



UT PERMIAN
BASIN

COMM 4340 783

Organizational Communication

Spring 2023 Session 8W1

Delivery Method: Online

Instructor Information



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Office Location: MB 4146

Office Hours: By appointment

Course Information

Class Location: Online

Course Description

Examines the communicative constitution of organizations including organizational membership structure and hierarchy; formal and informal communication networks; internal and external messages; the role of communication media; acculturation training and development; and current issues in the field.

Examines the communicative constitution of organizations, including organizational membership, structure, and hierarchy; formal and informal communication networks; internal and external messages; the role of communication media; acculturation, training, and development; and current issues in the field.

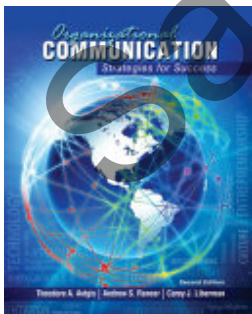
Prerequisite: none

Credits: 3 semester credit hours

Student Learning Outcomes

- SLO 1: Demonstrate oral, written, and analytical communication skills necessary for effective performance in various organizational contexts.
- SLO 2: Describe communication theories and perspectives used to explain how people communicate within and about organizations.
- SLO 3: Analyze organizational communication systems, processes, and structures from multiple perspectives.
- SLO 4: Evaluate communication processes in an organization, apply organizational communication concepts, models, and theories to identify issues and recommend ways to resolve them.

Required Materials



Title: Organizational Communication

ISBN: 9781465203908

Authors: Theodore A. Avtgis, Andrew S. Rancer, Corey J. Liberman

Publication Date: 2012-04-25

Title: Origins and Traditions of Organizational Communication: A Comprehensive Introduction to the Field

Link: <https://doi.org/10.4324/9780203703625>

Other:: This text is available through the UTPB Dunagan Library's electronic holdings.

Title: Auditing Organizational Communication: A Handbook of Research, Theory and Practice

Link: <https://doi.org/10.4324/9780203883990>

Other:: This text is available through the UTPB Dunagan Library's electronic holdings.

Graded Material

Your final course grade will be decided on the basis of your performance on papers, exams, and daily assignments. Regardless of the number of items completed in an area, the weighted value will not change. Each activity is graded on a 100-point scale.

Course Activity	% of Total Grade	Your grade	Multiply by =	Weighted grade
Small group reading assignments	15		0.15 =	
Large group discussions	50		0.50 =	
Communication audit plan	25		0.25 =	
Exam	10		0.1 =	
Total	100		=	

Assignments

Students who take this course will participate in the following course activities.

- **Small group reading assignments (6).** The reading load in this course, both in person and online, is substantial. To make that reading load manageable in the accelerated sections, you will be put into a reading group with about five other students. The assigned readings will be divided evenly among the group so that each member reads one chapter in depth and can compare notes with another person, and each member can read a summary of the other chapters assigned that week. Details about the content of your summary are in the assignment in Canvas. (SLO 1)
- **Large group discussions (7).** Using what you have learned in your small group, you will participate each week in a large group discussion board in which you will respond to a prompt in an initial post of roughly 250-500 words (a very loose target). You will also be required to

participate in a conversation with your classmates by replying to, critiquing, and discussing their posts and replies to posts. Please see the rubric posted to the discussion boards in Canvas for details about what you are expected to do. You will also be asked to make one brief introductory post the first week of the class. (SLO 1, 2, 3)

- **Communication Audit Plan.** Near the end of the course, you will submit a proposal and plan for a communication audit of a real organization, complete with survey instruments, interview protocols, scheduling notes, and other supplementary information. In addition, you will give a presentation to the class in which you explain your plan and justify your use of organizational resources. You do not have to carry out the actual audit. (SLO 4)
- **Exam.** You will take one exam during this course. The exam will help your instructor assess your comprehension of the reading material and your ability to apply what you've learned. (SLO 2, 3, 4)

Grading Scale

Student work is not graded on a curve. Your work will be evaluated on its content, organization, writing and presentation, originality, analysis, and understanding, as described in the following table.

Letter Grade	Description
A (93-100)	Excellence in all rubric categories. Far exceeds the requirements of the assignment.
A- (90-92)	Excellence in nearly all rubric categories. Exceeds the requirements of the assignment.
B+ (87-89)	Excellence in most rubric categories. Meets all assignment requirements and exceeds some of them.
B (83-86)	Excellence in some, but not all rubric categories. More than an adequate response to the assignment.
B- (80-82)	Demonstrates a moderately high level of competence rubric categories. Response to the assignment is slightly more than adequate.
C+ (77-79)	Satisfactory completion of the content, structure, and originality of the assignment. Response is adequate; meets minimal requirements with minor errors.
C (73-76)	Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors.
C- (70-72)	Adequate completion of the content of the assignment, but shows a lack of understanding of some elements. Meets minimal requirements with distracting errors.
D (60-69)	A passing grade with significant errors. Poorly thought out or poorly

	supported concepts and response to the assignment.
F (50)	Does not adequately meet major requirements of the assignment. Substantially missed major objectives or parts of the assignment. Contains significant errors.
No credit (0)	Assignment was not submitted by the due date or was determine to violate academic integrity policies.

