



Department of Communication Studies
COM 3040: Organizational Communication
 3 Units - Fall 2024

Meeting days/times: Monday, Wednesday, and Friday, 11pm – 11:55pm

Meeting location: Cabrillo Hall 101

Final Exam: Monday, 12/16/2024, 10:30am-1pm

Instructor title and name: Dr. Jeff Birdsell		
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Office location and hours: Cabrillo 204		
Mondays	8:30 AM	9:45 AM
	1:30 PM	3:00 PM
Tuesdays	12:30 PM	1:30 PM
Thursdays	12:30 PM	1:30 PM
Fridays	8:30 AM	9:45 AM
Additional Wednesday and Friday times available by appt		

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

A study of traditional, modern, and post-modern approaches to organizational communication as well as its functions, forms and consequences. Provides a theoretical overview of management theory and gives practical insights for communicating in a variety of organizations.

COURSE LEARNING OUTCOMES

This course is an examination of organizations from a communication vantage point and an exploration of the role of communication in the process of organizing. Combining the study of theoretical perspectives with skill development, you will build organizational communication competencies through understanding the nature of communication in the organizational context and by practicing effective communication skills. Successful completion of the course should enable you to:

- Distinguish among the major schools of thought/ basic concepts in organizational theory
- Identify communication problems in a variety of organizational contexts

- Apply various theoretical perspectives to organizational settings and situations
- Utilize scholarly research and theory to further understanding of organizational life

PROGRAM LEARNING OUTCOMES

As a required course for a degree in Organizational Communication, this course will contribute to the following PLOs

- Develop a sophisticated understanding of communication as the negotiation of meaning.
- Display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.
- Formulate a thesis, organize a complex idea, and support it with appropriate evidence using proper grammar and punctuation.
- Demonstrate an ability to present themselves in a professional manner including resume, interview skills, and presentations.
- Demonstrate an understanding and ability to work collaboratively in a group.
- Analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.
- Demonstrate an understanding of basic theoretical concepts relative to organizational behavior including scientific management, systems theory, and organizational culture.
- Integrate a Christian perspective of values and ethics in their communication in interpersonal, small group organizational and intercultural contexts.
- Develop an awareness of multiple approaches to leadership and develop a personal leadership philosophy.

For students taking this course to fulfill other degree programs, please visit the curriculum maps at <http://assessment.pointloma.edu/academic-assessment/department-of-communication-theatre/curriculum-maps/> to identify which PLOs this class addresses for your course of study.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Eisenberg, E.M., Trethewey, A., LeGreco, M., Goodall, H. L., (2017). *Organizational communication: Balancing creativity and constraint* (8th ed.). Boston, MA: Bedford/St. Martin's.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Grading

Regardless of your prior experiences with grading, I am insistent that a "C" is considered "average" or acceptable work, grades of "B" and "A" are awarded for above average and exceptional work respectively. Normally, those students receiving A's represent the top 10 - 25% of a class.

Feedback on assignments will be provided using the “Annotated Comments” feature in Canvas. Please follow the instructions at <https://tinyurl.com/BirdsellGrades> to access them.

There is a 24-7 rule in this class: you must wait at least 24 hours after receiving a grade to discuss it, and no later than 7 days. Any discussion of grades must occur outside of class time. I will gladly talk about assignments (non-grade issues) past the 7-day period. To avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error (based on the syllabus (course expectations, grading policies, etc.) and specific assignment details.), and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). These matters will be dealt with promptly. (If an error had been made which benefits you, please accept it as a “gift” which does not need to be reported.)

Assignments And Readings

All written assignments must be typed (double-spaced, 225-250 wpp, 1” margins, 12pt font, Times New Roman or Courier typeface) unless otherwise instructed. Use the APA style guide where necessary (see <https://owl.english.purdue.edu/owl/resource/560/01/> for formatting assistance). The most likely time for your computer/internet connection to crash is minutes before an assignment is due. Please plan ahead.

During the course of the semester, you will be responsible for the following written assignments. These assignments are designed to address the course objectives and will increase in value as the semester progresses. Some will require you to work in a group. See the descriptions below and the detailed instructions at the end of the syllabus for more details.

Fiction

This *individual* assignment will require you to identify and reflect on a depiction of work or organizational communication in media (music, film, television, art, etc.). You will write a brief (2-3 page) essay about the depiction, give your classmates access to your selected media via Canvas, and give a 1-2 minute presentation of your analysis in class. Your presentation should be based on your essay but not a reading of it.

Fact

This *individual* assignment will require you to locate, read, and critique a recent journal article about organizational communication. You will write an extended abstract summarizing and critiquing the article, share the full APA citation via Canvas, and post a link to a 3-5 minute presentation of your analysis to Canvas. Your presentation should be based on your essay but not a reading of it.

Found

This *group* assignment will require you to form groups of 4-6 students. Together, you will find, analyze, and apply class concepts to a recent issue facing an organization. You will share the source articles via Canvas, and give a 12-15 minute presentation of your analysis in class.

Faith

This *individual* assignment will require you to identify and reflect on a biblical example of organizational communication. You will write an essay that explores the organizational lessons presented and offer a criticism of an organization in which you are currently a member.

Field Proposal and Paper

This *individual* assignment will require you to interview individuals about a topic of your choosing and observe their workplace behaviors/practices. A proposal near the midpoint of the semester with a list of participants and schedule of questions will be submitted for feedback before the interviews take place. The final paper will include an analysis of the interview data and observations.

