



## SPCOM/SU-TR 106-ORGANIZATIONAL COMMUNICATION

Instructor: Kim Gyuran (pronounced Jer-ran)

The field of organizational communication analyzes how humans actively participate in coordinating their actions to achieve collective outcomes. Many people do not recognize their role in this process. Whatever your career goal, the knowledge you gain from this class will help you make sense of how communication is central to the organizational experience. When you understand how organizations work, you can change them and recognize your accountability in them.

### Required Reading

TEXTBOOKS: Adler, Ronald B. & Elmhorst, Jeanne M. Communicating at Work. 10<sup>th</sup> ed.  
ISBN # 0073511889

Purchase the e-book at: <http://www.coursesmart.com/>

How to Contact Me Throughout the Semester	
<p><b>Office: Founders Hall 220 B</b>  <b>Student Office Hours for this class:</b>  M &amp; TH 12:45-2 pm, T 12:45-1:30 pm, W 9 – 9:30 pm &amp;  by appt.</p>	<p><b>Phone: (209) 575-6174 (voice mail)</b>  I only pick up my messages during scheduled on-campus office hours.</p>
<p><b>Class Homepage: <a href="http://virtual.yosemite.cc.ca.us/kgyuran/106.htm">http://virtual.yosemite.cc.ca.us/kgyuran/106.htm</a></b></p>	
<p><b>Email: <a href="mailto:gyurank@mjc.edu">gyurank@mjc.edu</a></b>  I log onto email M-TH, once a day, so you can expect a response within 24 hours. However, if you email me on TH after I have read email, I will not respond to you before Mon. night.</p>	

This course examines the ways people communicate in organizational contexts and the ways in which communication creates and sustains organizations. More specifically, by the end of this course you should be able to:

- demonstrate an understanding of organizational and group communication theories and concepts.
- identify, research, and analyze ineffective organizational and group communication and make recommendations for improvement.
- deliver an individual and/or group presentation effectively using various public speaking techniques.

Students are encouraged to bring their personal insights into the classroom and to use class concepts to understand and evaluate their own organizational experiences.

### Evaluation Criteria for the Course

#### I. **EXAMS - 15 pts. each** (60 total)

Exams are based on textbook/class discussion. Refer to the semester outline for chapter specifics. For all tests, you will need to bring an 882 scantron, blank piece of paper, and a #2 pencil. I will administer make up exams, but they will be all essay. Make up exams must be made up within 10 days.

#### \*II. **INTERACTIVE CASE STUDY DISCUSSION - 50 pts.** (See Course Packet for details)

You and a partner will prepare a 20-23 min. presentation diagnosing one of the course's case studies.

#### \*III. **GROUP PROJECT - 50 pts.** (See Course Packet for details)

Working in a group with 4-5 peers, you will prepare & present a 20-22 minute training workshop related to enhancing our communication skills within an organizational context.

#### \*IV. **GROUP EVALUATION REPORT - 10 pts.** (See Course Packet for details)

Each group member will submit a typed report in a binder. Each report will contain an agenda, minutes, and a group process evaluation written by each member of the group.

\*V. **INDIVIDUAL GROUP MEMBER'S PERFORMANCE SCORE** - 15 pts. (See Course Packet for details)  
Each person will submit a written report on each member in the group. Group members will receive the copies at the end of our last class session so they can learn and grow from it. I will keep the originals. Your score will be calculated by averaging the points your group members assign to you.

\*Projects that MUST BE completed on time. You may not make up or submit these projects late.

VI. **PARTICIPATION** - 15 pts. (See Course Packet for details)

In any organization, it is vital that you are an ACTIVE participant. This class operates on the same principle. Since communication is both planned and spontaneous, your participation and attendance are essential. Therefore, you will be rewarded for actively contributing to each class session.

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\*Electronic devices are prohibited in my class. Please turn them off and put them away at the beginning of class time. If you have an emergency that requires you to leave on a phone, then I expect you to talk with me about your situation. Otherwise, put phones, computers, etc. away. If at any time communicating occurs on an electronic device in my class, you will be asked to leave.  
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**EXAMINATION NOTE CARDS** (optional): At the beginning of each class when the syllabus indicates "card due", you may bring in ONE 3 x 5 note card with definitions, key ideas, and other material from the assigned reading in the textbook and packet for that particular class session. You may use this card while taking the exam in class.

**Extra Credit Opportunities** - Descriptions of extra credit opportunities are in the course packet. I will not accept late extra credit work. Refer to the semester outline for due dates.

GRADING SCALE	A = 200-180	B = 179-160	C = 159-140	D = 139-120	F = 119-0
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### CLASS CONDUCT & POLICIES

1. **Inappropriate Behavior:** I will not tolerate rude or inappropriate behavior. If I determine your conduct is not conducive to our class climate, I will excuse you from the next class sessions. If the behavior persists, I will file disciplinary actions.
2. **Due Dates:** All assignments are due at the beginning of the class on the due date. Grades for late assignments will receive a **2 pt. penalty for each calendar day** the assignment is late. Presentations are due on the dates indicated and **cannot be made up**. If you miss a presentation, you will receive a zero. You may not make up or turn in anything 10 days after the due date or the week before the final exam.
3. **Written Work:** All papers must be typed, double-spaced with one-inch margins, using 12 pt. font in MLA format. I expect your work to possess proper spelling, grammar, and organization. For your protection, please keep a backup copy of your work.
4. **Academic Integrity:** You're too smart to cheat. Furthermore, I trust you. However, if you are thinking about it, please familiarize yourself with the proper college policies. At the minimum, you will receive a failing grade for the assignment. As a reminder, plagiarism is misrepresenting someone else's ideas or wording as one's own. There is no need to cheat. I'm more than willing to help you succeed in class.
5. **Unique Academic Needs:** If you have a physical, psychiatric/emotional, medical, or learning disability that may affect your ability to carry out assigned course work, I would urge that you contact the staff in Disability Services, in Journalism 160, phone 575-6225. DS will review your concerns and determine, with you, what accommodations are necessary and appropriate. All information and documentation is confidential. Please also feel free to let me know how I can help you.

