COMM 5396.004: A Relational Approach to Organizational Communication
Spring 2020
CRN: 23747  Location: No physical meeting space   Time: As Negotiated with Student

Professor: Dr. Michael Sollitto, Ph.D.   Email: michael.sollitto@tamucc.edu
Office: 327 Bay Hall   Credit Hours: 3
Office Phone: (361) 825-2443
Office Hours: Tuesday, Wednesday, and Thursday 12pm-2pm

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
A Relational Approach to Organizational Communication is a three-credit course that will allow the student to explore the discipline of organizational communication and develop increased understanding of forgiveness in workplace relationships.

Course Objectives
The course is designed to further develop students’ abilities to find the practicality and usefulness of a communication studies degree. 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 Spring 2020 session:

- 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.
- Propose new areas of organizational communication research about forgiveness and workplace relationships.

Required Texts

Required Readings
- Reading material for selected topics from a variety of sources will be placed in the “Required Readings” folder on Blackboard (See reference information for each source on pages 5-6 of this syllabus).

Attendance
Attendance and participation are required for this course, as they are the strongest predictors of success on assignments and for actual learning to occur.
**Grading Procedure**
Grades will be based on the following point values:

- 158-175 points = A
- 140-157 points = B
- 123-139 points = C
- 105-138 points = D
- 0-137 points = F

**Grading**
Grades are comprised of Conversation Starters, an annotated bibliography, and a research in progress submission to NCA. Assignments turned in late will receive a 10-percent deduction for every day it is late.

**Conversation Starters**
Beginning with the reading material for January 21, you will submit a comprehensive summary about the assigned reading materials. Conversations Starters are intended to highlight important knowledge claims from the collection of readings for each class session. They should showcase genuine understanding of the content, an ability to summarize and synthesize the reading material into a cohesive whole, and directly apply the reading material to organizational communication practice. Each conversation starter assignment should be approximately one page in length and follow the provided organizational pattern that includes (a) a literature review that synthesizes the assigned reading material into approximately one paragraph, (b) scholarly implications that describes what the set of assigned readings means for the academic study of Organizational Communication, and (c) practical implications that describe how organizational members can use the knowledge claims from the reading material to assist them with organizational membership. The practical implications should be written in the form of descriptive, actionable, “how-to” advice offered from your perspective as a scholar to organizational members. Conversation Starters will be evaluated based upon depth of understanding and ability to synthesize the reading material and procedural guidelines. You will submit 10 Conversation Starters during the semester, each worth 5 points, for a total of 50 points. Conversation Starters must be typed with Times New Roman size 12 font and physically submitted on Blackboard.

**Annotated Bibliography**
The annotated bibliography will lay a foundation for conducting research about forgiveness. You will prepare a document that summarizes all academic sources that define, test, and/or provide insight about forgiveness and workplace relationships. Then provide a 5-7 sentence summary of each article that reports the purpose of the article, the results of the article, and any implications for that topic of research. The summaries of each source should be single-spaced and adhere to the sixth edition of the APA style guide. The Annotated Bibliography is worth 50 points. Further directions and rubric will be distributed and discussed in class at the appropriate time.

**Research in Progress**
In collaboration with Dr. Sollitto, the student will write a research proposal about an organizational communication topic that 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. The plan is to submit this project as a Research in Progress Roundtable at the National Communication Association convention in Indianapolis, IN. Further directions and rubric for the Research in Progress Roundtable will be distributed and discussed at the appropriate time. The Research in Progress Roundtable submission is worth 75 points.
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, Graduate Coordinator, for assistance (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
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the class.
The last day to drop a class for the spring semester is April 10, 2020.

