

ORGL-3030-01: Organizational Communication

SYLLABUS AND SCHEDULE | Fall Quarter 2016

COURSE DESCRIPTION

The ability to communicate effectively is vital to professional success. In this course, you will learn effective communication behaviors and skills for contemporary organizations and explore the dimensions of organizational communication, focusing on topics that include: listening, non-verbal communication, relational development, trust building, and values. You will engage in interactive exercises and practical application of theory, applying the skills needed to thrive and lead in today's organizations. This course is a hybrid course, with most course content delivered online along with face-to-face evening classes every two weeks.

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

COURSE INFORMATION

- Course code: ORGL-3030-01
- Credit hours: 5
- Location: LEML, Room 122
- Classroom times: 6:00 p.m. - 8:05 p.m.
 - First session: 9/22 (Thursday)
 - Last session: 12/01 (Thursday)

FACULTY INFORMATION

- Developer: Viviane S. Lopuch, Ed.D.
- Instructor: Dung Q. Tran, Ph.D.
- Phone: (206) 296-5787
- Email: trand@seattleu.edu
- Office: Law School Annex (LSAX)
- Office hours: 10:00 a.m. – 4:30 p.m. (T & TH)
(Please email to arrange appointments.)

You can email me at any time, but you may not receive a response outside regular business hours. Business days are Monday–Friday, except for holidays.

REQUIRED DIGITAL TEXTS (selected chapters are noted in the course schedule)

Anonymous (2012). *Introduction to organizational communication v.0.0.0*. Unnamed Publisher. Retrieved from <http://2012books.lardbucket.org/> under Creative Commons BY-NC-SA 3.0 license.

Anonymous (2012). *A primer on communication studies. V1.0*. Unnamed Publisher. Retrieved from <http://2012books.lardbucket.org/> under Creative Commons BY-NC-SA 3.0 license.

Schein, E. H. (2010). *Organizational Culture and Leadership (4th ed.)*. Hoboken, NJ: Jossey-Bass.

Wrench, J. (Ed.). (2013). *Workplace communication for the 21st century - tools and strategies that impact the bottom line: Internal workplace communication*. Santa Barbara, CA: Praeger - ABC-CLIO, LLC.

MORE DIGITAL TEXTS (specific chapters or pages are noted in course schedule)

- Barsade, S., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59. Retrieved from <http://www.jstor.org.proxy.seattleu.edu/stable/>
- Bono, J. E., Foldes, H. J., Vinson, G., & Muros, J. P. (2007). Workplace emotions: The role of supervision and leadership. *Journal of Applied Psychology*, 92(5), 1357-1367. doi:10.1037/0021-9010.92.5.1357
- Carl, W. (2005). The [communicational basis of the organizational text as macroactor: A case study of multilevel marketing discourse](#). *Qualitative Research Reports in Communication*, 6(1), 21-29. doi:10.1080/17459430500262117
- Cowan, R., & Hoffman, M. F. (2007). [The flexible organization: How contemporary employees construct the work/life border](#). *Qualitative Research Reports in Communication*, 8(1), 37-44. doi:10.1080/17459430701617895
- Craig, R. T. (1999). Communication theory as a field. *Communication Theory*, 9, 119–161. doi:10.1111/j.1468-2885.1999.tb00355.x
- Gillis, T. (Ed.). (2011). [The IABC handbook of organizational communication: A guide to internal communication, public relations, marketing, and leadership](#) (2nd ed.). San Francisco, CA: Jossey-Bass.
- Metts, S., & Planalp, S. (2002). Emotional communication. In M. Knapp & J. A. Daly (Eds.), *Handbook of Interpersonal Communication* (3rd ed.). (pp. 339-373). Thousand Oaks, California: SAGE Publications.
- Latour, S. M., & Rast, V. J. (2004). Dynamic followership: The prerequisite for effective leadership. *Air & Space Power Journal*, 18(4), 102-110.
- Levering, R., Bartulski, E., Chew, J., Frauenheim, E., Groden, C., Moskowitz, M., & Russell, T. (2016). The 100 best companies to work for. *Fortune*, 173(4), 142-165.
- McCroskey, L. L., McCroskey, C. J. & Richmond, V. P. (2005). Applying organizational orientations theory to employees of profit and non-profit organizations. *Communication Quarterly*, 53 (1), 21–40.
- Presthus, R. (1958). Toward a theory of organizational behavior. *Administrative Science Quarterly*, 3(1), 48-72.
- Riggio, R., Chaleff, I., & Lipman-Blumen, J. (2008). *The art of followership: How great followers create great leaders and organizations*. Hoboken, NJ: Wiley.
- Rizzo, B. J., Booth-Butterfield, M., & Wanzer, M. B. (1999). Individual differences in managers' use of humor: Subordinate perceptions of managers' humor. *Communication Research Reports*, 16(4), 360-369.
- Tibbles, D., Richmond, V. P., McCroskey, C. J., & Weber, K. (2008). Organizational orientations in an instructional setting. *Communication Education*, 57(3), 389.