Assignment Distribution:		Grade Scale						
		Percentage			Points			
Fiction Paper & Presentation	10% (100pts)	A	93	-	100	930	-	1000
Fact Presentation	5% (50 pts)	A-	90	-	92.9	900	-	929
Fact Paper	10% (100pts)	B+	87	-	89.9	870	-	899
Field Proposal	20% (200pts)	B	83	-	86.9	830	-	869
Faith Paper	15% (150pts)	B-	80	-	82.9	800	-	829
Found Presentation	10% (100pts)	C+	77	-	79.9	770	-	799
Field Paper	30% (300pts)	C	73	-	76.9	730	-	769
		C-	70	-	72.9	700	-	729
		D+	67	-	69.9	670	-	699
		D	63	-	66.9	630	-	669
		D-	60	-	62.9	600	-	629
		F	0	-	59.9	0	-	599

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In COM 1000, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. Through my classroom behavior, I will attempt to model how challenging material should be presented and approach each meeting as if a campus guest, General Superintendent, or one of my children might be in attendance. There are times during the course when your peers are responsible for the content and I will not have vetted it before its

delivery. I hope that my modeling and shared approach provide guidance for their content. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of communication, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In COM 1000, we will cover a variety of topics, some of which you may find triggering. Through my classroom behavior, I will attempt to model how challenging material should be presented and approach each meeting as if a campus guest, General Superintendent, or one of my children might be in attendance. There are times during the course when your peers are responsible for the content and I will not have vetted it before its delivery. I hope that my modeling and shared approach provide guidance for their content. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of communication, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Assignments turned in past due will be accepted but the grade will be reduced by 10% as soon as the assignment is tardy and another 10% for every 24 hour period after that.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>"

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence,

or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Instructor Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. You are expected to attend each class session. There are no excused absences except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities.

Your attendance will be recorded when you sign in to the daily form that is passed around the classroom. You are responsible to ensure that your signature has been collected on the form. There is not stronger evidence that you were in attendance. If you did not sign in, you will be counted as having missed class regardless of other evidence you may provide.

Missing class will negatively impact your grade in the following way:

- If you miss 0 classes = No impact on final grade
- If you miss 1 class = No impact on final grade
- If you miss 2 classes = 2% reduction of final grade
- If you miss 3 classes = 3% reduction of final grade
- If you miss 4 classes = 4% reduction of final grade
- If you miss 5 classes = 5% reduction of final grade, etc.

At various points in the semester you will be asked to complete in-class activities. Your submissions in response to these activities will contribute to your grade (see Assessment and Grading). These activities may not be made up regardless of the reason for the absence.

Use of Technology

While technological resources have made it possible to exchange messages at a greater rate, particularly through email, please remember that just because you're available to send a message doesn't mean I'm available to respond to those messages. I especially frown upon frantic emails sent hours before an exam or assignment. I typically respond to email within one 24-hour school day (M – F). For example, if you email me at 1:00pm on Wednesday afternoon, I will typically respond by 1:00pm on or before 1:00pm on Thursday afternoon. If you email me at 9:00 am on Saturday morning, I will typically respond on or before 9 am on Tuesday morning. It is your responsibility to plan ahead.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments.

Research summaries I have read, along with my own experience as both an instructor and a student, suggest that taking notes by hand on paper improves information retention. If you are taking notes on a laptop or tablet, please disable your connection to the internet unless otherwise instructed.

Please silence your phone when you are in class. If a call or text interrupts our class session, I reserve the right to answer the phone on your behalf and/or make fun of an unoriginal ringtone.

“FICTION” INSTRUCTIONS

This reflection is designed to facilitate analysis of experiences with media depictions of work or organizational communication. Grading will be guided by the depth and thoroughness with which you select the media, make a link to concepts found in at least two of the chapters in Eisenberg, Trethewey, LeGreco, & Goodall (2017), the professionalism of your writing (conciseness and clarity, grammar, sentence/paragraph structure), and the way you address the following criteria (adapted from Kolb’s Model of Experiential Learning, 1984):

WRITTEN ASSIGNMENT EXPECTATIONS

What?

Describe the media item.

- What media did you select?
- What is the broader cultural context in which it appears?
- How did you first discover it?
- What were your initial impressions of the song/film/show/painting/etc.?
- What meaning/lessons did you take from it?

So What?

Analyze your experience in light of the chapters you’ve read for class so far

- How is the media you selected about work or organizational communication?
- What surprised you?
- How did this experience relate to course readings/curriculum?

Now What?

Analyze what might be the impact of the activity and relate this back to classroom learning.

- What are the larger issues associated with this media item?
- Do you understand your media item differently in light of your readings?
- What alternative interpretations might there be for people who don’t share your experiences?
- What did you learn about organizational communication in general?
- What could you teach others about this issue?
- How have you been affected personally by this experience?

Organize your reflection in three parts corresponding to the questions noted above. Clearly indicate the structure of your essay by including the headings “What?”, “So What?” and “Now What?” at the beginning of the appropriate segment.

PRESENTATION EXPECTATIONS

Before class:

Post a link, file, or instructions on how to access your media item for your classmates on Canvas 48 hours prior to the presentation class meeting (if the presentations are on Thursday at noon, for example, you should post to Canvas by noon on Tuesday)

In class:

Introduction: Introduce your presentation in an engaging way (avoid showing your media or beginning with “The thing I picked for today...” or a variation thereof).

