Course Syllabus:

Organizational Communication

BCOM 4347.500 ~ CRN 24367.202420
Spring 2024

Department of Business Communication & Legal Studies
Nelson Rusche College of Business

Class Meets: Online
Class Times: Asynchronous

Room Location: D2L Online Classroom
Credit Hours: 3

Professor: Dr. Marice Kelly Jackson
Email: Marice.Jackson@sfasu.edu
Office: 229J - McGee Business Building
Phone: 936-468-2968

Office Hours:
- Tuesday: 11:00 a.m. to 12:30 p.m.
  3:30 p.m. to 5:00 p.m.
- Wednesday: 1:00 p.m. to 5:00 p.m.
- Thursday: 11:00 a.m. to 12:30 p.m.
  3:30 p.m. to 5:00 p.m.
Other Days by Appointment
To schedule a zoom meeting
Zoom
Face to Face or Zoom

BCOM 4347.500 is a fully online class that meets for 15 weeks. This syllabus provides the course calendar of assignments, policies, and grading policy. The modules contain weekly coursework for each week’s class assignments, individual assignments, midterm exam, final exam, and group assignments. The week starts every Monday and ends on Friday with due dates on Friday nights at 11:59 pm. The dropbox for assignments will be in the D2L online classroom. The course calendar on this syllabus provides an overview of the coursework with due dates. The online classroom in Brightspace by D2L offers more details in each module for every assignment with the same due dates. Note: The instructor reserves the right to change the course calendar of assignments.

Required Textbook:

Technology:

You will need access to a computer with the internet to do coursework for this class. Brightspace by Desire2Learn (D2L) is the learning management system used to manage the online learning environment. Students will access their online courses, class materials, and learning assignments through D2L.

You will also need Microsoft Office Applications (Word, Powerpoint, and Excel), a PC Camera/Webcam, Microphone. Adobe Acrobat Reader DC (free software) for PDF articles.

Rusche College of Business has Campus Computer Labs in rooms 222, 224, and 324. Brightspace by D2L is the learning management system that SFASU uses to operate the online classroom.

Student Device Support  http://help.sfasu.edu/

Student Technical Support: https://help.sfasu.edu/TDClient/2027/Portal/Requests/ServiceCatalog?CategoryID=1020

DESCRIPTION, STRUCTURE, AND POLICIES OF THE COURSE

Course Description:

This course provides information about the total organizational communication process within business organizations, including issues of organizational culture, diversity, power, leadership, conflict resolution, ethical issues, and internal communication.

Program Learning Outcomes (PLOs)¹:

Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses at http://www.sfasu.edu/cob/ug-plo.asp

Student Learning Outcomes (SLOs)¹:

Upon successful completion of this course, you should be able to:

1. Understand and explain the major theories and perspectives used to examine organizational communication.
2. Recognize communication issues in organizations and apply organizational communication concepts, models, and theories to resolve such issues.
3. Demonstrate competent written and analytical communication skills necessary for effective performance in different organizational contexts.
In this course, we will explore the situations and issues that influence how communication occurs within organizations. The concepts we study are not limited to business organizations. They are applicable to profit and non-profit, social, community, and family organizations as well. Along the way, we will refine our personal communication skills that can help us communicate better. 

1PLOs & SLOs credited to Bayless (2021) syllabus

**General Education Core Curriculum**

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in BCOM 4347 Organizational Communication you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

**Core Curriculum Objective Table**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Discussion Board Questions and Quizzes</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Discussion Board Questions and Group Written Assignments.</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Discussion Board Questions</td>
</tr>
</tbody>
</table>
**Course Structure:**

The structure of the course will consist of weekly modules that will consist of readings (textbook and PDF documents), discussion board questions, individual assignments, group assignments, videos, a midterm exam, and a final exam. As a class rule, I expect everyone to show courtesy and respect to me and your classmates. There is no prerequisite for this course.

**Course Communication:**

Communication between professor and student will be through SFA D2L classroom email and office phone. When you log into the classroom, click on the email icon, find my name (Marice Jackson) select it, create a topic for the subject line, then create the email. My office phone number is 936-468-2968. I will make every attempt to reply within 24-48 hours to all forms of communication. I will make every attempt to return all assignments within one week. Individual meetings are available upon request.

**Course Grading:**

Course grades are based upon a point system.

Your total points will determine your final grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>711 - 790</td>
</tr>
<tr>
<td>B</td>
<td>632 - 710</td>
</tr>
<tr>
<td>C</td>
<td>553 - 631</td>
</tr>
<tr>
<td>D</td>
<td>474 - 552</td>
</tr>
<tr>
<td>F</td>
<td>473 and below</td>
</tr>
</tbody>
</table>
Grading Policy:

<table>
<thead>
<tr>
<th>Assignments / Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Questions (6 x 20 pts)</td>
<td>120</td>
</tr>
<tr>
<td>Group Assignments (5 x 50 pts)</td>
<td>250</td>
</tr>
<tr>
<td>Quizzes (2 x 100)</td>
<td>200</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>** Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>** Total Points</td>
<td>790</td>
</tr>
</tbody>
</table>

** The final exam is a keystone assignment, please see the link below for explanation

Source: [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences#faculty-staff](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences#faculty-staff)

Group Written Assignments:

Group written assignments are expected to be presented in proper written format adhering to the APA 7th edition style. Have an APA title page, numbered pages, header, Times New Roman style, double space, and 12-inch font. All assignments should be submitted before 11:59 PM on the day they are due.