LEARNING OUTCOMES

Upon successful completion of this course (i.e. by *passing* this course), you will be able to:

1. Describe the relationship between key organizational components and human communication processes in organizational contexts.
2. Apply communication concepts and theories to evaluate common organizational communication problems and suggest strategies for improvement.
3. Demonstrate the ability to critically think, express, and defend ideas in written, oral and presentational forms.

INSTRUCTIONAL METHODS

As aligned with principles of adult education and Ignatian pedagogy of Seattle University, this will not be a traditional lecture-based course. Instead, you can expect me to act as the facilitator of your learning process. Education research shows that your learning is greatest when you are actively involved in making sense of new concepts, when you apply your learning to real-life situations in your work and life, and when you use your experiences as a resource for learning in the learning community. Our goal will be to generate deep discussions of concepts and engagement with learning materials and to clarify, supplement, and analyze the materials for workplace application. We will take this approach throughout this hybrid course, with your both asynchronous online (Canvas) and synchronous face-to-face (classroom) learning sessions.

Thus, you are expected to:

- demonstrate self-initiative; taking command of your own learning
- creatively connect course materials and personal experiences; enriching your participation in online and classroom activities, and your current/future goals
- work in dyads, teams, or small groups (as required) and with the whole class
- demonstrate respect for members of our learning community
- manage your time effectively in order to meet assignment deadlines
- communicate with your instructor and peers, keeping communication channels open, asking questions, or seeking help as needed.

In this hybrid course, we employ an active learning model, also known as a “flipped classroom” approach. Therefore, we seek to make the most effective use of our five face-to-face sessions, engaging you with in-class activities designed to help you clarify your understanding of the course concepts. Therefore, I urge you to complete required readings and assignments that are due *prior* to class, *before* arriving to class. You are also welcome to take advantage of “lab” time every other week, when class meetings are not being held, to seek my assistance, discuss ideas, or collaborate with each other. I trust you will find this an effective and engaging approach to learning.

COURSE SCHEDULE

* Submission of assignments via Canvas is due by **Sundays** and **Thursdays** at **11:59 pm (PST)**.

W	Dates	Topic	Texts (See Canvas for Videos, etc.)	Classroom Session Dates, Tasks, Assignments
0				BEFORE the first class meeting: Complete pre-course Interpersonal Communication Skills Inventory. Information about this task was detailed in a note sent to your Seattle University email on 09/14/2016.
1	9/22 – 9/28	<i>Introduction to Organizational Communication: What is Organizational Communication? Organizations + Communication</i>	Read: <i>Introduction to Organizational Communication: Chapter 1 and Chapter 4</i> Miller - Chapter 1 - The Challenge...	<ul style="list-style-type: none"> • Classroom session 1 Thursday - 9/22/2016 Come to class with results of Interpersonal Communications Skills survey Teams: Interpersonal Communication Survey results Whole class: Definitions Discussion # 1 due on Sunday, September 25, by 11:59 p.m. Replies to two others by Thursday, September 29, at 11:59 p.m.
2	9/29 – 10/5	<i>Organizational Communication Networks: Formal and Informal Networks</i>	Read: <i>Introduction to Organizational Communication Chapter 5:</i> Skim: Lunenberg (2010) <i>Formal Communication Channels</i> Lunenberg (2011) <i>Network Patterns and Analysis: Underused Sources to Improve Communication Effectiveness</i> Krackhardt & Hanson (1993) – <i>Informal networks: The company behind the chart</i>	<ul style="list-style-type: none"> • Online (9/29-10/5) Task: Develop a simple sketch of what your organizational network, or an organizational network you have observed looks like. <u>Bring a rendering to class in week 3.</u> Keep it simple. Journal entry # 1 – Due by Sunday, October 2, at 11:59 p.m. Looking WAY ahead: Begin thinking about your final assignment. Each week, you can build on gathering information and ideas.