Link to class topic: You can expect your classmates to have accessed the media prior to class so provide a very brief description of the content as a means of linking the content to two ideas we’ve discussed in class.

Relevance: Explain how your item “counts” as being related to ideas of work or organizational communication.

Conclusion: Conclude with a clincher statement that summarizes your presentation in one sentence.

Time: You have 1-2 minutes to present

“FICTION” WRITTEN ASSIGNMENT GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the assignment or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

(<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

SOURCES/ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you grounded your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, and attention to detail. Does the assignment leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

“FICTION” PRESENTATION GRADING SHEET

Name: _____

Did the introduction engage the audience?

Was there a clear link to two class topics?

Was there an explanation of how your item “counts” as being related to ideas of work or organizational communication?

Did you conclude with a clincher statement that summarized your presentation?

Does the presentation leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

Did you do something that allowed your presentation to stand out from other presentations?

Did you stay within the time requirements (1-2 minutes) for the presentation?

Did you post the link, file, or instructions 48 hours prior to the presentation?

“FACT” INSTRUCTIONS

This assignment is designed to expose you to current organizational communication research and improve your ability to consume and evaluate disciplinary scholarship. Grading will be guided by quality of your selected article and the depth of understanding and analysis you present, the professionalism of your writing (conciseness and clarity, grammar, sentence/paragraph structure), and the way you address the following criteria:

WRITTEN ASSIGNMENT EXPECTATIONS

You will need to select an article that: 1) has an organizational communication focus 2) uses qualitative or quantitative methods to analyze data collected by the researchers (look for the “Methods” section to ensure this) 3) has been published within the last ten years in one of the following journals (full text for each is available through the university library using the “journals directory” tab):

Journal of Applied Communication Research

Communication Monographs

Journal of Communication

Administrative Science Quarterly

Academy of Management Review

At the top of the page (do not use a separate title page), include the complete APA citation for the article (see <https://owl.english.purdue.edu/owl/resource/560/01/> or the APA manual in the library for formatting instructions). The body of the abstract should include the following:

- a) What is the article trying to accomplish (explain, describe, predict, etc.)? Present the central idea, thesis, or central problem(s) the author is attempting to address. What makes this an article about organizational communication according to our text? What theory did the authors use as basis for their hypotheses, research questions, or justification for inquiry? Was this explicitly stated or did you have to glean it from their writing?
- b) Describe the way the study was carried out. Who were the subjects? What variables were being measured or issues evaluated? What methods did the author use to establish the findings?
- c) Clearly summarize the findings/results presented by the author in response to the hypothesis, research questions, or problem(s) presented. What were the primary findings of this work? Did any findings contradict theoretical expectations? How did the authors handle this? Be very specific in presenting the findings of the study. This should be the longest section of your abstract.

- d) What are the implications of this research? Why do these findings matter to scholars/researchers? Why do these findings matter to workers/employers/organizations? Why do these findings matter to you/your grandma/your niece?

- e) Does the author do an adequate job of addressing the problem(s)? Why or why not? Are there any inconsistencies or gaps in the argument/solution? What impressed you most about this article?

Organize your abstract in five parts corresponding to the issues noted above. Clearly indicate the structure of your essay by including the letters A, B, C, D, and E at the beginning of the appropriate segment.

PRESENTATION EXPECTATIONS

Before class:

Post the complete APA citation and link to the article you selected for your classmates on Canvas 48 hours prior to the presentation class meeting (if the presentations are on Thursday at noon, for example, you should post to Canvas by noon on Tuesday)

In class:

Introduction: Introduce your presentation in an engaging way (avoid beginning with “My article was called...” or a variation thereof).

Body: Outline the primary goals/problems your article sought to address. Describe the methodology. Summarize the findings. Explain why this research matters to scholars, workers, and the world. Identify any concerns you had with the article or things you were most impressed with.

Conclusion: Conclude with a clincher statement that summarizes your presentation in one sentence.

Time: You have 3-5 minutes to present

“FACT” WRITTEN ASSIGNMENT GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the assignment or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

(<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

QUALITY OF MATERIAL:

Is this a recent article from one of the journals provided in the instructions? Does it directly relate to organizational communication?

1 2 3 4 5 6 7 8 9

DEPTH OF ANALYSIS:

Beyond identifying the central theme and summarizing the author’s arguments, did you show an understanding of the content and significance of the findings presented? Did you evaluate the author’s conclusions or uncritically accept everything at face value with little analysis on your part?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, and attention to detail. Does the assignment leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

“FACT” PRESENTATION GRADING SHEET

Name: _____

Did you post the APA citation 48 hours prior to the presentation?

No Yes

How well did you introduce your presentation?

Not included Below average Average Above Average Excellent

How well did you outline the primary goals/problems your article sought to address?

Not included Below average Average Above Average Excellent

How well did you describe the methodology?

Not included Below average Average Above Average Excellent

How well did you summarize the findings?

Not included Below average Average Above Average Excellent

How well did you explain why this research matters to scholars, workers, and the world?

Not included Below average Average Above Average Excellent

How well did you identify any concerns you had with the article or things you were most impressed with?

Not included Below average Average Above Average Excellent

How well did you conclude your presentation?

Not included Below average Average Above Average Excellent

Does the presentation leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

No Yes

Did you do something that allowed your presentation to stand out from other presentations?

No Yes

Did you stay within the time requirements (3-5 minutes) for the presentation?