For written assignments, answer each question with a paragraph (a minimum of 5 sentences). Do not quote the book. Do no quote or use the authors (Miller, Katherine & Barbour, Joshua) from any other publication. You are to do research about the topic to find at least one scholarly reference (book or article) and cite that source (APA Format) into your answer.

If there is a group member that does not participate in preparing the assignment, leave that person’s name off the title page. The group members that are preparing the assignment must agree to leave that person’s off the title page. That person will not receive credit for that assignment. Contact your professor as soon as possible if there are concerns that will result in an assignment(s) being late or disagreements that need to be resolve.

If there are technical issues, call the D2L help desk for technical support and provide to me the ticket number given from technical support.

Late or Missed Assignments:

Late or missed assignments are not accepted (exceptions see below). Moreover, a lack of D2L access is not an acceptable excuse to turn in late work. D2L homepage will announce routine system maintenance and send out emails prior to system maintenance or updates. Therefore, use your organizational management skills to prepare and turn in your assignment(s) on time or early. Extra credit opportunities are not offered. Discussion board questions and Group assignments cannot be made up. The lowest grade will not be dropped.

Exceptions:
The student’s responsibility is to contact me with a legitimate excuse to make arrangements for a quiz or exam. If it is impossible to contact me before the exam, contact me as soon as possible after the emergency is resolved\(^1\). The student must reschedule the missed quiz or exam within 3 days. If there is a personal conflict with an assignment in this class, contact me asap for us to discuss resolutions.
Rubrics:

Group Written Assignments:

<table>
<thead>
<tr>
<th>Quality → Criteria ↓</th>
<th>A - grade</th>
<th>B - grade</th>
<th>C - grade</th>
<th>D / F - grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content / Knowledge</strong></td>
<td>25 – 22.5</td>
<td>22.25 – 20</td>
<td>19.75 – 17.5</td>
<td>17.25 – 0 &gt;</td>
<td>25</td>
</tr>
<tr>
<td>Shows knowledge and fulfills all of the assigned content requirements.</td>
<td>Demonstrates knowledge of content except for minor details</td>
<td>Content is lacking understanding of lesson; moderate flaws in the answer.</td>
<td>Fails to explain knowledge of content, major flaws.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Followed Instructions</strong></td>
<td>20 - 18</td>
<td>17.75 - 16</td>
<td>15.75 - 14</td>
<td>13.75 – 0 &gt;</td>
<td>20</td>
</tr>
<tr>
<td>Follows all the assigned instructions. Follows APA 7th ed. standards</td>
<td>Follows most of the assigned instructions.</td>
<td>Partially follows the instructions of the question and APA 7th ed. standards.</td>
<td>Does not follow any of the assigned instructions. APA 7th ed. standards are nonexistent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar / Mechanics</strong></td>
<td>5</td>
<td>4</td>
<td>3.5</td>
<td>3 – 0 &gt;</td>
<td>5</td>
</tr>
<tr>
<td>Grammar mechanics in all sentences are clear and logical.</td>
<td>Minor grammar errors that do not obstruct understanding of the intended meaning.</td>
<td>Moderate grammar errors that at times obscure the intended answer.</td>
<td>Extreme grammar errors that confuse the intended meaning of the answer.</td>
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<tr>
<td><strong>Total</strong></td>
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<td>50</td>
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</table>


**Discussion Board Questions Rubric**

Discussion board answers should thoroughly answer the question(s). The answer should be a minimum of 100 words (which should equal to about 5 sentences). *Do not cite the textbook in your answer.* You must create an original answer that may include examples that will demonstrate that you understand the material that you have read. Proofread your answer. *Poorly written answers will have a 5-point deduction.*

You are to reply to one of your classmates. Your reply should not say “that’s correct, oh, you are on point, or simple answers.” Your reply must be a minimum of 30 words.

Original Discussion Answer  15  
Reply  5  
Total  20

**Final Exam Instructions**

**Artificial Intelligence**

Using any artificial intelligence (AI) software or tool, such as ChatGPT, to draft and/or revise materials for an assignment is prohibited unless authorized by your instructor.

