COMM 5307: Communication & Organizations
CRN 31718…Section 001…108 Center for the Sciences…Mondays 7:00pm – 9:30pm

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Office: 327 Bay Hall  Credit Hours: 3
Office Phone: (361) 825-2443
Office Hours: Monday, Tuesday, and Wednesday 11:00-1:00pm

TAMUCC Department of Communication and Media Mission Statement
“Our mission is to develop students who are effective and ethical communicators with the creative, critical, and collaborative skills necessary to succeed in a diverse global environment.”

Course Title and Description
Communication and Organizations is a three credit course focusing on the complex and continuous process through which organizational members create, maintain, and change their organizations. This course will include instruction on the role that communication plays in constituting and altering organizations with special attention placed upon interaction of organizational members with their organizational environment. This course is intended as an overview of contemporary theory and research in organizational communication.

Course Objectives
The course is designed to expose students to the construction of organizations through the communication of members. This course is in partial fulfillment of the following Communication and Media Department outcomes. Specifically, students should be able to perform the following by the conclusion of the Fall 2014 semester:

- Define organizational communication.
- Explain the development of Organizational Communication as a scholarly area of study.
- Become familiar with empirical research studies and scholars associated with the study of organizational communication.
- Apply course content to analyze organizations through case study papers and discussion questions.
- Develop and refine scholarly writing and research skills.

Required Texts and Workbook

Reading material for selected topics from other sources will be distributed in class and/or Blackboard.

Attendance
Student attendance in class is essential to learning. Assignments and tests are expected to be delivered on the day assigned. Exceptions will be made only in extreme circumstances at the discretion of the instructor. When absences are due to a University activity, it is the student’s responsibility to notify the instructor of these absences at least one (1) week in advance of the occurrence to allow adequate time for rescheduling. Definitions of excused and unexcused absences will reflect university guidelines. Only formally documented, “university excused” absences will be allowed.

*More than 1 unexcused absences will result in automatic failure of the course*

Grading Procedure
Grades will be based on the following scale:
100-90% - A  89-80% - B  79-70% - C  69-60% - D  Below 60% - E
Grading
Grades are comprised of two case study paper assignments, a spotlight on scholarship abstract assignment, and various classroom activities. There will be no opportunity to makeup in-class activities. Assignments turned in late will receive a 10-point deduction for every day it is late.

In-Class Activities/Participation
During the course of the semester an interactive classroom culture will be cultivated in which students will be expected to attend class each day and contribute to the progression of the class. It is the students’ responsibility to fully participate and engage in these activities. These activities are designed to integrate course material and help apply course content useful for deeper understanding and learning. The activities may involve writing discussion questions about selected readings, engaging in activities, quizzes, and discussing and debriefing afterword. Students will be graded based on attendance, participation, making it to class on time, and attentiveness in class. In-Class Activities/Participation is worth 50 points.

Case Study Papers
There will be two Case Study Papers in this course, each worth 100 points, for a total of 200 points. The purpose of Case Study Papers is to encourage reflection, integration of theory and practice, and problem-solving of organizational events. Case study papers allow students to read events of actual organizations to analyze critical incidents, translate knowledge of organizational culture into practice, enhance the ability to see events from multiple perspectives, and develop strategies useful for understanding personal organizational experiences. Further directions and rubric for the Case Study Papers will be distributed and discussed in class at the appropriate time.

