

Course: BU612E/EN Organizational Communication
Credit: 3 Semester Hours
Semester: Fall 2020 Cycle 3
Course begins: Oct. 19, 2020
Course ends: Dec. 11, 2020
Time: Mon. 6p-9p E. ED 116
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I. DESCRIPTION

This course emphasizes the applied nature of organizational communication using foundational principles and current research in the field. Relevant models will be discussed from a biblical worldview. Models will include historical, cultural, structural, and organizational theory.

** This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Provide in-depth exposure to organizational communication theory and research. (PLO 1,2,3,4) (**Assignment a**)
2. Understand the biblical basis for communication to be used within the organizational structure. (PLO 1,2,3) (**Assignment a-b**)
3. Learn contemporary terms and methods of communication. (PLO 2,4) (**Assignment a-c**)
4. Evaluate several relevant models of communication. (PLO 2,5) (**Assignment a-c**)
5. Study qualities or traits of an effective communication system. (PLO 1,3) (**Assignment a**)
6. Know what characteristics of relational strategies employed in communication. (PLO 1,3,5) (**Assignment a-c**)

7. Contrast historical, cultural, and structural communication theories (PLO 1-6) (**Assignment a-c**)
8. Develop several communication strategies to be employed in the student's work or ministry life. (PLO 2, 5) (**Assignment a-b**)

B. Specific competencies to be achieved. The student will:

1. Learn specific competencies to practice in Organizational Communication. (PLO 4,5) (**Assignment a**)
2. Understand history and development of communication.
3. Learn about organizational culture and strategies to communicate effectively in different cultures. (PLO 3,5,) (**Assignment a-b**)
4. Practice researching communication theory for future direction and effectiveness. (PLO 3,4,5) (**Assignment a, b, c**)
5. Understand organizational entry, assimilation, and disengagement in the organizational life. (PLO 5) (**Assignment b**)
6. Participate in leadership development discussions to promote understanding of leadership development. (PLO 4,5) (**Assignment a**)
7. Practice use of technology and contemporary advancements in communication. (PLO 4,5) (**Assignment a,b,c**)
8. Be able to discuss what globalization means for communication in strategic communication management. (PLO 2,3,5) (**Assignment a,b**)
9. Practice communication strategy with the benefit of peer review and feedback. (PLO 1,4) (**Assignment a**)
10. Present key issues utilizing learned skills. (PLO 1,2,4,6) (**Assignment a-b**)

III. REQUIREMENTS

- A. Attendance of all classes
- B. Read text, complete assignments on time, and participate in class discussion and activities.
- C. Completion of course materials according to the prescribed schedule.
- D. Complete and present any case studies assigned to class.
- E. Complete final paper.

IV. *Students with disabilities have the responsibility of informing the DSS Coordinator (dss@calvary.edu) of any disabling condition that may require support.*

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

Organization Development students must to write papers according to the *Publication Manual of the American Psychological Association, Seventh edition (APA Manual)*.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

V. METHODS

- A. Lecture
- B. Reading assignments
- C. Student Participation – discussion in class.
- D. Written Assignments
- E. Final Paper

VI. MATERIALS

Harvard Business School Press, *Harvard Business Review on effective communication*, (1999) ISBN 978-1578511433 retail price **\$19.95**

Nichols, Michael, *The lost art of listening: How learning to listen can improve relationships*, (2009) ISBN 978-1593859862 retail price **\$16.95**

Rosenberg, Marshall B., *Nonviolent communication: A language of life* (2nd Edition - 2003) ISBN 978-1892005038 retail price **\$19.95**

VII. Assignments – PLEASE FEEL FREE TO CONTACT INSTRUCTOR BEFORE THE CLASS MEETS!!!

All assignments must be submitted on-time (no late assignment will be accepted) unless approved by instructor. All Assignment must be completed when assigned. See Canvas for assignment details.

VIII. TENTATIVE CLASS SCHEDULE

Week	Class Topic Description
Week 1	Course Introduction – Key Components of Communication
Week 2	Leadership Roles (Assignment A)
Week 3	Group Roles
Week 4	Future of Org. Comm. Leadership Skills (Assignment B)
Week 5	Organizational Communication Theories
Week 6	Organizational Communication Theories
Week 7	Effective Listening/Feedback
Week 8	Final Exam/ Written Paper (Assignment C)

Grading:

Attendance, Participation and Interaction	25%
Quiz	40%
Final Paper	35%

	100%

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 75%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS</i></p> <p>Grade:</p>
ORGANIZATION Including Readability & Style 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS</i> Grade:</p>
FORMAT 4%	<p>The paper does not conform to APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS</i> Grade:</p>
GRAMMAR, PUNCTUATION, & SPELLING 1%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT</i> Grade:</p>

Bibliography

- Barker, L. & Gaut, D. (2002) *Communication* (8th Ed.) Boston: Allyn & Bacon.
- Bovee', C. & Thill, J. (2012). *Business communication essentials: A skills-based approach to vital business English*. (5th Ed.) Upper Saddle River, NJ: Pearson. ISBN# 9780132539715
- Conrad, C. (1990). *Strategic Organizational Communication*. Fort Worth, TX: Holt, Rinehart, & Winston.
- May, S. & Mumby, D. (2005). *Engaging organizational communication theory & research*. Thousand Oaks, CA: Sage.
- Modaff, D. & DeWine, S. (2002). *Organizational communication: Foundations, challenges, misunderstandings*. Los Angeles, CA: Roxbury Publishing Company.
- Patterson, K., Grenny, J., McMillan, R., & Switzer, A.(2002). *Crucial conversations: Tools for talking when stakes are high*. NY: McGraw-Hill.
- Sweeney, P. & McFarlin, D. (2002). *Organizational behavior: Solutions for management*. Boston: McGraw-Hill.
- Tripp, P.D. (2000). *War of words: Getting to the heart of your communication struggles*. Phillipsburg, NJ: P & R Publishers.