3	10/6-10/12	Leadership and Followership	<p>Skim: <i>An Introduction to Organizational Communication</i> - Chapter 7 - Leader and follower behaviors and perspectives</p> <p>Section 7.1 (Leadership) Read more closely sections 7.2. (Followership) and 7.3 (Mentoring and Coaching.</p> <p>Kellerman (2007) “What every leader needs to know about followers”</p> <p>Optional readings to skim in Canvas</p>	<p>• Classroom session 2 (10/6/2016)</p> <p>Come to class with a simple rendering of what an organizational network looks like</p> <p>Team/group activity: Share your organizational network</p> <p>Survey Tasks (to be done outside of class): Complete Organizational Orientations Survey Complete Kassing’s Organizational Dissent Survey Complete Organizational Coaching Scale</p> <p>Discussion # 2 due by Sunday, October 9, 2016 by 11:59 p.m. Replies to two others by Thursday, October 13, 2016 by 11:59 p.m.</p> <p>Looking ahead: Digital Poster Presentation due in Week 5</p> <p>Continuing to look WAY ahead: Continue building toward your final assignment</p>
4	10/13-10/19	Organizational Communication Ethics	<p>Read: <i>Introduction to Organizational Communication</i> Chapter 2 - Ethics</p> <p>SKIM: <i>Journal of Business Ethics</i>: “The dissolution of ethical decision-making”</p> <p>Visit: Ethics Alarms web site and skim through the site</p>	<p>• Online (10/13 – 10/19)</p> <p>View Santa Clara University videos on ethics topics</p> <p>Journal entry # 2 – Due by Sunday, October 16, 2016 at 11:59</p> <p>Task: Conduct library research to prepare for poster session in week 5</p> <p>Final Project Progress? Continue building toward your final assignment</p>

5	10/20-10/26	Key Theoretical Frameworks	<p>SKIM <i>Introduction to Organizational Communication</i> - Chapters 3 & 4 – Classical and Modern Theories</p> <p>Read/Skim: Shockley-Zalabak (2006). <i>Communication</i> Implications of Major Organizational Theories: focus on pp. 93-97, and SKIM the rest)</p> <p>SKIM: Craig (1999), “Communication Theory as a Field”</p>	<p>• Classroom session 3 (10/20/2016)</p> <p>Guest Speaker – Dr. Miles Coleman on ethics</p> <p>Digital Poster & Presentation (Organizational Communication in the News)</p> <p>Discussion # 3 due by Sunday October 23, 2016 by 11:59 p.m.</p> <p>Replies to two others by Thursday October 27, 2016 at 11:59 p.m.</p> <p>How are you doing on your Final Project, making progress? Continue building toward your final assignment.</p>
6	10/27-11/02	Organizational Identity and Organizational Culture	<p>READ: <i>Introduction to Organizational Communication</i> - Chapters 8.1 and 8.3</p> <p>Skim/Read: Schein (2010) - <i>Organizational Culture and Leadership</i> - Part I. <u>Do a CLOSE read of Chapter 2 (pp. 23-33)</u>, review the section on Three levels of culture!</p> <p>SKIM: Lin (2004) “Organizational identity and its implication on organizational development”</p> <p>Cacciattolo (2014) “Understanding organizational cultures”</p> <p>VISIT Strategy-Business web site and read / view “10 principles of organizational culture”</p>	<p>• Online (10/27 – 11/02)</p> <p>Task: Complete Organisational Culture Survey (see CANVAS)</p> <p>Journal entry # 3 – Due by Sunday October 30, 2016 by 11:59 p.m.</p> <p>Keep going on your final paper! Bring hard copy of your Organizational Culture Paper (full draft) to class on Thursday, November 10, 2016</p>

