Course Description
Theory and practice of communication within organizations including interpersonal factors, motivation, change and conflict resolution and communication audit practices and procedures. Participate in communication audit of a local organization.

This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course Prerequisites
No prerequisites for this course.

Course Objectives
Upon successful completion of this course, students will be able to:

Required Text

Descriptions and Schedule At-A-Glance
You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the Weekly Materials section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

Discussion contributions (160 points)
(six postings per week @ 20 points per week)

Initial Substantive Posts: Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.
**Required Replies**: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

**Posting Guidelines**: Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the Policies section of Blackboard for further details.)

**Organizational Communication Client Case Study Project**

You will be responsible for selecting and reviewing one case study in the appendix section of the textbook. You will write an analysis and recommendation paper, as well as prepare a written organizational training exercise outline dealing with the case study selected. Your Case Study Project will be completed in parts throughout the term. Please be aware of the following deadlines:

- Week 2: Case Study Proposal
- Week 4: Case Study Outline and References List
- Week 7: Final Case Study

**Guidelines**

In the project, you will write an analysis of the problem described in the case study including your recommendations to solve the organizational dilemma as well as a prepare a communication training exercise outline. You should write the materials as if you were an organizational communication consultant presenting a solution/training to a client. The goal of your paper is to concisely summarize, analyze and solve the case study so that others who may not be familiar with the material can determine its value and learn how to overcome an organizational communication problem. The written document should generally follow this format:

- An introduction that captures the reader's attention and provides background on the case study – description of the company and situation.
- A summary of the problem, as well as an analysis of internal and external contributing factors.
- A detailed recommendation of the proposed short-term solution, accounting for all key organizational players.
- An analysis of internal and external consequences the organization will face if the solution is not implemented.
- A detailed recommendation of the long-term organizational changes that need to be implemented to avoid similar problems.
- Implementation of a brief communication training exercise that will improve communication skills related to the problem. The exercise should include audience participation. You must also turn in the training exercise outline.
- A conclusion that encourages implementation and change and predicts organizational opportunities.

Please review the document in the weekly materials on how to write a case study.
Written Guidelines
Each student will write a minimum 5-page persuasive document in APA format dealing with case study selected. The paper should be in APA format, including the bibliography and a minimum of three outside references. The case study selection should be indicated in the document title. Please see the scoring rubric below for more grading criteria.

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<th>Week 1</th>
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<td><strong>Readings</strong></td>
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<th>Week 2</th>
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<td><strong>Readings</strong></td>
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<td><strong>Readings</strong></td>
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<td><strong>Case Studies:</strong></td>
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| Discussion | • Initial post to each prompt due by midnight, CT on Wednesday  
  • At least two replies to peers for each prompt due by midnight, CT on Sunday |
| --- | --- |
| Assignment(s) | **Statement Reflection**  
Type your answers to the following questions:  
1. A supplier informs you, 'There will be a delivery on Thursday'. Which of the following responses shows the more effective listening skills?  
   A) Which products will be delivered?  
   B) Great. I'll make sure the guys are ready to unload the truck. Why that response is best?  
2. Rewrite the following non-assertive statement with an assertive statement: "Uh ... it doesn't really matter what we eat for lunch. I kind of like Chinese, but um ... you pick, okay?"  
3. Rewrite the following aggressive statement with an assertive statement: "Well, who died and made you 'King of the Department'? No one here likes the procedure of signing pens out of the supply closet, okay! It's stupid and childish and wastes valuable time. Look, I just decided, we're not doing it anymore – whether you like it or not! Got it?"  
4. Rewrite the following non-descriptive statement with a descriptive statement: "This makes me mad. How do you expect me to do my job without adequate information?"  
5. Rewrite the following you statement with an I statement: "You make me so angry! You made me late and I missed half the presentation! It's all your fault."  
Once you have completed the above task, reflect upon your communication with other. Based upon the skills you have practiced this week, how can you improve your communication? Write a 1-2 page self-reflection upon these questions. Give personal examples (do not mention others by name) and give action steps on ways you will work to improve your communication. If you use outside references, be sure to cite them in your reflection.  
Due: Sunday at Midnight, CT  
Points Possible: 15 |
|  | **Case Study Proposal**  
This week, you will select the case study for your final paper. There are 26 different case studies located in Appendix (pg 409). Take some time this week to review several different cases and choose the one you will base your final paper on. Your case study project is worth 35% of your total grade so it is imperative that you follow all requirements to earn maximum points.  
For your case study proposal, indicate which case you will focus on. Prepare a brief statement on why you selected this particular case and why you feel it is worthy of further investigation. This assignment is given points for completion. You must have all of the above-mentioned criteria to receive full points.  
Due: Sunday at Midnight, CT  
Points Possible: 5 |
| Week 3 | **Readings** | Review the weekly lesson, videos and readings provided in the course.  
**Readings** | Chapter 6: Groups in Organization  
Chapter 11: Organizational Change and Communication  
**Case Study:**  
| **Discussion** | Initial post to each prompt due by midnight, CT on Wednesday  
At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** | **Meeting Observation**  
Visit a public or work meeting as an observer. Take notes at the meeting. Record each meeting participant's name and, as the meeting progresses, identify the various group roles that individuals use during the course of the meeting. Also record any notes that will help you to determine the effectiveness or ineffectiveness of each participant. Following the meeting, write up 3-4 page an analysis of the meeting using proper APA format. Within the analysis, include the following information:  
- Describe the meeting you attended (type, number of participants, location, time, reason for meeting, etc.).  
- Describe the participants in the meeting and identify the maintenance, task and self-centered roles they played.  
- Describe which participants were the most effective.  
- Describe the less effective members and their behavior.  
- Describe any important roles that were missing. Justify your reasoning.  
- Describe what meeting participants could have done differently to improve their communication.  
- Describe what you learned about groups and roles from this observation assignment.  
Due: Sunday at Midnight, CT  
Points Possible: 50 |

