questions related to D2L, please contact the help desk at: help@colorado.edu or by phone at (303) 735-5HELP. In order to expedite your request, be sure to include: the course code and section, your phone number, a clear and detailed description of the problem.

ASSIGNMENTS & GRADING

All assignments are graded on a 100-point scale and weighted by the percentages listed below

Class Profile

5%

At the beginning of the semester you need to create your individual class profile on D2L. Upload a current picture and as much/little personal information you feel comfortable sharing.

This needs to be completed by the end of the first week

Unit Quizzes

10% (x3)

Following each learning unit there will be a quiz to assess your knowledge of the course material. The quizzes are multiple choice and non-cumulative. Quizzes will be taken online at D2L. If you miss the deadline for the quiz you can still take it for 50%. No quizzes will be accepted more than one week after the quiz deadline.

Reflection Paper

20%

For this assignment you will write a 1000-1500-word reflection paper on your experiences of organizations and communication. There should be a modest connection to course material, but the main purpose is to articulate your initial thoughts, perspectives, assumptions, etc. based on your first-hand experiences (more details below).

Final Project: Case Study Analysis

30%

For this assignment you will write a 2000-2500-word analysis paper on an organizational case study. You will choose from a selection of case studies that I will post on D2L. The purpose is to analyze the details of the case and apply the material from our course to enhance our understanding of organizational communication in this context (more details below).

Class Participation

15%

Even though this is an online course your participation still plays an important part in the overall "classroom" experience. The primary way I will gauge class participation is your involvement on our D2L discussion board. You will be divided into smaller discussion groups for the semester. **Each week** you are required to make **one original post** and **one post in response** to someone else's original post from your discussion group. You need to make your original post earlier in the week so people in your group have enough time to post a response. I won't grade the specific content of your post...but I will check to make sure your posts are substantive and relatively insightful.

Grading

This course follows the standard CU grading system.

| | | | |
|-----|---------------|-----|--------------|
| A | 93% and above | C | 73 – 76.5% |
| A - | 90 – 92.5% | C - | 70 – 72.5% |
| B + | 87 – 89.5% | D + | 67 – 69.5% |
| B | 83 – 86.5% | D | 63 – 66.5% |
| B - | 80 – 82.5% | D - | 60 – 62.5% |
| C + | 77 – 79.5% | F | 59% or below |

I use the following criteria to guide my grading decisions:

| | |
|---|--|
| A | Excellent...exceeds the minimum requirements with distinction |
| B | Good...goes beyond the minimum requirements to a fair degree |
| C | Average...meets the minimum requirements of the assignment |
| D | Poor...only meets some of the minimum requirements of the assignment |
| F | Failing...does not meet most of the minimum requirements of the assignment |

Other grade considerations

Graded assignments will be posted on D2L within one week of the due date (or sooner).

The only thing I grade is your product...not your effort or intentions. I don't grade based on what you need to keep a certain GPA or what you think you're entitled to.

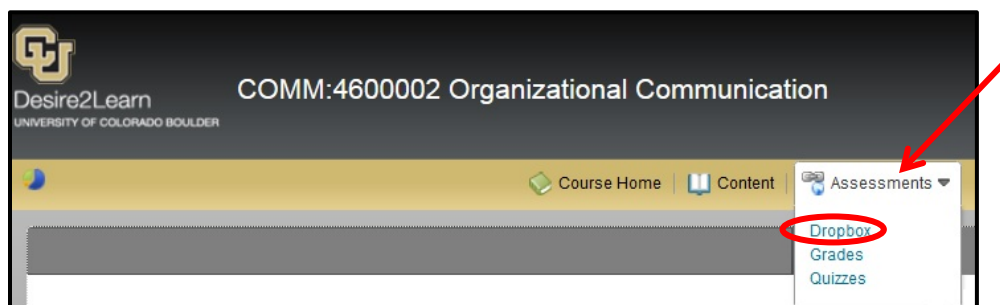
I'm happy to discuss any graded assignment with you, but please wait 24 hours after receiving your grade for any discussions.

I love to talk with students about their assignments BEFORE they are due. After assignments are due there is very little I can do, other than to explain my decisions.

OTHER COURSE POLICIES

Paper Submissions

Please submit all papers electronically through the dropbox feature in Desire2Learn (MS Word format):



*****All assignments and quizzes are due by 11:59 pm on the specified day (mountain standard time)*****

Disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services (DS) by the end of the second week of the semester so that your needs may be addressed. DS determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/sacs/disabilityservices)

Religious Observance

I will make reasonable accommodations for students who have conflicts between religious observance dates and course requirements. Please approach me with these requests before the end of the second week of the semester.

Academic Misconduct

Cheating, plagiarism, or unacknowledged assistance is unacceptable. Web-based plagiarism-detection services will be utilized. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Please see the Honor Code at <http://www.colorado.edu/academics/honorcode/>

TAC

Technology Across the Curriculum (TAC) is the Communication Department's technology resource. TAC provides equipment such as laptops, digital video cameras, and digital voice recorders to students for checkout. For more information, visit TAC at <http://comm.colorado.edu/tac>.

Deadlines

Unless otherwise noted, all assignments are due on the date/time indicated in the daily schedule. Late work is not accepted unless you contact me BEFORE the due date with a legitimate reason.