7	11/03-11/09	Socialization Processes	<p>READ: <i>Introduction to Organizational Communication</i> - Chapter 10.2 Socialization</p>	<p>• Online (11/3 – 11/9)</p> <p>Discussion #4 due by Sunday November 6, 2016 by 11:59 p.m. Replies to two others due by Thursday November 10, 2016 by 11:59 p.m.</p> <p>Next week: Bring hard copy of your Organizational Culture Paper (full draft) to class on Thursday, November 10, 2016</p>
8	11/10-11/16	Diversity	<p>READ: <i>Scientific American</i>: “How diversity makes us smarter”</p> <p>SKIM: <i>An introduction to organizational communication</i> Chapter 8</p> <p>VISIT: Institutional Investor online: Read about “The importance of diversity in the workplace”</p>	<p>• Classroom session 4 (11/10/2016)</p> <p>View: Hofstede Cultural Dimensions videos</p> <p>Journal entry # 4 – Due by Sunday, November 13, 2016</p> <p>Peer Reviews of two other Organizational Culture Paper Drafts due by <u>Sunday, November 20, 2016</u> to Canvas</p>
9	11/17-11/23	Emotions	<p>Skim: Miller (2012) Chapter 11: <i>Emotion in the Workplace</i> (pp. 195-215) - (PDF handout)</p> <p>Guy & Newman (2004). “Women's Jobs, Men's Jobs: Sex Segregation and Emotional Labor”</p> <p><i>Harvard Business Review</i> online (see CANVAS): “Manage your emotional culture”</p> <p>Grandey (2000) “Emotion Regulation in the Workplace”</p>	<p>• Online (11/17 – 11/23)</p> <p>Discussion # 5 due by Sunday, November 20, 2016 by 11:59 p.m.</p> <p>Peer Reviews of two other Organizational Culture Paper Drafts due by <u>Sunday, November 20, 2016</u> to Canvas</p> <p>Replies to two others due by 11:59 p.m. on Sunday, November 27, 2016</p>
THANKSGIVING WEEK: 11/24 – 11/31				

10	12/01 – 12/7	Wrap-up and Synthesis	No readings	<p>• Classroom session 5 (12/01/16)</p> <p>Final presentations Recap Course evaluations</p> <p>Final Journal entry (# 5) due by Sunday, December 4, 2016 by 11:59 p.m.</p>
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Note: W = week; Ch. = Chapter

OVERVIEW OF ASSIGNMENTS

TASKS/ASSIGNMENTS FOR GRADING

N.	Tasks/Assignments	Due Date	Points
1	Interpersonal Communication Survey	Week 1	2
2	Additional Surveys: a. Organizational Orientations Survey b. Organizational Dissent Survey c. Organizational Coaching Survey d. Organizational Culture Survey	Week 3 (a, b, and c) Week 6 (d)	8 (2 each)
3	Online Discussion Postings	Weeks 1, 3, 5, 7, 9	25 (5 each)
4	Critical Reflection Journal Entries	Weeks 2, 4, 6, 8, 10	25 (5 each)
5	Class Participation and Leadership	Weeks 1, 3, 5, 8, & 10	10 (2 points per week)
6	Organizational Communication Culture Paper and Presentation - 4 part assignment		30
	a. Paper Draft	Week 8	5
	b. Peer Reviews of Paper Draft	Week 9	10
	c. Presentation of the Findings	Week 10 (in class)	5
	d. Final Paper Submission	December 8, 2016 (Week 11)	10
Total			100

DETAILED TASK/ASSIGNMENT DESCRIPTIONS

Task/Assignment 1: Interpersonal Communication Inventory

According to Wood (1999) interpersonal communication is that which occurs between two people (dyad) in order to “build knowledge of one another and create shared meanings” (p. 24). Therefore, in order to understand organizational communication, we must first consciously reflect upon our individual interpersonal communication style. To that end, you will complete a brief survey at the start of the course that requires you to answer some simple questions that help you think about how YOU communicate with others. What you learn may be informative and useful in the context of your organizational interactions. You will have been asked to complete this survey before coming to class. The link to the survey is found in the Week 0 module in the Canvas learning management system. There you can download, print and complete the survey. Bring your results to the first class meeting on Thursday, September 22, 2016 and be prepared to share your reactions/thoughts about the survey and your individual style with your classmates.

Task/Assignment 2: Organizational Orientations Survey

Communication researchers McCroskey, McCroskey, and Richmond (2005) expanded on the work of organizational behavior theorist, Presthus, whose 1958 study established that workers in complex organizations could be categorized by their organizational orientation; as upwardly mobiles, ambivalents, or indifferents. McCroskey et al., felt that these orientations would be correlated to individual communication style and created a measurement tool they could use in their research. In a 2005 journal article, McCroskey et al., described their research with employees from profit and non-profit organizations. You can find out more about McCroskey at his web site, <http://www.jamesmccroskey.com/>. There you can find publications and many other communication related surveys you can take. In the meantime, complete the Organizational Orientations Survey to see what the results suggest about YOUR organizational orientation. You can find the link in the Week 3 module in Canvas.