Recommended Materials

Title: In this course, you will use APA style for all your work, including discussion boards. I do not require you to buy a style guide, as good ones are freely available online and in public libraries, but I do recommend locating one.

Distance Education Policy

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

The UTPB Police Department at 432-552-2786

The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.

The Dean of Students at 432-552-2600

Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at:

<https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. ([Utpb.campus.eab.com](https://utpb.campus.eab.com)) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

Course Policies

Submission of Course Assignments

To earn credit for your course activities, you must submit them through the appropriate assignment dropboxes in Canvas. Keep in mind the following practices for submission of assignments:

- Submit all assignment files in .doc, .docx, or rich text format (.rtf). If you use a Mac, please save your files as .rtf as I cannot reliably open Pages files.
- Any time you link to content on the open web (such as an image or a YouTube video), include a working URL **and** a proper citation of those materials.
- Always keep a copy of all the work you submit and a copy of the confirmation generated by Canvas.
- Be aware that the server may slow down as you approach the end of a due date. A slow server does not excuse late submissions.

Assignment Make-Up/Late Submission Policy

Timeliness is one component of professionalism, and because this is an accelerated course, your learning and your classmates' learning depends on your timely participation. Assignments submitted after the deadline delay your progress in the course and can diminish your classmates' learning opportunities.

Because students are made aware of the due dates of all assignments well in advance, I will **not** accept work that is not turned in by the date and time noted in the syllabus. If there is any discrepancy between the due date listed in the syllabus and the due date listed in Canvas, assume that the syllabus is correct and notify me as soon as possible so I can correct the error.

You are welcome to submit work early; however, any work submitted early will be graded with the other submissions for that assignment. If the assignment allows for multiple submissions, I will grade the submission with the latest date unless you request otherwise in writing.

Discussion Board Participation

In this course, discussion boards are used in place of in-person class discussions. Treat these discussions as you would a regular class meeting; your participation in them will be considered participation in the course. I expect you to read all messages in the graded discussion boards as part of the course readings.

In addition, the course contains a number of ungraded forums. Use the General Questions and Comments discussion board to ask questions of your classmates and instructor; use the Just for Fun discussion board for socializing.

Instructor Absence

If your instructor is to be absent from the in-person class or away from the remote class for more than 72 hours, you will receive an email in advance.

Changes to the Syllabus

Your instructor reserves the right to change the terms of the syllabus as she believes necessary. All changes will be announced once to the class. Changes to any part of the syllabus or failure to enforce the policies of the syllabus in any particular instance are at the discretion of the instructor and will not modify that or any other provision of the syllabus except as explicitly outlined by your instructor.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB, to make changes in the course content or instructional techniques without notice or obligation. Students will be informed about such changes in sufficient time to adapt to them.

Important Academic Dates

UTPB [Academic Calendar](#)

Method of Instruction

This class is delivered online; you are responsible for reading, watching, or listening to the materials your instructor has provided for each week of the course. In addition, you will interact with peers and your instructor in discussions and in written assignments.

Dr. Rachel Martin Harlow is responsible for all instruction in the course. She will interact with you on the discussion boards, will grade those discussion boards, and will serve as a tutor upon request. Dr. Harlow provides the course content, resolves all disputes in the course, and is responsible for assigning your final grade.

Time and Effort Commitment

The time commitment for college courses is substantial, whether the course is face-to-face or online, and is based on the semester credit hour (SCH), which is generally 50 minutes of instructional time (time with the instructor) per week for a total of 16 weeks. In a 3-SCH, 16-week class, a student will spend an average of 150 minutes *each week* in either a classroom or in Canvas, watching or listening to lectures and reading and posting to online discussions. In addition, the same student should expect 2-3 hours per week of homework (reading, studying, research and writing, meeting with groups, rehearsing speeches independently, and such) in preparation for class.

Your registration for this course obligates you to read all of the assigned materials as well as all of the public discussion materials. All students are expected to do the work assigned, to notify the instructor when emergencies arise, and to submit assignments on or before their respective due dates.

Regular and active participation is essential to your success in this course, whether in person or remote. Your instructor uses the Canvas course management system's tracking feature, which

records how often and when students login, access specific items, visit specific pages, and submit assignments.

If you have concerns about the workload, please talk with your professor or with your faculty advisor to ensure that your schedule permits this level of commitment.