No Yes

“FAITH” INSTRUCTIONS

The purpose of this reflection is to develop your answer to the question “What makes an organization a *Christian* organization?”. Grading will be guided by the depth and thoroughness with which you select the text, make a link to concepts found in at least two of the chapters in Eisenberg, Trethewey, LeGreco, & Goodall (2017), the quality of your writing (conciseness and clarity, grammar, sentence/paragraph structure), and the way you address the following criteria (adapted from Kolb’s Model of Experiential Learning, 1984):

WRITTEN ASSIGNMENT EXPECTATIONS

What?

-Select an example of organizing and/or organizational communication in the Bible

- Identify the passage
 - give a brief summary of what comes before and after your selection
 - include any historical information about the time the passage is describing or the time it was written that would help situate the reader.
- What were your initial impressions of the story?
- What meaning/lessons did you take from it?

So What?

Analyze your experience in light of the chapters you’ve read for class so far

- What makes this story about organizing and organizational communication?
 - What is the goal the people are working towards?
 - How are symbols used and their meanings negotiated to accomplish that goal?
 - What diverse perspectives are being bridged?
 - What tensions are being balanced?
- What recommendations does the story give for organizational life?
- How does it relate to course readings?
- What does this tell us about how God’s people ought to communicate in and/or about organizations.

Now What?

Analyze what might be the impact of the activity and relate this back to classroom learning.

- If an organization wanted to be a “Christian” organization, how might they apply this story to everyday practices?
- Perform a “mini-ethnography” by describing an organization you are a member of and describe a current practice that could be changed in light of the lessons from the text you selected.
- What would it take to make this change?

Organize your reflection in three parts corresponding to the questions noted above. Clearly indicate the structure of your essay by including the headings “What?”, “So What?” and “Now What?” at the beginning of the appropriate segment.

“FAITH” WRITTEN ASSIGNMENT GRADING SHEET

Name: _____

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the assignment or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

[\(http://owl.english.purdue.edu/owl/resource/560/01/\)](http://owl.english.purdue.edu/owl/resource/560/01/)

1 2 3 4 5 6 7 8 9

SOURCES/ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you grounded your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, and attention to detail. Does the assignment leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

“FOUND” INSTRUCTIONS

This assignment is designed to give you practice in diagnosing and suggesting improvements for an organization. You will complete this assignment in a group of 4-6 students. Each of the groups will select a case study from Eisenberg, Trethewey, LeGreco, & Goodall (2017) and integrate a news story that is relevant to the case study on which they are presenting. This news story should come from a newspaper (e.g., *The Union-Tribune*, *Wall Street Journal*) or magazine (e.g., *Time*, *Harvard Business Review*) and not a blog. Grading will be guided by the depth and thoroughness with which you select the article, make a link to the case study found in Eisenberg et. al. (2017), the quality of your presentation style (clarity, audience engagement, evidence of rehearsal) and content (see the criteria below).

Before class:

Post a link, file, or instructions on how to access your source article(s) for your classmates on Canvas 48 hours prior to the presentation class meeting (if the presentations are on Thursday at noon, for example, you should post to Canvas by noon on Tuesday)

In class:

Introduction: Introduce your presentation in an engaging way (avoid beginning with “Our case was...” or a variation thereof).

Body: Lead a full class discussion related to the case study and your related article(s).

Your team’s presentation should briefly summarize the main concepts in the case study and article(s), then spend most of the time analyzing them in the context of the relevant course reading, as well as engage the class in discussion. You will want to prepare 5 – 7 meaningful discussion questions (these may be integrated into your presentation, and/or be placed at the end) and also consider a plan “b” if the class does not respond to your questions as intended. The outline below (adapted from Kolb’s Model of Experiential Learning, 1984), should guide you in your preparation.

What?

Initial Analysis: what’s the problem/cause in both the case and your selected news story

- This portion of the presentation should explain the overarching problem the organization is facing. Describe it in broad, organization-wide terms. Overall, what does the “presenting problem” signal may be wrong in the organization?
- Second, this portion of the presentation should point to the underlying causes (minimum of 2) of the problem based on course concepts and theories.
- In sum, this section should:
 - First, offer clear, informed and brief summary of the organization’s broader underlying issue as signaled by the problems listed in the case study. Summarize the key issue - do not recap the details of the case study situation.
 - Second, clearly identify at least 2 underlying causes of the key issue based on course concepts/theory.

- Third, define and apply several relevant course concepts from the designated chapter to support your analysis.

So What?

Application: What do you suggest?

- Detail the (very) specific remedies you suggest the organization implement. These must match up to the causes articulated, so that your organizational “cure” logically flows from your earlier diagnosis. You should indicate why (again, based on course concepts and theories) this intervention should be helpful.
- This section should:
 - Clearly outline at least two specific interventions for addressing the key issue.
 - Demonstrate creativity in suggestions.
 - Directly link the intervention suggestions to the causes (include a solution to match each cause that you raise)
 - Explain why the intervention should be helpful from a practical and theoretical perspective. Be sure to define and apply concepts from the chapter. Additional theories and concepts should be used as well.
 - Provide a detailed explanation of specifically who should implement each strategy and the tools and timing they should use to achieve success. Be specific and think in practical, tactical terms for each strategy. What challenges might the organization face along the way?

Now What?

Projection (what’s going to happen in the future?)