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)

www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
<table>
<thead>
<tr>
<th>Module Week</th>
<th>Assignments</th>
<th>Due Date By 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> 01/18 - 01/26</td>
<td>Read Chapter 1: The Challenge of Organizational Communication</td>
<td>01/26</td>
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<td></td>
<td>Complete Syllabus Quiz</td>
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<td>Complete Student Online Introductions</td>
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<tr>
<td></td>
<td>Discussion Board Question #1</td>
<td></td>
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<tr>
<td><strong>2</strong> 01/29 – 02/02</td>
<td>Read Chapter 2 Classical Approaches</td>
<td>02/02</td>
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<tr>
<td></td>
<td>Discussion Board Question #2</td>
<td></td>
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<tr>
<td><strong>3</strong> 02/05 – 02/09</td>
<td>Read Chapter 3 Human Relations and Human Resources Approaches</td>
<td>02/09</td>
</tr>
<tr>
<td></td>
<td>Group Assignment #1</td>
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<td></td>
<td>Case Study Teamwork at Marshall’s Processing Plant on pages 58 and 59. Answer each question with five or more sentences. Reference the PDF articles and videos that are in Module 3.</td>
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<tr>
<td><strong>4</strong> 02/12 – 02/16</td>
<td>Read Chapter 4 Systems and Cultural Approaches</td>
<td>02/16</td>
</tr>
<tr>
<td></td>
<td>Discussion Question #3</td>
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<td>What aspects of the systems metaphor are highlighted in a network approach to organizational communication? What aspects are highlighted in a sensemaking approach?</td>
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<td></td>
<td>Quiz 1</td>
<td></td>
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</tbody>
</table>
| 5 | 02/19 – 02/23 | **Read Chapter 5**  
Constitutive Approaches  
**Group Assignment #2**  
Do you think The Four Flows are all necessary conditions for an organization to exist? Do you think they are sufficient conditions? Can you think of an example of an organization that exists without one of the four flows? Can you think of an example when the four flows are present, but you wouldn’t call it an organization? | 02/23 |
|---|---|---|---|
| 6 | 02/26 – 03/01 | **Read Chapter 6**  
Critical and Feminist Approaches  
**Discussion Board Question #4**  
Think about how the terminology used in an organization or the stories told in an organization contribute to power imbalances. What are ways of fighting against these imbalances? | 03/01 |
| 7 | 03/04 – 03/08 | **Read Chapter 7**  
Socialization Processes  
**Group Assignment #3**  
If you worked for the career center on campus, what advice would you give to individuals signing up for job interviews? What advice would you give to organizations interviewing candidates on your campus? How could the interview process be improved so it would be more productive—and less stressful—for all involved? | 03/08 |
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</thead>
<tbody>
<tr>
<td>8</td>
<td>03/11 – 03/15</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 9 | 03/18 – 03/22 | **Read Chapter 9**  
Conflict Management Processes  
**Discussion Board Question #5**  
Do you believe that you exhibit a typical conflict style? If so, why do you think you use that style? Are there aspects of a situation or of the other parties in a conflict that influence the conflict style you use? | 03/22 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>03/25 – 03/28</td>
<td><strong>Read Chapter 10</strong>&lt;br&gt;Organizational Change and Leadership Processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Easter Week</strong></td>
</tr>
<tr>
<td>11</td>
<td>04/01 – 04/05</td>
<td><strong>Read Chapter 10</strong>&lt;br&gt;Organizational Change and Leadership Processes</td>
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<td></td>
<td></td>
<td><strong>Read Chapter 11</strong>&lt;br&gt;Processes of Emotion in the Workplace</td>
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<td><strong>Group Assignment #4</strong>&lt;br&gt;What is the role of leadership in organizational change? Which of the models of leadership discussed in this chapter are most appropriate for times of change? Would the different models advocate different kinds of leadership communication during planned change?</td>
</tr>
<tr>
<td>12</td>
<td>04/08 – 04/12</td>
<td><strong>Read Chapter 12</strong>&lt;br&gt;Organizational Diversity Processes</td>
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<tr>
<td></td>
<td></td>
<td><strong>Quiz 2</strong></td>
</tr>
<tr>
<td>13</td>
<td>04/15 – 04/19</td>
<td><strong>Read Chapter 13</strong>&lt;br&gt;Technological Processes</td>
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<tr>
<td></td>
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<td><strong>Discussion Board Question #6</strong></td>
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<tr>
<td></td>
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<td>Consider all the effects of communication technology discussed in this chapter. What do you see as the most positive effects? What effects are indicative of a dark side to communication technology? Given your beliefs about technology, would you consider yourself to be a “Utopian” or a “Luddite”?</td>
</tr>
<tr>
<td>14</td>
<td>04/22 – 04/26</td>
<td><strong>Read Chapter 14</strong>&lt;br&gt;The Changing Landscape of Organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group Assignment #5</strong></td>
</tr>
<tr>
<td>15</td>
<td>04/29 – 05/03</td>
<td>Prepare for final exam</td>
</tr>
<tr>
<td>16</td>
<td>05/06</td>
<td><strong>Final Exam Week</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final Exam (Chapter 9 – 14)</strong></td>
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</tbody>
</table>