6. **Schedule:** We will try to stay to the schedule; however, we may alter the schedule if necessary. If you are absent, it is **your** responsibility for finding out what you have missed.
7. **Complaints/Grade Appeals:** If you want to appeal a grade, you must wait 24 hours before setting up an appointment: I will not discuss specific grades on any assignment the day it is returned. I will consider only *written* appeals for grade changes on assignments or exams, and after I review the appeal, we will schedule a meeting about the change you propose. In this meeting, we will discuss your written appeal and your understanding of the concepts involved. Please do not attempt to conduct this portion of the appeal via email; you must be willing to talk to me in person. This policy is not intended to provide obstacles to appeals, but rather is designed to ensure justice to all concerned and to allow you to demonstrate mastery over the topics covered. Finally, all grade appeals must be made *no later than two weeks* following the *return* of the assignment.
8. **Withdrawing:** It is your responsibility to withdrawal through our Admissions Office. Failure to do so may result in receiving an F in this course.

### Semester Outline

<u>Class Date</u>	<u>Assignment/Exam</u>	<u>Reading to be done before class</u>
Aug. 31	<u>Intro to Organizational Communication</u>	
Sept. 7	<b>LEADERSHIP STRENGTH PRESENTATION DUE</b>	Ch.1 Adler/Elmhorst (AE) - <i>Card Due</i>
Sept. 14	<u>Analyzing Communication Networks</u>	Case 7
Sept. 21	<u>Creating Organizational Cultures</u>	Ch. 2 (AE) pgs. 56-62 - <i>Card Due</i>
Sept. 28	<u>Collaborating in Teams</u> <b>EXAM 1 (covers Chpts. 1-2, 8, and case 7. Exams cover only pages assigned)</b> ● <b>Choose Case Study Group</b>	Ch. 8 pgs. 235-242 (AE) – <i>Card Due</i>
Oct. 5	<u>Creating Positive Communication Climates</u> <b>Complete Listening Preference Profile on pg. 80 (AE) before class</b>	Ch. 3 (AE) - <i>Card Due</i>
Oct. 12	<u>Creating Positive Communication Climates</u> <b>Optional SPEECH NIGHT CRITIQUE DUE</b>	Ch. 5 pgs. 125-137 - <i>Card Due</i>
Oct. 19	<u>Creating Positive Communication Climates</u> <b>CASE 1 DUE</b> teaching concept – organ. cultural indicators or dimensions of organ. culture from Ch.2 <b>CASE 5 DUE</b> teach <b>one</b> concept related to listening that pertains to the case from Ch. 3 <b>CASE 6 DUE</b> teaching concept - organizational networks from Ch. 1 ● <b>Choose group for final project</b>	Cases 1, 5, 6 (packet)
Oct. 26	<u>Meetings That Work</u> <b>EXAM 2 (covers Chpts. 3, 5, 9 and case studies)</b>	Ch. 9 (AE) - <i>Card Due</i>
Nov. 2	<u>Gender Communication</u> <b>CASE 18 DUE</b> teaching concept – “What makes a group a team” on pg. 240 <b>CASE 19 DUE</b> teaching concept – communication climates from Ch. 5 <b>CASE 26 DUE</b> teach <b>one</b> concept related to meetings that pertains to the case from Ch. 9	Ch. 4 (AE) & Cases 18, 19, & 26 - <i>Card Due</i>
Nov. 9	<u>The Art of Leading Groups</u> <b>CASE 15 DUE</b> teaching concept – types of leadership power from Ch. 8 <b>CASE 17 DUE</b> teaching concept – style approach to leadership from Ch. 8	Ch.8 pgs. 242 – 248 (AE) & Cases 15 & 17 - <i>Card Due</i>

**Optional BOOK REPORTS DUE**

- Nov. 16      Managing Differences Effectively      Ch.5 pgs. 137-151 - *Card Due*  
*Complete Conflict Style Inventory on pgs. 142 (AE) before class*  
**EXAM 3 (covers Chpts. 4, 5, 8 and case studies)**
- Nov. 23      Group Problem Solving      Ch.8 pgs. 248-258 (AE) & Case 24 & 25 -*Card Due*  
**CASE 24 DUE** teaching concept – approaches to conflict from Ch. 5  
**CASE 25 DUE** teaching concept – systematic problem solving method from Ch. 8
- Nov. 30      Intercultural Communication Competence      Ch. 2 (AE) pgs. 35-56 – *Card Due*
- Dec. 7      Conflict Management Exercise (Barnaga)  
**EXAM 4 (covers Chpts. 2, 8 and case studies)**  
**INDIVIDUAL GROUP MEMBER'S PERFORMANCE SCORE**
- Dec. 14      **GROUP PROJECT & MEETING REPORT DUE**  
Our exam time starts at 6:00 p.m. Please let me know immediately if this interferes with another exam  
you  
have scheduled on this day.