Spotlight on Scholarship
Spotlight on Scholarship involves students familiarizing themselves with empirical research and notable scholars who have contributed to the study of organizational communication. It is worth 100 points. The assignment will involve students locating two (2) empirical research articles written by a notable organizational communication scholar, reading the articles, abstracting each one separately, and integrating insight from class discussions into an implication section of the paper. Abstracts will be approximately 2-3 pages in length and adhere to the sixth edition of the APA style guide. Further directions and rubric for the Spotlight on Scholarship will be distributed and discussed in class at the appropriate time. Students will be provided one (1) of the following scholars: Michael Kramer (assimilation/information-seeking), Fred Jablin (assimilation/monitoring), Linda Putnam (conflict/negotiation), Patricia Sias (coworker relationships), Vernon Miller (information-seeking), Karen Myers (assimilation), Jeff Kassing (dissent), Craig Scott (identification), Vince Waldron (emotions/monitoring), Jaesub Lee (supervisor-subordinate), Steve Cox (coworker relationships), and Philip Tompkins (concertive control/identification). Further directions and rubric for the Spotlight on Scholarship assignment will be distributed and discussed in class at the appropriate time.

Notice to Students with Disabilities
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

Grade Appeal Process
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Student Conduct

1. **Respect**: Be courteous of the professor and fellow students and refrain from talking amongst yourselves during lecture and presentations. That also means no texting in class.
2. **Preparation**: Attend class ready to contribute and interact with material presented in class.
3. **Punctuality**: Please make best effort to arrive to the classroom before class begins.
4. **Electronic Devices**: Items such as cell phones, and IPods should be put away during class.
5. **Listening**: It is absolutely essential and expected for students to pay attention to class discussions and lectures because the information is vital toward successfully completing the course.
6. **Effort**: This class will be fun and enlightening, yet challenging. Please put forth your best effort each day in the course.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due/Reading</th>
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<tbody>
<tr>
<td>Mon Sep 08</td>
<td>Welcome; Introduction to the Discipline of Organizational Communication</td>
<td>Putnam (2008); Garner &amp; Barnes (2013); Putnam &amp; Mumby (2014)</td>
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<td>Mon Sep 15</td>
<td>Development of the Discipline</td>
<td>Putnam &amp; Cheney (1985); Tompkins (1989); Miller (2008); Wrench (2013)</td>
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<td>Mon Sep 22</td>
<td>Theories of Organizational Communication</td>
<td>Corman (1995); Putnam (1983); Krone, Kramer, &amp; Sias (2010); Mumby (2014)</td>
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<td>Mon Sep 29</td>
<td>Research &amp; Methods in Organizational Communication</td>
<td>Miller (2001); Beatty (2009); Tracy &amp; Grist-Martin (2014)</td>
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<td>Mon Oct 06</td>
<td>Approaches to Organizing</td>
<td>Tompkins (1984); Jablin (1990)</td>
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<td>Mon Oct 13</td>
<td>Organizational Culture</td>
<td>Shockley-Zalabak (1996); Liberman (2013); Keyton (2014)</td>
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<td>Mon Oct 20</td>
<td>Organizational Assimilation</td>
<td>Jablin (1982); Kramer (2009); Kramer &amp; Miller (2014)</td>
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<td>Mon Oct 27</td>
<td>Supervisor-Subordinate Communication</td>
<td>Jablin (1979); Sias (2008); Jablin (2006); Fairhurst (2014)</td>
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<td>Mon Nov 03</td>
<td>Peer Coworker Communication</td>
<td>Case Study Paper 1; McManus &amp; Russell (2007); Sias &amp; Bartoo (2007); Sias (2014)</td>
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<td>Mon Nov 10</td>
<td>Employee Expression/Voice</td>
<td>Redding (1985); Harrison (2008); Miller (2014)</td>
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<td>Mon Nov 17</td>
<td>Aggression, Incivility, and Conflict</td>
<td>Barron (2004); Avtgis &amp; Chory (2010); Kassing &amp; Waldron (2014)</td>
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<td>Mon Nov 24</td>
<td>The Future of Organizational Communication</td>
<td>Case Study Paper 2; Mumby &amp; Stohl (1996); Jones, Watson, Gardner, and Gallois (2004); Krone (2005)</td>
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<td>Mon Dec 01</td>
<td>Application and Consulting</td>
<td>Redding (1979); March (1991); Dempsy &amp; Barge (2014)</td>
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