

Loyola University
School of Communication
Communication 313-201 Syllabus: Corporate & Organizational Communication
Spring Semester 2015

Class dates: Mondays, Wednesdays and Fridays; Monday, January 12 to Friday, April 24

Time: 12:35 p.m. to 1:35 p.m.

Location: School of Communication, 013

Instructor: John Brooks

Office hours: Mondays & Wednesdays, 11 a.m. to 12:30 p.m., or by appointment

Office location: TBD

Loyola University email: jbrooks9@luc.edu

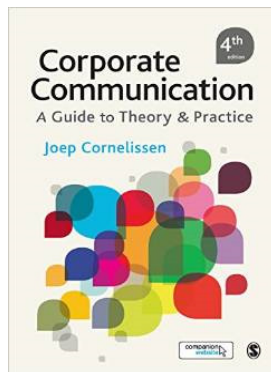
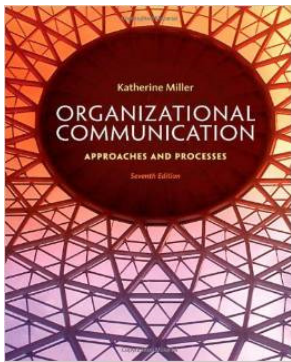
Mobile phone: (847) 894-4529

Required Text:

Organizational Communication: Approaches and Processes, 7th edition, 2014. Katherine Miller. Wadsworth, Cengage Learning, 2014. ISBN-13: 978-1285164205

Recommended Text:

Corporate Communication: A Guide to Theory and Practice Paperback, 4th edition, 2014. Joep Cornelissen, Sage Publications Ltd. ISBN-13: 978-1446274958



There may be additional reading for classroom discussion every week. Sources for discussions are from public relations and business-oriented newsletters and publications which your instructor reads regularly. These include e-mail newsletters such as Ragan's Daily Headlines, PR Daily Newsfeed, Bulldog Reporter's Daily Dog and PRSA Issues and Trends; and publications such as the *Chicago Tribune*, *Wall Street Journal*, *PR Week*, *PR Tactics*, and *Public Relations Strategist*.

Course Description:

This course places you in the role of the organization's internal communication manager. It examines the variety of communication challenges organizations face, including globalization, changing organizational identity and employment patterns, diversity, outsourcing and new technologies. These topics will be explored through readings, lectures, class discussions, and guest speakers who will provide first-hand experiences in organizational communication. You will also have opportunities to apply practical communication skills through discussion, written assignments and a team project.

Student Learning Outcomes:

By the end of this course, you should be able to:

- accurately describe key elements of organizational communication theory
- understand the effect of communication on organizational success
- identify communication problems in specific organizational settings
- recognize and create solutions to organizational communication problems

Course requirements:

- Attendance: 40 points
- Quizzes (4, including the final exam): 100 points
- Class participation: 10 points
- In-class assignments: 20 points
- Team presentation: 50 points
- Team project: 80 points

Class Attendance Policy:

Your instructor expects you to make every effort to attend class, because success in this course depends on regular attendance and interaction with teammates, as well as active participation in the classroom. Classes will begin promptly at 12:35 p.m., and you will be asked you to record your attendance via a sign-in sheet. If you know ahead of time that you will be unable to attend class and have a legitimate excuse, please inform your instructor by email or text. Acceptable excuses for missing class include illness, family emergency, student-athlete commitments or court date. (Work conflicts are *not* acceptable excuses) Please provide evidence to document excused absences to the instructor. All assignments are to be turned in via Locus. Late assignments are not accepted, UNLESS you have made prior arrangements with your instructor.

Attendance: 40 points

You will receive 1 point for each class session you attend, beginning Wednesday, Jan. 15. If you are late for class, you will receive .5 point, and no points for classes missed without an appropriate excuse.

Quizzes: 100 points (4 x 25 points each)

There will be four quizzes (including the final exam) that will include readings, comments in class discussions and comments from guest speakers. If you're in class, paying attention, and reading the text, these won't be difficult. Quizzes will be provided to you online, and you'll submit them via Locus. Quizzes are to be completed and placed in the appropriate dropbox by midnight on the deadline day. Remember: Quizzes turned in late are not accepted.

Class participation: 10 points

Class participation matters in this class, just as participating and speaking up matter in the public relations business. Silence is *not* an option. Your instructor asks many questions in class, and invites comment and discussion. Your instructor wants to hear your ideas, questions, opinions and points of view. Class participation includes in-class discussions, case study review and comment, volunteering ideas/answers, and interaction with guest speakers. It is important to come to class prepared by keeping up with assigned readings. Discussion and debate are ways of assuring your understanding of the subject, and it will contribute to your knowledge of the field.