Task/Assignment 3: Online Discussions

The Online Discussion is a key component of learning in this course. Students enrolled in this course typically come from a variety of professional backgrounds, thus, adding to the diversity and scope of opinions. Although the instructor can be a valuable source of information, class participants will certainly have different perspectives that will add to the course depth. Your participation and involvement are critical to the success of the course and will be graded.

Each weekly module has a series of thought-provoking questions to be mindful of as you engage the readings and videos. There will be five opportunities to respond directly to a thought question first and then to another two students' comments. Be sure that every response incorporates at least one APA citation from course readings and resources as well as your professional/life experience. Learning occurs when theory can be integrated with our professional and personal practice.

Task/Assignment 4: Critical Incident Journal Entries

Researchers have long stated that reflection, critical reflection is an important factor in one's ability to learn and retain knowledge, especially when individuals connect new ideas and concepts to past experience, and question, and reevaluate their assumptions and beliefs

(Brookfield, 1995; Dewey, 1933; Mezirow, 1998; Mezirow & Taylor, 1995). In fact, it is likely that in your college career, you have been asked to reflect on your learning through reflection papers and/or posters. In this course, you will record your reflections in journal entries every other week, not simply to reflect and record, but to consciously challenge your OWN thinking and beliefs/assumptions about your organizational and communication experiences as you are introduced to new ideas, theories and concepts. Instructions for the Critical Incident Journal entries can be found in Canvas under Assignments.

Task/Assignment 5: Classroom Participation and Leadership

Participation is not mere attendance in the class. In order to effectively participate in the course, it is critical that each member of the team read the course assignments and participate in class discussions and activities and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively. To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor) by referencing concepts, experiences or logical reasoning. It is impossible to replicate these experiences outside of the classroom environment; therefore class attendance and participation are extremely important and required.

I will grade your participation in the classroom session each week based on the Participation Grading Rubric (below). The scores on the four criteria will add up to a single score ranging from 0 to 10, and then be converted into the possible point for this week, of which maximum point is a 2.

Participation Grading Rubric:

- Finds ways to connect own comments to the comments made by other students in class (2 points possible).
- Uses language that is appropriate for the classroom and is courteous towards other students and the professor (2 points possible).
- Demonstrates that s/he is doing the reading through questions, answers and comments in class (2 points possible).
- Shows up on time to class (4 points possible).

Task/Assignment 6: Organizational Culture Paper

Organizational culture is an important factor in organizations, playing a significant role in defining what “is” the organization, what it stands for, and how it serves its constituents, but also in determining individual members’ levels of satisfaction and commitment TO the organization. These however, are not the only insights one gains from analyzing organizational culture. The ability to analyze organizational culture is a critical component in a leader’s ability to plan and implement change initiatives that are more likely to be successful. In fact, articles about some

aspect of organizational culture and its effects on employee morale, job satisfaction and leaders' / organizations' effectiveness abound in the business and academic literature.

A recent *Harvard Business Review* article, "[What is organizational culture? And why should we care?](#)," describe a survey conducted on LinkedIn that asked organizational leaders to answer those questions. The responses, while varied, demonstrate not only the importance of culture but also the difficulty in defining exactly what it is because it is connected to so many aspects of our organizational lives. In this course, you will learn what it is, how to identify and describe it, by recognizing its various dimensions and you will be able to differentiate between "good and bad" cultures. For this assignment, you will conduct an analysis of organizational culture that may be applied to your own workplace (or that which you choose to observe/analyze) and submit a research based paper that will be done in several parts; submission of an early draft, peer review and constructive feedback from classmates; a final, polished version of the paper, and a brief in-class presentation (with brief Q & A) where you share your findings with others. Specific instructions for this 4-part assignment may be found in the assignments area of Canvas.

An Artifact for your E-Portfolio:

An electronic portfolio "is a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, community, organization or institution" (Lorenzo & Ittelson, 2005).

Artifacts are evidences that document your competence in each of the six learning goals for the program. Some artifacts that you will include in your ePortfolio will be required assignments from each of your courses. Keep the e-portfolio in mind as you design and complete assignments in your future courses.

