COMM 5307: Communication & Organizations  
CRN 92366…Section 002 Bay Hall…Mondays 7:00pm – 9:30pm

Professor: Dr. Michael Sollitto, Ph. D.  
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Office: 327 Bay Hall  
Office Hours: Monday, Tuesday, and Wednesday 2:00pm-4:00pm

Office Phone: (361) 825-2443  
Credit Hours: 3

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 2016 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

Required Additional Readings
- Reading material for selected topics from a variety of sources will be placed in the “Required Additional Readings” folder on 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 weekly discussion questions two case study paper assignments, a spotlight on scholarship abstract assignment, and various classroom activities. The total amount of points possible for the course is 475. There will be no opportunity to makeup in-class activities. Assignments turned in late will receive a 10-percent deduction for every day it is late.

Talking Points
Each class period students will be expected to submit talking points about each of the readings assigned. The talking points should highlight fascinating and provocative aspects of the reading sources and showcase genuine understanding of the content and an ability to draw connections between the reading and other topics covered in class. Talking points will be evaluated based upon depth of understanding, the ability to synthesize the reading material, and relevance to the discussion topic. Further directions and rubric for the discussion questions will distributed and discussed in class at the appropriate time. Talking Points are each worth 5 points, for a total of 75 points.

Classroom Engagement Activities
During various class periods, students will complete classroom engagement activities that will be used for direct application and discussion of course topics, lecture material, and reading content. There will be ten classroom engagement activities in this course, each worth 5 points, for a total of 50 points.

Position Papers
There will be three position papers in this course, each worth 25 points, for a total of 75 points. The purpose of Position Papers is to encourage reflection, critical thinking, and argumentative skills. Position papers allow students to learn about an issue in the instructional communication discipline, take a stand on the issue, and then effectively argue their viewpoint with relevant supporting evidence. Grading will be based upon the quality of information presented to defend one’s viewpoint. Further directions and rubric for the Position Papers will be distributed and discussed in class at the appropriate time.

Individual Project
Working with Dr. Sollitto, students will write a research proposal about an organizational communication topic that is of based on one of the topic areas in the course. This project will include an introduction and purpose section, literature review, and a proposed method section. It will be the students’ choice if they want to continue the project and submit it for conference and publication at some point after the conclusion of the semester. The Individual Project is worth 100 points. Further directions and rubric for the Position Papers will be distributed and discussed in class at the appropriate time.

Course Project
As a class, Dr. Sollitto and the students will be conducting an empirical research study, which will involve designing/refining the study, writing sections of the literature review, method, and discussion sections; and collecting and analyzing data. The plan is for this project to be submitted for presentation at the 2017 National Communication Association convention in Dallas, TX. After that, it will be submitted for publication to a journal commensurate with the quality of project. The order of authorship will be determined largely by the quality of contributions to the project.
**Academic Advising**
Students pursuing the Master of Arts in Communication will be paired with a graduate faculty member advisor in their first semester. Students should contact their advisors within the first two weeks of a semester to arrange a meeting during which degree plans, tracks, and opportunities for professional development should be discussed. If there is any question regarding whom a student’s academic advisor is, the student should contact Dr. Stephanie Rodriguez, Interim Graduate Coordinator, for assistance ([stephanie.rodriguez@tamucc.edu](mailto:stephanie.rodriguez@tamucc.edu); 361-825-5753). To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

**Disability Services**
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 CCH 116 and the phone number is 361-825-5816.

**Grade Appeal Process**
Students who feel they have 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. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website ([http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html)). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Expectations of Graduate Students**
1. Ability to contribute engaging and thoughtful discussion points during class.
2. Demonstrated completion of all assigned reading material prior to class.
3. Proficiency in academic writing and use of APA Style.
4. Focus on learning instead of focus on grades.

**Student Conduct**
1. **Know the syllabus:** Be informed on what is to be read, discussed, and submitted for each class meeting.
2. **Islander Email:** Correspondence from the instructor will take place through the TAMUCC email system. Regularly check your Islander email for updates and information.
3. **Respect:** Be courteous of the professor and fellow students and refrain from talking amongst yourselves during lecture and discussion. This also means that proper professional communication is also required.
4. **Preparation:** Attend class ready to contribute and interact with material presented in class.
5. **Punctuality:** Please make best effort to arrive to the classroom before class begins.
6. **Electronic Devices:** Items such as cell phones, and IPods should be put away during class.
7. **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.
8. **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>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Mon Aug 29</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 05</td>
<td>No Class: Labor Day</td>
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<td>Mon Sep 19</td>
<td>Theoretical Perspectives of Organizational Communication</td>
<td>Corman (1995); Putnam (1983); Krone, Kramer, &amp; Sias (2010); Mumby (2014)</td>
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<td>Mon Sep 26</td>
<td>Research &amp; Methods in Organizational Communication</td>
<td>Miller (2001); Tracy &amp; Grist-Martin (2014)</td>
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<td>Mon Oct 03</td>
<td>Approaches to Organizing</td>
<td>Tompkins (1984); Jablin (1990)</td>
<td>Individual Project Proposal Topic</td>
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<td>Mon Oct 10</td>
<td>Organizational Culture</td>
<td>Keyton (2014); Hoelscher, Zanin, &amp; Kramer (2016)</td>
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<td>Mon Oct 17</td>
<td>Organizational Assimilation</td>
<td>Jablin (1982); Kramer &amp; Miller (2014); Dailey (2016)</td>
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<td>Mon Oct 24</td>
<td>Supervisor-Subordinate Communication</td>
<td>Jablin (1979); Sias (2008); Fairhurst (2014)</td>
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<td>Mon Nov 14</td>
<td>Aggression, Incivility, and Conflict</td>
<td>Avtgis &amp; Chory (2010); Kassing &amp; Waldron (2014); Tepper (2000)</td>
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<td>Mon Nov 21</td>
<td>Meaningful Work</td>
<td>Hill (1999); Cheney &amp; Zorn (2012)</td>
<td>Individual Project Method Section Rough Draft</td>
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<td>Mon Nov 28</td>
<td>The Balance of Work and Life</td>
<td>Kirby &amp; Buzzanell (2014); Butler &amp; Modaff (2008)</td>
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<td>Mon Dec 05</td>
<td>Application and Consulting</td>
<td>Redding (1979); March (1991); Dempsy &amp; Barge (2014)</td>
<td>Final Research Proposal</td>
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