In-class assignments: 20 points

There will be several in-class assignments, usually worth 2 points each, which I will ask you to complete during the semester. These will relate to the topics we're discussing in class. The purpose is to improve your understanding of the concepts. There will be no makeups for these assignments should you miss a class for any reason.

Individual presentation: 50 points

As part of a desire to encourage you to speak and present, you will be asked to select a company, government agency or nonprofit organization. You will write a brief paper (two sides, double spaced)

summarizing and commenting on the organization's internal communication program. Your research will include news articles from trade publications, Web/social media postings about public relations campaigns, etc. You will then make a brief presentation (approx. 5 minutes) to the class about your paper using PowerPoint slides, etc., on a date you choose via signup sheet. You will submit one paper via Locus on a specific due date, and submit PowerPoint slides, and other media that you use in your presentation. An assignment sheet will be provided to guide you. ***There will be no makeups for missed presentations.***

Team project: 80 points

You will work in small groups with other students in the class, assigned by the instructor. This will be an exercise in which teams will work to create a company or organization that you would want to work for. In other words, create the perfect company or organization, based on your learnings in this class, and describe it in writing. Include information about the internal communication function in your company or organization. A key piece of the project is for your team to produce a video, between 60 and 90 seconds, in which you introduce your company or organization. You will be able to work at least a portion of time in class to develop plans and your presentations. The instructor will be available to assist you and answer questions as you work on your projects. Your team will present your company or organization, its communication function, and the video to the class during the week of April 20-24.

The written description of your company or organization, its communication function and the video will be worth up to 65 points. Each team member will write an analysis of this project, plus a self-critique of the final product, which will be worth up to 15 points.

Meetings with the instructor

Your instructor wants to meet you, and learn about your hopes and dreams for careers in public relations/communication. Times for individual meetings will be before and after class. ***Meetings are optional, but I strongly encourage your participation.*** We can discuss career and internship possibilities, your progress in the class, or other related topics.

Preliminary Class Schedule:

The following is a working schedule (subject to change as needed) of how we will review the text and other supplemental readings. Classes will consist of a mix of lectures, small group discussions, Q&A, case presentations and analysis, group work and occasional guest speakers who specialize in some facet of the public relations profession.

Week of Jan. 12-14-16

Introductions
Course outline, assignments, grading
Chapter 1 The Challenge of Organizational Communication
Chapter 2: Classical Approaches

Week of Jan. 19-21-23

No class Jan 19: Martin Luther King Jr. Day

Chapter 3: Human Relations and Human Resources Approaches

Week of Jan. 26-28-30

Chapter 4: Systems and Cultural Approaches

Week of Feb. 2-4-6

First quiz due: Feb. 1, 11:55 p.m.

Chapter 5: Constitutive Approaches

Week of Feb. 9-11-13

No class February 9

Chapter 6: Critical and Feminist Approaches

Week of Feb. 16-18-20

Individual presentations begin

Chapter 7: Socialization Processes

Week of Feb. 23-25-27

Second quiz due: Feb. 22, 11:55 p.m.

Individual presentations

Chapter 8: Decision-Making Processes

Week of March 2-4-6

No classes: Spring Break

Week of March 9-11-13

Individual presentations

Chapter 9: Conflict Management Processes

March 13: Guest Speaker: Howard Karesh, APR, director, Internal Communications and Creative Media, Exelon Corporation

Week of March 16-18-20

Individual presentations

Chapter 10: Organizational Change and Leadership Processes

Week of March 23-25-27

Project teams meet

***Crisis management

Chapter 11 Processes of Emotion in the Workplace

Week of March 30-April 1-3

Third quiz due: March 29, midnight

Project teams meet

Chapter 11 (continued)

Chapter 12: Organizational Diversity Process

No class April 3 (Easter Break)

Week of April 6-8-10

No class April 6 (Easter Break)

Project teams meet

Chapter 13: Technological Processes

Chapter 14: Changing Landscape of Organizations

Week of April 13-15-17

Project teams meet

Chapter 14: Changing Landscape of Organizations

***Writing resumes, Letter, PR career, salaries

Week of April 20-22-24

Final projects due: April 19, midnight

Final project presentations

Final Quiz: May 1, 9 a.m. to 11 a.m

Final Grades & Point Totals

A	280-300	C	220-229
A-	270-279	C-	210-219
B+	259-269	D+	200-209
B	249-258	D	190-199
B-	240-248	D-	180-189
C+	230-239	F	Below 180

Policy Statements:

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.) A complete description of the School of Communication Academic Integrity Policy can be found at <http://www.luc.edu/soc/Policy.shtml>

Students with Disabilities

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.