GRADING SCALE

100 ≥ A ≥ 93	Superior	83 > B- ≥ 80	70 > D+ ≥ 67
93 > A- ≥ 90		80 > C+ ≥ 77	67 > D ≥ 63 Poor
90 > B+ ≥ 87		77 > C ≥ 73 Adequate	63 > D- ≥ 60
87 > B ≥ 83	Good	73 > C- ≥ 70	60 > F Failing

SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted to me via the submission link on Canvas by the deadlines. If you are unable to do so (for instance, because you are sick), please email me your assignment BEFORE the due date so that it is marked as being on time.

BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations and references must follow the most recent *APA Publication Manual*, since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

ASSIGNMENT DEADLINES AND EXTENSIONS

As with any organizational environment, including the workplace, you are expected to be

professional, courteous, well-organized, and respectful of others. Behaviors like these exemplify Seattle University (SU) graduates, whose reputation as excellent and reliable colleagues continue to add value to the SU degree, making it even more distinctive in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is always on time.

As is expected of all working professionals, you will ensure that your work is submitted by the set deadlines. In turn, I will return your assignments with useful feedback in a reasonable time frame, typically within 5 business days. In order to ensure that your workload is manageable, please plan ahead, taking into account both personal and professional obligations to ensure that your academic responsibilities are met according to their due dates. I encourage you to take time, before the course starts, to plan for the next ten weeks, blocking out time on your calendar now so that you know exactly when you will be working on assignments for this course. Be sure to allow extra time in case you run into difficulty with an assignment, have a computer problem, or feel unwell. I too will block out times in my own schedule to allow me time to grade your work thoughtfully, and return it to you quickly while the work is still fresh in your minds.

If you are unable to complete course requirements because of extenuating circumstances, please notify me as soon as possible, on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor). Any late work submitted without prior approval from me, will receive a 0% grade.

An agreement to receive an Incomplete "I" grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/redhawk-axis/academic-policies/>

STUDENT RESPONSIBILITIES FOR LEARNING

This is a hybrid course, designed to fit adults' busy schedules, therefore much of the learning will occur outside of the classroom, relying in large part on your own initiative. In fact, studies show that adults like you are more likely to be self-directed learners, seeking knowledge in order to gain new skills, or simply to learn more about a particular subject, with the goal of applying learning to their own lives and work in meaningful and practical ways. As such, adults will spend much time, invested in their *own* learning, whether on the job, in the classroom, or on course activities outside of class.

When determining how much time you will need for coursework outside of class, keep this in mind: Typically, you will need to devote two hours outside of class to each course (i.e. readings and preparation, as well as substantive assignments and participation exercises) for *every hour in class*. As this is a five-credit class, you can reasonably expect to spend an average of 10 hours per week on homework. While that may sound daunting, please be assured that I have distributed the workload so that it is manageable, while at the same time ensuring the quality and rigor of the course. You may even find that in some weeks, you have less work than in others.

ATTENDANCE

Because our face to face sessions are limited, missing class sessions can have a negative impact on your learning experience, and that of your colleagues. If you feel you must miss a session, and you know beforehand, you will need to consult with me, schedule a 30 minute 1 on 1, and demonstrate prior completion of coursework.

If an emergency arises, please alert me as soon as you can to schedule a meeting to explore next steps. My goal is for you to succeed, so please communicate with me.

LIBRARY AND LEARNING COMMONS

<http://www.seattleu.edu/learningcommons/>

Writing Center

The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

Learning Assistance Programs

Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

Research Services

Save time by starting with your Research Services Librarian. Contact Felipe Castillo, MLIS and MBA (Castillo@seattleu.edu), if you need help brainstorming keywords, using SU databases, finding articles and books, or sorting through the information you find on the Internet to do your assignments and research. You can receive help in person, by chat, phone, or email, or by scheduling a consultation.

ACADEMIC INTEGRITY TUTORIAL

<https://www.seattleu.edu/academicintegrity/>

GENERAL COURSE AND UNIVERSITY POLICIES

Support for Students with Disabilities

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Classroom (Both Face-To-Face and Online) Norms

It is important in this class, as well as in a training or work setting, to use inclusive language, meaning language that assumes gender equality and the equal importance of all cultural groups. At all times, we will avoid assuming everyone is from the same cultural or social group. I expect you to show respect for the class’s diversity and the multicultural world in which this university and organizations operate. Regular examples from previous years include that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree

Academic Policies on the Registrar Website

Be sure that you understand the following university academic policies, posted on the Registrar's website:

**ACADEMIC INTEGRITY POLICY

**ACADEMIC GRADING GRIEVANCE POLICY

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

REFERENCES

- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: D.C. Heath and Company.
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