Grade Appeal Process
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C0.03, 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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. 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.
3. Preparation: Attend class ready to contribute and interact with material presented in class.
4. Punctuality: Please make best effort to arrive to the classroom before class begins.
5. Electronic Devices: All devices that distract from the learning process are prohibited.
6. Listening/Feedback: Devote attention during class sessions and heed advice and constructive instruction on assignments provided throughout the semester.
7. Effort: This class will be fun and enlightening, yet challenging. Please put forth your best effort each day in the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue Jan 21</td>
<td><em>Foundations of Organizational Communication</em> Describing Organizational Communication</td>
<td>Putnam (2008); Garner et al. (2016) <em>Conversation Starters 1</em></td>
</tr>
<tr>
<td>Thu Jan 23</td>
<td><em>Foundations of Organizational Communication</em> Describing Organizational Communication</td>
<td></td>
</tr>
<tr>
<td>Tue Jan 28</td>
<td><em>Beginning Membership: Anticipating Organizational Membership</em></td>
<td>Kramer &amp; Bisel (2017), Ch. 2</td>
</tr>
<tr>
<td>Thu Jan 30</td>
<td><em>Beginning Membership: Anticipating Organizational Membership</em></td>
<td></td>
</tr>
<tr>
<td>Tue Feb 04</td>
<td><em>Beginning Membership: Encountering Organizational Membership</em></td>
<td>Myers &amp; Woo (2017); Sias &amp; Shin (2020a); Conversational Starters 2</td>
</tr>
<tr>
<td>Thu Feb 06</td>
<td><em>Beginning Membership: Encountering Organizational Membership</em></td>
<td>Kramer &amp; Bisel (2017), Ch. 3; Annotated Bibliography</td>
</tr>
<tr>
<td>Tue Feb 11</td>
<td><em>Approaches to Organizing: Classical Management &amp; Humanistic Approaches</em></td>
<td>Nicotera (2020a); Nicotera (2020b); Nicotera (2020c); Conversational Starters 3</td>
</tr>
<tr>
<td>Thu Feb 13</td>
<td><em>Approaches to Organizing: Classical Management &amp; Humanistic Approaches</em></td>
<td>Kramer &amp; Bisel (2017), Ch. 4</td>
</tr>
<tr>
<td>Tue Feb 18</td>
<td><em>Processes of Organizing: Organizational Culture</em></td>
<td>Keyton (2008); Kramer &amp; Dailey (2019); Conversational Starters 4</td>
</tr>
<tr>
<td>Thu Feb 20</td>
<td><em>Processes of Organizing: Organizational Culture</em></td>
<td>Kramer &amp; Bisel (2017), Ch. 6</td>
</tr>
<tr>
<td>Tue Feb 25</td>
<td><em>Processes of Organizing: Workplace Relationships</em></td>
<td>Kramer (2017); Sias &amp; Shin (2020b); Research in Progress; Conversational Starters 5</td>
</tr>
<tr>
<td>Thu Feb 27</td>
<td><em>Processes of Organizing: Workplace Relationships</em></td>
<td>Kramer &amp; Bisel (2017), Ch. 7</td>
</tr>
<tr>
<td>Tue Mar 03</td>
<td><em>Processes of Organizing: Structure and Information Flow</em></td>
<td>Kramer &amp; Bisel (2017), Ch. 5</td>
</tr>
<tr>
<td>Thu Mar 05</td>
<td>Mid-Term Exam</td>
<td></td>
</tr>
<tr>
<td>Tue Mar 10</td>
<td><strong>No Class: Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>Thu Mar 12</td>
<td><strong>No Class: Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>Tue Mar 17</td>
<td><em>Employee Behavior: Employee Voice</em></td>
<td>Jablin (2006); Kassing (2017); Conversational Starters 6</td>
</tr>
<tr>
<td>Thu Mar 19</td>
<td><em>Employee Behavior: Employee Voice</em></td>
<td></td>
</tr>
<tr>
<td>Tue Mar 24</td>
<td><em>Employee Behavior: Organizational Conflict and Antisocial Behavior</em></td>
<td>Appelbaum, Iaconi, &amp; Matousek (2007); Jameson (2020); Conversational Starters 7</td>
</tr>
<tr>
<td>Thu Mar 26</td>
<td><em>Employee Behavior: Organizational Conflict and Antisocial Behavior</em></td>
<td>Kramer &amp; Bisel (2017), Ch.10</td>
</tr>
<tr>
<td>Tue Mar 31</td>
<td><strong>No Class: ECA Convention</strong></td>
<td></td>
</tr>
<tr>
<td>Thu Apr 02</td>
<td><strong>No Class: ECA Convention</strong></td>
<td></td>
</tr>
<tr>
<td>Tue Apr 07</td>
<td><em>Employee Behavior: Emotional Expression</em></td>
<td>Tracy (2008); Tracy &amp; Redden (2019); Conversational Starters 8</td>
</tr>
<tr>
<td>Thu Apr 09</td>
<td><em>Employee Behavior: Emotional Expression</em></td>
<td></td>
</tr>
<tr>
<td>Tue Apr 14</td>
<td><em>Employee Behavior: Meaningful Work</em></td>
<td>Cheney &amp; Zorn (2012); Bailey &amp; Madden (2016); Conversational Starters 9</td>
</tr>
<tr>
<td>Thu Apr 16</td>
<td><em>Employee Behavior: Meaningful Work</em></td>
<td></td>
</tr>
<tr>
<td>Thu Apr 23</td>
<td><em>Employee Behavior: Personality and Performance</em></td>
<td></td>
</tr>
<tr>
<td>Tue Apr 28</td>
<td><em>Employee Behavior: Organizational Identification</em></td>
<td>Larson (2017); Conversational Starters 10</td>
</tr>
<tr>
<td>Thu Apr 30</td>
<td><em>Ending Membership: Terminating Organizational Membership</em></td>
<td>Kramer &amp; Bisel (2017), Ch. 15</td>
</tr>
<tr>
<td>Tue May 05</td>
<td><em>Ending Membership: Terminating Organizational Membership</em></td>
<td></td>
</tr>
</tbody>
</table>


Cheney, G., & Zorn, T. E. (2012). What do we know and what we can learn about meaningful work (from the standpoint of communication)? In A. K. Goodboy & K. Shultz (Eds.), *Introduction to communication: translating scholarship into meaningful practice* (pp. 315-322). Dubuque, IA: Kendall Hunt.