- Quantify specifics of what you expect to happen after the implementation of your intervention. Organizations regularly require that consultants specify exactly what they can expect to happen after having paid for their services. Here, you are explaining what the organization’s return on investment will be with your solution.
- This section should:
 - Explain your estimate or assessment as to how your strategies will impact two specific organizational metrics (for example, employee turnover, sales, customer retention, product quality, etc.)
 - Specifically quantify the level of impact you expected for each strategy to have on the related business metric (e.g., turnover will decrease by 50%) What mitigating factors may impact the potential success of this strategy?

The presentation should look and feel like a single, cohesive presentation (i.e., Analysis, Application and Projections as presented should clearly reference and build upon one another.) Each group member should speak for approximately the same amount of time. A PowerPoint presentation is recommended, but not required. While this should be treated as a formal presentation, information should be presented in a creative and engaging way.

Conclusion: End with a clincher statement that summarizes your presentation in one sentence.

Time: You have 12-15 minutes to present.

“FOUND” PRESENTATION GRADING SHEET

Names: _____

How well did you introduce your presentation?

Not included Below average Average Above Average Excellent

How well did you summarize the main concepts in the article?

Not included Below average Average Above Average Excellent

Was most of the time analyzing the article in the context of the relevant course reading?

Not included Below average Average Above Average Excellent

How well did you engage the class in discussion?

Not included Below average Average Above Average Excellent

Was there a plan “b” if the class did not respond to your questions as intended?

No Yes

How integrated and equal was each group member in terms of speaking time?

Not included Below average Average Above Average Excellent

Did the presentation look and feel like a single, cohesive presentation?

Not included Below average Average Above Average Excellent

How well did you conclude your presentation?

Not included Below average Average Above Average Excellent

Does the presentation leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

No Yes

Did you do something that allowed your presentation to stand out from other presentations?

No Yes

Did you stay within the time requirements (12-15 minutes) for the presentation?

No Yes

Did you post the link, file, or instructions 48 hours prior to the presentation?

No Yes

“FIELD” INTRODUCTION

The purpose of the field project is to give you the opportunity to collect data about a topic area of your choice. While most people choose a topic related to a career in which s/he is interested, you will want to choose a topic in which you have a GREAT deal of interest AND in which there are experts available for you to interview in person. If you follow the instructions carefully, this assignment will not only earn you points for the class, but it may also get you beneficial professional contacts for your future!

** You must conduct 180 total minutes of interviewing/observation. This should be broken down into three, 60 minute meetings. You will use the same schedule of questions for each participant, so make sure you choose three participants who are similar enough that you do not have to change your question schedule! **

Step 1: Interview Topic and Participants

Choose a topic area that you find interesting and find FOUR individuals who are very familiar with your topic and hold positions relevant to it (one of these participants will be a designated back-up for the project). These individuals should not hold the exact same positions (i.e. all sales representatives at the same boutique). You want them to be somewhat diverse so you get as many perspectives and as much information as possible about your topic of interest. Sample topics include, “how to succeed as a communication consultant,” “human resource management in high-tech companies,” “how to succeed in real estate,” and “life as a career politician.”

HINT #1: Depending on the field, certain times of the year may be considered “peak” times, therefore limiting a participant’s availability. Make sure you have plenty of substitutes to call if you need to replace a participant beyond your already designated back-up—it is not uncommon for people to back out at the last minute, so be prepared!

HINT #2: Even though it may feel more comfortable to interview people you know, it is also very easy to get off topic with these individuals. Take the plunge and interview people you do not know (but use people you know to network!)

Step 2: Field Project Proposal and Schedule of Questions

Prepare a 4-6 page project proposal. Follow the directions for the proposal included in the syllabus. When you turn in your field project proposal, I want you to have already made contact with participants and to have set tentative interview dates with them. Do not simply propose an idea at this point and then try to round up potential participants later. For example, if you want to know about life as a partner at a law firm, you need to contact specific legal partners and secure verbal or written agreements to participate in the project from them. In your conversation, be sure to let participants know that all interviews must be audio recorded. Also, be sure to get a mailing address from your participants so you can send them your letter of introduction. You will also submit a proposed schedule of questions. In addition to the opening and closing, you should plan 3 topic areas and 18-20 questions (remembering that more should

be generated spontaneously in each interview). The proposal will require you to include the questions and how those questions address a specific topic/objective.

HINT #3: Make careful decisions regarding this assignment. Once your proposal is turned in, only very minor revisions are allowed. Any changes you wish to make after your proposal has been approved need to be submitted in writing via e-mail and must be authorized by me in advance.

NOTE: You will be required to turn in a printed copy of the e-mail you sent me, as well as my response. So, do not forget to print it out when I reply to your message!

Step 3: Conduct Interviews/Observations

HINT #4: Call a week before your interview to confirm the time, date, and location of the interview. NOTE: Interviews for this assignment should not be conducted until your field project schedule of questions has been graded and revised based on your instructor's feedback.

Step 4: Field Project Report

Write your final report using the instructions in the syllabus.

HINT #5: Reading the appendix beginning on page 341 of Eisenberg, Trethewey, LeGreco, & Goodall (2017) will be very helpful in figuring out how to prepare for your data and analyze it once collected. On some level, the Field Project Report should read as evidence that you have spent a semester learning about organizational communication.

“FIELD” PROPOSAL INSTRUCTIONS

Purpose: To convince your instructor that you have selected the best possible participants to include for the Field Project assignment and that you will ask them good questions to gather data for your research area.

Requirements: 4-6 pages, typed, double-spaced, 12-point font, 1-inch margins on all sides.