| Week 4 | **Readings** | Review the weekly lesson, videos and readings provided in the course.  
**Readings** | Chapter 7: Leadership and Management Communication  
Chapter 9: Organizational Conflict: Communicating for Effectiveness  
**Case Study:**  
| **Discussion** | Initial post to each prompt due by midnight, CT on Wednesday |

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### Assignment(s)

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<th>Leadership Interview</th>
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<td>Interview two leaders of your choice. Ask them the following:</td>
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<td>1. What type of leader are you?</td>
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<td>2. Where did you learn to be a leader?</td>
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<td>3. What do you enjoy most about being a leader? Least?</td>
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<td>4. What are your personal theories of effective leadership?</td>
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<td>5. What do they see as the challenges facing leaders of today?</td>
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<tr>
<td>6. What challenges do you predict leaders will face in the future?</td>
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Following the interviews, write a 4-5 page analytical essay summarizing the leaders, why you selected them and their leadership perspectives. Analyze your opinion of the effectiveness or ineffectiveness of the leaders you interviewed and if your opinion has changed toward their leadership effectiveness due to the interview. Make sure your paper is in proper APA format. For privacy purposes, do not include the actual names of the leaders you interviewed.

**Due:** Sunday at Midnight, CT  
**Points Possible:** 50

### Case Study Outline and Reference List

This week, you will submit the outline and reference list for your final Case Study for the course. You need a minimum of 3 scholarly sources to support your case study. Please see the grading rubric in the weekly materials for more specific criteria.

**Due:** Sunday at Midnight, CT  
**Points Possible:** 25

### Week 5

#### Readings

- Review the weekly lesson, videos and readings provided in the course.

**Readings**

- Chapter 8: Participating in Organizations: Developing Critical Organizational Communication Competencies

**Case Study:**


#### Discussion

- Initial post to each prompt due by midnight, CT on Wednesday  
- At least two replies to peers for each prompt due by midnight, CT on Sunday

#### Assignment(s)

**Employment Interview Self-Reflection**

Type your answers to the following questions as if you were responding during an employment interview:

1. What are your major strengths?  
2. What are your major weaknesses?  
3. What are your long-term employment goals?  
4. What kinds of machines/technology can you use?  
5. What kind of people do you work with best?  
6. What kind of work environment do you prefer?
7. What are the toughest problems you have faced, and how did you handle them?
8. What kinds of decisions are most difficult for you?
9. Describe a specific problem you have handled well.
10. Describe an example of a situation that you did not handle well. What have you learned from that experience?