Course Schedule

This course is divided into three modules. Small group reading assignments are due on Wednesdays at 11:59 PM Odessa time. Submit your initial post to each large group discussion by Thursday at 11:59 PM Odessa time and at least three responses to classmates by Sunday at 11:59 PM Odessa time. Additional assignments and activities are due on Sundays at 11:59 PM Odessa time. Other assignments, including additional practice, may be added at the discretion of the instructor.

Wk	Date	Topic	Read, Listen, or Watch	Turn In
Unit 1: Organizational communication foundations				
1	1/17-7/22	(Re-)orientation to communication studies Historical approaches to the study of organizations and organizational communication	Ch. 1 Organizational Perspectives and Perceptions Ch. 2 Organizing Human Beings Nicotera, Chapter 3 (Canvas)	Introductions Small group reading assignment 1 Large group discussion 1
Unit 2: The roles and relationships of organizations				
2	1/23-1/29	Describing organizational culture Workplace ethics	Ch. 3 Defining organizational culture Ch. 4 Language in the workplace Ch. 9 Ethics and expression in the workplace	Small group reading assignment 2 Large group discussion 2
3	1/30-2/5	Individuals and relationships in an organizational setting	Ch. 6 Personality and organizational life Ch. 5 Defining relationships Oetzel (Canvas)	Small group reading assignment 3 Large group discussion 3

4	2/6-2/12	Organizational hierarchy Groups, teams, and decision-making	Ch. 7 Defining small groups Ch. 8 Strategic leadership Ch. 10 Decision-making, org. info processing, and change *Ballard & Mandhana (Canvas)	Small group reading assignment 4 Large group discussion 4
Unit 3: Organizational leadership and management				
5	2/13-2/19	Organizational change and development	Ch. 12 Organizational development Ch. 11 Training Lewis (Canvas)	Small group reading assignment 5 Large group discussion 5
6	2/20-2/26	Internal and public communication Communication in alternative work environments	Welch & Jackson (Canvas) Schaubroeck & Yu (Canvas) Leonardi & Rodriguez-Lluesma (Canvas)	Small group reading assignment 6 Large group discussion 6
Unit 4: Organizational analysis				
7	2/27-3/5	Organizational communication analysis Communication audits	Ch. 13 Org Comm Analysis Tourish & Hargie, Ch. 2 (Canvas)	Large group discussion 7
8	3/6-3/10	Course conclusion		Communication audit plan Final exam

Course Readings

Ballard, D. I. & Mandhana, D. M. (2019). Groups, Teams, and Decision-Making. In Nicotera, A.M. (Ed.). (2019). *Origins and Traditions of Organizational Communication: A Comprehensive Introduction to the Field* (1st ed.). Routledge. <https://doi.org/10.4324/9780203703625>

Leonardi, P. M., & Rodriguez-Lluesma, C. (2013). Occupational stereotypes, perceived status differences, and intercultural communication in global organizations. *Communication Monographs* 80(4), 478–502. <https://doi.org/10.1080/03637751.2013.828155>

Lewis, L. Organizational change. In Nicotera, A.M. (Ed.). (2019). *Origins and Traditions of Organizational Communication: A Comprehensive Introduction to the Field* (1st ed.). Routledge. <https://doi.org/10.4324/9780203703625>

Nicotera, A. M. "Developments in the 21st Century" (chapter 3) in Nicotera, A.M. (Ed.). (2019). *Origins and Traditions of Organizational Communication: A Comprehensive Introduction to the Field* (1st ed.). Routledge. <https://doi.org/10.4324/9780203703625>.

Rubin, R.B., Palmgreen, P., & Sypher, H.E. (Eds.). (2004). *Communication Research Measures: A Sourcebook* (1st ed.). Routledge. <https://doi.org/10.4324/9781003064343>. Available online.

Schaubroeck, J.M., & Yu, A. (2017). When does virtuality help or hinder teams? Core team characteristics as contingency factors. *Human Resource Management Review* 27 (2017) 635–647.

Oetzel, J., Meares, M., Myers, K. K., & Lara, E. (2003). Interpersonal conflict in organization: Explaining conflict styles via face-negotiation theory. *Communication Research Reports* 20(2), 106–115. <https://doi.org/10.1080/08824090309388806>

Tourish, D. & Hargie, O. (2009). Auditing Communication to Enhance Performance. In Hargie, O., & Tourish, D. (Eds.). (2009). *Auditing Organizational Communication: A Handbook of Research, Theory and Practice* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203883990>.

Welch, M., & Jackson, P.R. (2007). Rethinking internal communication: A stakeholder approach. *Corporate Communications: An International Journal* 12 (2), pp. 177-198. <https://doi.org/10.1108/13563280710744847>