Include: A copy of each field project participant letter (see sample included in the syllabus (remember to *SIGN* the letters).

A proposed schedule of questions based on template and sample provided.

Content of the Proposal:

In this essay, you should:

- Explain the criteria that you used to select your participants (e.g., I wanted people with 20+ years of experience in the field, an even number of males and females, etc.) AND justify why this criteria helped you select the best possible participants for your topic.
 NOTE: *Diversity of positions/jobs* should **not** be a criterion in this proposal; this is already a requirement of the assignment. Instead, establish criteria that help you narrow your pool of possible respondents and ensure that they have something in common despite their diverse positions (e.g. Even though you are including lawyers with three different legal specialties, they all have at least 20+ years of experience). These commonalities will be important when it comes to planning your schedule of questions.
- Identify the three people you plan to include (including their complete names, positions, and the organization that they represent). You will also need to designate and identify at least one, additional “back-up” participant in case one of the planned meetings falls through.
- Justify your selection of these people—show how your participants fit the criteria you have established by telling me about their background, work experience, and/or “what they do.”
- Provide proof that they fit each criterion (How you do in fact know that they do?). Although you will certainly find out more about this during your actual meeting, you need to convince me that you did your “homework” in advance.
- Note the tentative dates on which you have scheduled each meeting.

This section of the proposal should consist of approximately **5 paragraphs (2-3 pages)**:

1. Brief overview of topic + Criteria for selection + justification of these criteria
2. Participant #1 + justification for his/her selection against identified criteria
3. Participant #2 + justification for his/her selection against identified criteria
4. Participant #3 + justification for his/her selection against identified criteria

5. Backup participant(s) + justification for his/her selection against identified criteria

In paragraphs 2-4, you should indicate who the participants are, how each participant fits the criteria you've identified for your project, and when each meeting will be conducted. In paragraph 5, identify your back-up participant and how he/she also fits your criteria (there is no need to identify a tentative meeting date for your back-up, as you may never end up meeting this person).

The next section should more deeply identify the three topics you plan to address. You will also need to designate and identify at least one, additional "back-up" topic in case you discover one of the topics to be a poorer fit for your work or the participants are unable to address it. Justify your selection of these topics (using references to the textbook or academic journal articles—briefly show how this topic has been explored in the past and what you hope to contribute to organizational communication scholarship with your research. Convince me that you did your "homework" in advance.

This section of the paper should consist of approximately **4 paragraphs (1.5-3 pages)**:

2. Topic #1 + brief background/how your work advances knowledge of the topic

3. Topic #2 + brief background/how your work advances knowledge of the topic

4. Topic #3 + brief background/how your work advances knowledge of the topic

5. Backup topic(s) + brief background/how your work advances knowledge of the topic

You will end your proposal with copies of your field project participant letter and your proposed schedule of questions included as Appendices

FIELD PROPOSAL INTERVIEWEE LETTER

Directions: You should re-type this letter adjusting the wording as appropriate and send each prospective participant a personalized copy of the letter. (NOTE: You will also be turning in a copy of each letter with your field project proposal).

Student's Address
City, State Zip Code

Date of the Letter

Addressee's Name
Title
Company
Address
City, State Zip Code

Dear Mr./Ms. Last Name:

Thank you again for allowing me to interview you about (subject matter). The purpose of this letter is to tell you more about my class project and the interview process itself. The purpose of this project is to interview several people currently working in a profession in which I am interested. I will be preparing for the interviews over the next few weeks and beginning the week of _____, I will be conducting all of my interviews. I will be in contact with you before this time to confirm our interview time and location. After I have talked to everyone I am interviewing, I will write a report about the information I learned from my interviewees.

As I mentioned on the phone, I am required to audio-record the interviews so I can listen to them to ensure accuracy in my analysis. My instructor will also listen to the tapes to give me feedback. I will also be taking notes during our session. No one else will listen to the recordings or have access to my notes.

Thank you again for helping me with my class project. Your information will help me not only improve my skills as a researcher, but also learn valuable information about (subject matter). If you have any questions, feel free to call me at (XXX) XXX-XXXX, or contact my instructor (insert name) at (insert e-mail). I hope you will find the experience interesting and enjoyable. I look forward to talking with you soon.

Sincerely,
(your *signature*)
(your name typed out here)

Schedule of Questions Template for Field Project

(3-4 topic areas)

You must clearly indicate which questions are secondary. Make sure your secondary questions all support your primary questions, and all primary questions support your topic. You need to follow a standard outline format: opening and closing written, with main topic areas, primary questions and secondary questions being clearly marked, and transitions between topic prepared. Follow this template *exactly*.

Introduction: (Write out your introductory statement here.)

Rapport Building: (Write out your full rapport building here, using the strategies we discussed in class & standards of appropriateness for the given interview setting. Because rapport building should be tailored to the situation, this is the one area that can be significantly different depending on each participant; write out your plan for **one of the participant's** here. Note that this paragraph is fully indented and set off from the label.)

Orientation: (Write out your full orientation here, using the strategies we discussed in class & standards of appropriateness for the given interview setting. Note that this paragraph is fully indented and set off from the label.)

Transition: (Write out your full transition here.)

(1 of about 3 TOPICS)

I. (Write out your first major topic area here in keyword format.)

(Primary Question – indented)

A. (Write out your first primary question for this topic area here.)

(Secondary Questions – further indented)

1. (Write out your first secondary question that develops your primary question here. Notice how the entire question is indented at this level.)