Unlike other assignments, please answer these questions in first-person voice. In regards to APA formatting, please include a title page and a running head for your document. You should not have references as this is a self-reflection; however, if you do reference an outside source, please be sure to cite properly and include a bibliography.

Due: Sunday at Midnight, CT
Points Possible: 15

**Week 6**

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<tr>
<th>Readings</th>
<th>Review the weekly lesson, videos and readings provided in the course.</th>
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| **Readings** | Chapter 2: Perspectives for Organizational Communication  
Chapter 10: Strategic Organizational Communication: Professional Applications of Organizational Communication |

| Discussion | Initial post to each prompt due by midnight, CT on Wednesday  
At least two replies to peers for each prompt due by midnight, CT on Sunday |

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<tr>
<th>Assignment(s)</th>
<th>Myth Essay</th>
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| **Myth Essay** | Select one of the following 3 myths:  
"Men are stronger leaders than women during organizational crisis."  
"Women are more nurturing managers than men."  
"Management must exercise control for organizations to succeed." |
| For the myth you selected, write a 3-4 page paper in using APA format that includes the following:  
1. How do notions of power contribute to this statement?  
2. Does this statement marginalize men or women? What does it mean for other important differences people exhibit?  
3. Describe abuses of power related to this statement?  
4. How much genuine participation occurs in decision making if this statement is true?  
5. Why do you think this myth came about? |
| Essays should be written in APA format, including any citations for outside references. Be sure to indicate somewhere in your essay which statement you selected. |
| Due: Sunday at Midnight, CT |
| Points Possible: 25 |
### Readings
- Review the weekly lesson, videos and readings provided in the course.

### Case Study:

### Discussion
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

### Assignment(s)
#### Final Case Study
This week, you will submit your final case study document. Please see the assignment instructions in the weekly materials for specific criteria or the description listed above the course schedule in this syllabus.

**Due:** Sunday at Midnight, CT  
**Points Possible:** 120

### Week 8

#### Readings
- Review the weekly lesson, videos and readings provided in the course.

#### Case Study
- None this week

#### Discussion
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on **Saturday**

#### Assignment(s)
#### Final Exam
This week, you will take the final exam. It is located in Blackboard in the Assignments section of the course. It will not be available to you until Monday of week 8 and will close at midnight, central time on Saturday of week 8. Please allow yourself enough time to complete the exam before midnight. If you are in progress of the exam, it will auto-submit it for you at midnight and you will not be allowed to finish.

**Due:** Saturday at Midnight, CT  
**Points Possible:** 50  
**DUE:** **Saturday** at Midnight, CT  
**POINTS POSSIBLE:** 50

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*All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.

**All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).**
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<tr>
<th>Week 1: Values Statement</th>
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<tr>
<td>Week 2: Statement Reflection</td>
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<td>15</td>
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<tr>
<td>Week 2: Case Study Proposal</td>
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<td>5</td>
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<tr>
<td>Week 3: Meeting Observation</td>
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<td>Week 4: Leadership Interview</td>
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<td>Week 4: Case Study Outline and Reference List</td>
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<td>25</td>
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<td>Week 5: Employment Interview Self-Reflection</td>
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<td>15</td>
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<td>Week 6: Myth Essay</td>
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<td>Week 7: Final Case Study</td>
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<td>Week 8: Final Exam</td>
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<td><strong>TOTAL POINTS</strong></td>
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<td><strong>530</strong></td>
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*Please refer to the Policies menu for more information about requirements for Discussions.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>477 - 530</td>
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<tr>
<td>B</td>
<td>80 to 89%</td>
<td>424 - 476</td>
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<tr>
<td>C</td>
<td>70 to 79%</td>
<td>371 - 423</td>
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<tr>
<td>D</td>
<td>60 to 69%</td>
<td>318 - 370</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt;317</td>
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To access your scores, click on Grades in the Student Tools area in Blackboard.

**Important Policies**

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

**Editorial Format for Written Papers**

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

**Ottawa Online Late Policy**

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.
No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

**Saving Work**
It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

**Academic Integrity**
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**
Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Policies in Blackboard for additional university policies.

**Blackboard Technical Support**
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See www.ottawa.edu/ouhelp for contact information.

**Ottawa University Mission Statement**
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.