Online decorum

You are expected to behave in an ethical and polite manner just as if we were in a physical classroom. This includes (but is not limited to) how you communicate online and how you relate with other class members

ASSIGNMENT DETAILS – REFLECTION PAPER

DUE: Friday, June 13th @ 11:59 pm

For this assignment you will write a 1000-1500-word reflection paper about your experiences of organizations and communication. Identify one or two significant experiences that shaped how you think about organizations and communications: perhaps a current or past job experience; maybe your experience of your parents' job; maybe your experience trying to resolve an issue with an organization (e.g., the university, the government, etc.). Whatever the case, pick something where you have enough first-hand experience to say something insightful about organizations and communication.

Consider the following questions as you develop your reflection paper:

- What did this experience teach you about organizations and communication?
- What did this experience teach you about leadership, power, authority, or control?
- What are the ethical implications of your experiences?
- What did your experience teach you about collaboration and working with others?
- What did your experiences teach you about gender or culture?
- What assumptions about organizations and communication did you notice in your experience? That is, what was being assumed/implied/taken for granted in your experience?
- What did your experience teach you about “effective” communication in organizations?
- What did your experience teach you about the role of communication in organizations?

Your paper should be written more as a first-person narrative, not a detached analysis paper. Your main goal is to say something interesting and insightful about organizations and communication. What did you learn, and how did this experience shape your understanding of organizations and communication?

Your paper will be graded based on the following criteria:

- Within word count
- Quality writing (grammar, spelling, etc.)
- Overall structure (paragraphs, intro, transitions, conclusion, etc.)
- Clear and concise explanation of your experience(s)
- Modest connection to course material
***I know we haven't covered a lot of course material by this point so I'm not expecting a detailed analysis paper...instead I'm more interested in your personal reflections and how you make sense of your experiences at this early stage of the class*
- Interesting and insightful understanding of organizations and communication

ASSIGNMENT DETAILS – CASE STUDY ANALYSIS

DUE: Friday, June 27th @ 11:59 pm

For this assignment you will write a 2000-2500-word analysis of a case study. You will choose from a selection of case studies posted on D2L.

The purpose of this assignment is for you to combine your knowledge of organizational communication and apply it to a real-world scenario. A good way to frame this assignment is to *see yourself as an organizational communication consultant* and you are writing a report about this case. You may choose to write your analysis as more of an “executive report” instead of a formal research paper, but either is fine.

Not all the course material will be directly relevant to all the cases. Your task is to identify a few aspects of the course material that are particularly relevant to your case and provide an insightful analysis (i.e., say something interesting that contributes to our understanding of organizational communication through this case and demonstrates your knowledge of the relevant course material).

Your paper will be graded based on the following criteria:

- Within word count
 - Quality writing (grammar, spelling, etc.)
 - Overall structure (paragraphs, intro, conclusion, etc.)
 - Background, analysis, recommendations, summary
 - Connection to course material and additional sources
 - Bibliography
 - 5-7 sources (textbook counts as one source)
 - Thorough and consistent content
- ** Insight, analysis, and critical evaluation (not just summary and description)

TENTATIVE WEEKLY SCHEDULE

| Date | Topic | Readings/ Assignments |
|--|--|---|
| Unit 1 – Perspectives, Theories, & Approaches to Organizational Communication | | |
| Week 1 June 2—8 | <ul style="list-style-type: none"> - Introduction to organizational communication - Approaches to organizational communication | <ul style="list-style-type: none"> - What is Organizational Communication? (video and transcript) - Textbook Ch. 1 & 2 |
| Week 2 June 9—15 | Perspectives on organizations & communication <ul style="list-style-type: none"> ▪ Classical & scientific management ▪ Human relations & human resources ▪ Systems perspective ▪ Social construction ▪ Stakeholder ▪ Structuration ▪ Interpretive & sensemaking | <ul style="list-style-type: none"> - Textbook Ch. 3 - Allen - Deetz (1) - Poole & McPhee <p style="color: red; margin-top: 10px;">Reflection paper due: Friday, June 13th @ 11:59 pm (MST)</p> |
| Quiz #1 – Must be completed by Sunday, June 15th @ 11:59 pm (MST) | | |
| Unit 2 – Organizational Communication in Context | | |
| Week 3 June 16—22 | <ul style="list-style-type: none"> - Leadership - Bullying & harassment | <ul style="list-style-type: none"> - Textbook Ch. 8 - Fairhurst - Lutgen-Sandvik |
| Week 4 June 23—29 | <ul style="list-style-type: none"> - Teamwork & collaboration - Participation & decision making - Networks - Organizational change | <ul style="list-style-type: none"> - Textbook Ch. 7 - Isbell, Koschmann, & Lewis - Khan <p style="color: red; margin-top: 10px;">Case study analysis due: Friday, June 27th @ 11:59 pm (MST)</p> |
| Quiz #2 – Must be completed by Sunday, June 29th @ 11:59 pm (MST) | | |
| Unit 3 – Critical & Cultural Perspectives on Organizational Communication | | |
| Week 5 June 30—July 3 | <ul style="list-style-type: none"> - Critical theory - Postmodern theory - Discourse & ideology - Organizational culture | <ul style="list-style-type: none"> - Feminist approaches - Gender & identity - Power & control <ul style="list-style-type: none"> - Textbook Ch. 4, 5, & 6 - Deetz (2) - Taylor - Ashcraft |
| Quiz #3 – Must be completed by Thursday, July 3rd @ 11:59 pm (MST) | | |