2. (Write out your second secondary question here.)

B. (Write out your second primary question for this topic area here.)

1. (Write out your first secondary question that develops your primary question here. Notice how the entire question is indented at this level.)

2. (Write out your second secondary question here.)

Transition: (Write out your full transition here that connects your first topic area to your second here.)

II. (Write out your second major topic area here in keyword format.)

A. (Write out your first primary question for this topic area here.)

1. (Write out your first secondary question here.)

2. (Write out your second secondary question here.)

B. (Write out your second primary question for this topic area here.)

1. (Write out your first secondary question here.)

2. (Write out your second secondary question here.)

Transition: (Write out your full transition here that connects your second topic area to your third here.)

III. (Write out your third major topic area here in keyword format.)

A. (Write out your first primary question for this topic area here.)

1. (Write out your first secondary question here.)

2. (Write out your second secondary question here.)

B. (Write out your second primary question for this topic area here.)

1. (Write out your first secondary question here.)

2. (Write out your second secondary question here.)

Transition: (Write out your full transition to your closing here.)

Summary: (Summarize the points that you covered in the interview here. This is difficult to plan, but you should have an idea of what you will cover based on your primary & secondary questions. It is likely that you will deliver a different summary in the actual interview.)

Future Contact: (Write out a question for how you might contact the participant in the future for any additional info.)

Reestablish Rapport & Express Appreciation: (Write out how you plan to conclude the interview here.)

“FIELD” PROPOSAL GRADING SHEET

Opening Paragraph

Briefly identifies topic (1 pt) _____
 Identifies criteria (3pts/1 per criterion) _____
 Justifies criteria (excellent work =2
 (average work = 1) _____

Participant 1 Paragraph

Introduces participant (1 pt) _____
 Justifies participant against each criteria
 (3pts/1 per criterion) _____
 Discusses tentative interview date (1 pt) _____

Participant 2 Paragraph

Introduces participant (1 pt) _____
 Justifies participant against each criteria
 (3pts/1 per criterion) _____
 Discusses tentative interview date (1 pt) _____

Participant 3 Paragraph

Introduces participant (1 pt) _____
 Justifies participant against each criteria
 (3pts/1 per criterion) _____
 Discusses tentative interview date (1 pt) _____

Backup Participant Paragraph

Introduce participant (1 pt) _____
 Justifies participant against each criteria
 (3pts/1 per criterion) _____

Topic 1 Paragraph

Defines topic (1 pt) _____
 Justifies topic using source (textbook or
 academic journal, 1 pt) _____
 Explanation of how your research
 is necessary, new/different from what we
 already know about it (excellent work =2
 average work = 1) _____

Topic 2 Paragraph

Defines topic (1 pt) _____
 Justifies topic using source (textbook or
 academic journal, 1 pt) _____
 Explanation of how your research
 is necessary, new/different from what we
 already know about it (excellent work =2
 average work = 1) _____

Topic 3 Paragraph

Defines topic (1 pt) _____
 Justifies topic using source (textbook or
 academic journal, 1 pt) _____
 Explanation of how your research
 is necessary, new/different from what we
 already know about it (excellent work =2
 average work = 1) _____

Backup Topic 1 Paragraph

Defines topic (1 pt) _____
 Justifies topic using source (textbook or
 academic journal, 1 pt) _____

Letters of Introduction

Included (2pts) _____
 Addressed correctly (1pt) _____
 Free of significant typos (1 pt) _____

Schedule of Questions

Included (2pts) _____
 Adhered to formatting expectations (2pts) _____
 All content included
 Introduction (1pt) _____
 Rapport Building (1pt) _____
 Orientation (1pt) _____
 Transition to Topic 1 (1pt) _____
 3 Topic Questions (1pt/?) _____
 Transition to Topic 2 (1pt) _____
 3 Topic Questions (1pt/?) _____
 Transition to Topic 3 (1pt) _____
 3 Topic Questions (1pt/?) _____
 Transition to Summary (1pt) _____
 Summary (1pt) _____
 Future Contact (1pt) _____
 Reestablish Rapport (1pt) _____

Record of Field Project Interviews

1. Name:

Title:

Company:

Organization's Address:

Interview Location:

Date of Interview:

Time (start and ending): _____ to _____

2. Name:

Title:

Company:

Organization's Address:

Interview Location:

Date of Interview:

Time (start and ending): _____ to _____

3. Name:

Title:

Company:

Organization's Address:

Interview Location:

Date of Interview:

Time (start and ending): _____ to _____

“FIELD” FINAL PAPER INSTRUCTIONS

Introduction (approx. ½-1 page): This section should briefly address the topic of your research and give a preview of what’s to come. This section answers the questions: what is it that you’re trying to address? What is the theoretical/practical significance to studying/addressing this issue? The intro should include a thesis statement that clearly previews the rest of the paper. Sometimes, it makes sense to write the introduction after you have completed the rest of the paper.

Literature review (approx. 2-3 pages): What previous research relates to this topic? What theory/theories address this issue? Define the conceptual components, and state why they relate to your topic area. What does research in this area say about this topic? Do not simply provide a “book review” of the literature. Rather, use your understanding of the research to provide a rationale for your proposed product. You can draw on concepts/theories discussed in class, or do research to identify other organizational theories to apply to your topic. End this section with your big topic/research question.

Method/Analysis (approx. 1-2 pages): Describe the way you collected your data. What are some strengths of using face-to-face interviews and observations? What are some limitations of this approach and how have you attempted to minimize them? Once you collected the data, how did you decide what was “there” and what it “meant”?

Findings (approx. 2-3 pages): Answer your research question in this section. What did you learn about your topic area? What did you learn that aligns with current knowledge about the topic? Was there anything that didn’t fit or make sense? What can you explain, predict, or describe as a result of your research?

References (min. of 2 academic references): This reference page lists the sources used in this proposal in APA style. All references on the reference page should be cited in-text in APA style, and vice versa. It is okay (and probably necessary) to cite non-peer-reviewed journal articles, but those citations will not count towards your citation minimum.

Appendix: These reference pages are used to document the tools you used to collect your data or any diagrams/models you refer to during the paper. At minimum, there should be a document that informs the reader of the questions that you asked your respondents. Many qualitative interviewing practices allow researchers to modify questions throughout the data collection. Please include a brief summary of how and why questions were modified throughout the data collection.

“FIELD” WRITTEN ASSIGNMENT GRADING SHEET

Name (s): _____

Grading Scale:

- 1 Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

INTRODUCTION:

Does the proposal have a clear purpose? Have you articulated the value of this study? Does your reader know why it matters?

1 2 3 4 5 6 7 8 9

LITERATURE REVIEW:

Have your main concepts been defined? Does the reader get a sense of what we know and don't know about these concepts from existing literature? Does this section end with research question(s) that is/are logically born from your literature review?

1 2 3 4 5 6 7 8 9

METHOD/ANALYSIS:

Did you describe the proposed method in enough detail that someone else could complete this study? Are the sample and sampling strategy appropriate and complete? Does the method fit the RQ/hypothesis? Have you provided a clear explanation of how data would be analyzed such that someone else could complete the analysis?

1 2 3 4 5 6 7 8 9

FINDINGS:

Have you clearly answered your research question? Is it clear how could other scholars use the results of this study to advance knowledge about these concepts? Was the “voice” of the interviewees heard in your paper? How did you address differences between their experiences and your literature review?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

Week	Dates	Topic	Readings	Graded Work Due
1	9/4	Intro to course		
	9/6	Communication and the Changing World of Work		
2	9/9	Communication and the Changing World of Work	pgs 1-29	
	9/11	Defining Organizational Communication	pgs 30-44	
	9/13	Defining Organizational Communication	pgs 45-62	"FICTION" PAPER DUE, PRESENTATIONS IN CLASS
3	9/16	"Fiction" Presentations	Posted on Canvas	
	9/18	Early Perspectives on Organizations and Communication	pgs 63-83	
	9/20	Early Perspectives on Organizations and Communication	pgs 84-96	
4	9/23	Early Perspectives on Organizations and Communication		
	9/25	Ethnography as a Method in Organizational Communication	pgs 341-350	
	9/27	Ethnography as a Method in Organizational Communication		
5	9/30	Interviewing as a Method in Organizational Communication		
	10/2	Interviewing as a Method in Organizational Communication		
	10/4	"Fact" Presentations		"FACT" PAPER DUE, PRESENTATIONS IN CLASS
6	10/7	Organizational Communication Theories	Posted on Canvas	
	10/9	Organizational Communication Theories	Posted on Canvas	
	10/11	Organizational Communication Theories	Posted on Canvas	
7	10/14	The Systems Perspective on Organizations and Communication	pgs 97-111	
	10/16	The Systems Perspective on Organizations and Communication	pgs 112-123	"FIELD" PROPOSAL DUE
	10/18	Cultural Studies of Organizational Communication	pgs 124-143	
8	10/21	Cultural Studies of Organizational Communication	pgs 144-157	
	10/23	Catch Up Day		
	10/25	NO CLASS: Fall Break		
9	10/28	Critical Approaches to Organizations and Communication	pgs 158-176	
	10/30	Critical Approaches to Organizations and Communication	pgs 177-194	
	11/1	Identity and Difference in Organizational Life	pgs 195-214	
10	11/4	Identity and Difference in Organizational Life	pgs 215-228	
	11/6	Organizational Alignment: Managing the Total Enterprise	pgs 309-319	
	11/8	Organizational Alignment: Managing the Total Enterprise	pgs 320-340	
11	11/11	Teams and Networks: Communication and Collaborative Work	pgs 229-251	"FAITH" PAPER DUE
	11/13	Teams and Networks: Communication and Collaborative Work	pgs 252-273	
	11/15	Communicating Leadership	pgs 274-288	
12	11/18	Communicating Leadership	pgs 289-308	
	11/20	"Field" Assignment Overview and Discussion		
	11/22	"Found" Work Day		
13	11/25	"Found" Group Case Presentations	Posted on Canvas	"FOUND" PRESENTATIONS IN CLASS
	11/27	NO CLASS: Thanksgiving Recess		
	11/29	NO CLASS: Thanksgiving Recess		
14	12/2	Contemporary Issues in Org Comm		
	12/4	Contemporary Issues in Org Comm		
	12/6	Contemporary Issues in Org Comm		
	12/9	Data Day		
	12/11	Peer Review Appointments		"FIELD" DATA DUE-FIELD NOTES/RECORD OF FIELD INTERVIEWS UPLOADED TO CANVAS <i>schedule a meeting to talk through the paper with a classmate</i>
	12/13	Individual Appointments		<i>schedule a meeting to talk through the paper with the instructor</i>
15	12/16	Organizations by Design		"FIELD" PAPER DUE
Finals Week	10-30-1			