

**COMM 5335: Seminar in Organizational Communication**  
**Graduate Level**  
**Spring 2022**

**Instructor:** Dr. Ashleigh Day

**CRN:** 20354

**Course Location:** CAS 257

**Course Time/Days:** Tuesdays, 6:00pm - 8:45pm on Zoom

**Instructor's Office Location:** 229 CAS

**Instructor's Email Address:** [ADay@uttyler.edu](mailto:ADay@uttyler.edu)

**Office Hours:** Tuesday & Wednesday, 4:00pm-5:00pm

***WELCOME!***

### **Course Description**

---

A critical look at the role of communication in formal organizations, both public and private. Emphasis on a review of literature and field research in selected communication problems.

Simply put, communication is the stuff organizations are made of! This course provides an introduction to the theories and practices of organizational communication: that is, how communication is intrinsic to organizations and organizing processes, not just in terms of transmitting information but constituting the very “stuff” of organizing. Our focus will be on applying organizational communication theory for particular case studies, critiquing existing organizational practices in everyday life, and suggesting meaningful recommendations for effective operations in a global society.

### **Learning Outcomes**

---

By the end of this course, students should be able:

- 1) To appreciate the central nature of communication within diverse organizational contexts (e.g., corporations, nonprofits, government agencies).
- 2) To distinguish between different approaches to the study and practice of organizations, from classical to contemporary.
- 3) To use a communicative lens to study key organizational and workplace issues (e.g., conflict, culture, globalization, technology, diversity), from the perspective of internal and external publics.
- 4) To critique and apply organizational communication theory in contemporary cases, suggesting concrete recommendations to improve organizational practices and/or stakeholder relationships.
- 5) To reflect on your own communicative experiences in organizations.

## REQUIRED Course Materials

---

Kramer, M. W., & Bisel, R. S. (2017). *Organizational communication: A lifespan approach*. New York, NY: Oxford University Press.  
ISBN: 9780190606268

- Any additional assigned readings will be posted on Canvas for students to access.
- All course readings are to be read *previous* to coming to class on the day they are assigned for. It is expected that students have access to their book/reading(s) for each class.

## Assignments, 500 points total

---

### 1. Mini Lecture, (SLOs 1-5)

**20%, 100 pts.**

Each graduate student will pick one chapter to prepare a mini lecture, approximately 25-30 minutes. You will create a professional PowerPoint to share with the class, create engaging discussion questions, and include relevant examples to exemplify chapter concepts. You will choose your topics within the first two weeks of the semester and turn in your materials no later than one week prior to your mini lecture (for Dr. Day to review ahead of time).

### 2. Partner Project: Case Analysis, (SLOs 1-5)

**35%, 175 pts.**

Each partner group will be tasked with analyzing an organizational communication problem in a 'real' organization & propose solutions to the problem.

#### A. You will create a case analysis paper (100 pts.)

This paper should be 10-15 pages (double-spaced, 12 font, 1-inch margins) and should draw on key concepts of organizational communication that we've discussed in class. At least *seven* scholarly references are required. The paper should draw from your semester-long observations, chapter worksheets, prep. assignments, class activities, etc.

#### B. You and you partner will create a presentation (75 pts.)

The presentation will be 8-10 minutes, with professional-grade PowerPoint slides.

### 3. Partner Project PREP. Assignments, (SLOs 1-5)

**20%, 100 pts.**

- Partner contract (5 pts.)
- Topic Proposal (15 pts.)
- Section 1: problem and potential strategies (15 pts.)
- Section 2: evaluate potential strategies and suggest solution(s) (15 pts.)

- Section 3: implementation of solution(s) and evaluation of outcomes (15 pts.)
- Full rough draft of paper (25 pts.)
- Project Reflection (10 pts.)

**4. Chapter Worksheets, (SLOs 1-5)**

**15%, 75 pts.**

For each chapter reading, you will complete a worksheet that helps you focus your reading and comprehension of key concepts. Moreover, these worksheets are not only designed to help you retain important key concepts and prepare you for class, but they are also designed to help prepare you for higher-level course assignments. Worksheets are due by the time class starts on the day the chapter reading is assigned.

(15 chapters wkshts. @ 5 pts. each)

**5. Class Participation & Assignments, (SLOs 1-5)**

**10%, 50 pts.**

If you've taken my classes before, you know that I value dialogue; my preference to explore course concepts through discussion and activity-centered learning, versus lecture alone. Verbalizing course concepts and theories is one of the best ways to learn new material, and our shared stories and insights provide a rich context for the theories and constructs discussed throughout the course. To help encourage and incentivize discussion participation among all students, I will assess your participation in class discussions, written prompts, and activities several times during the semester, if not during every class period.

*I will call on everyone; yes, even if you didn't raise your hand!* This learning technique is not to embarrass you or make you feel put-on-the-spot. Rather, this technique is used to assess students' understanding of concepts and help all students actively engage with course content. 'Cold calling' on students ensures that everyone is accountable for the course content and encourages each student to begin to formulate a possible answer. This technique increases student engagement and achievement, which is what you're here for!

Part of your participation grade may include homework. These assignments may be distributed in class (and be due the next class period), or these assignments may be part of your weekly course assignments that are noted in the course calendar. Some homework may be unannounced take-home quizzes or short in-class 'pop' quizzes at the beginning of class to assess your knowledge of the assigned readings. Homework is always due by the time class begins on the assigned due date, unless otherwise noted.

In regard to Participation, I want to emphasize the importance of "quality" as much as "quantity." You don't have to talk all the time to receive a "high participation" score; in fact, you are better off contributing a few high quality, topic-relevant comments that show you did the reading than many low quality, personal observations or stories that don't illustrate your understanding of the reading. Participation may also take the form

of Q&A, in-class activities/simulations, student discussion leader, micro team presentations, etc.

Distracting, inappropriate, and/or unprofessional behavior(s) will result in the student earning zero (0) points for participation on each day these behaviors occur. If this type of behavior is a pattern, the student will be asked to schedule a meeting with the professor. In more serious circumstances, other university officials will be notified.

Detailed grading rubrics for participation and discussions are located in the “Files” folder on Canvas. Be sure to review the criteria. Below, a condensed overview of participation criteria is presented:

<p><b>High Participation (full credit)</b></p>	<ul style="list-style-type: none"> <li>• Participant offers solid analysis, without prompting, to move the conversation forward.</li> <li>• Participant, through their comments, demonstrates a deep knowledge of the text.</li> <li>• <i><b><u>Participant has come to the seminar prepared and it is clear they completed the reading(s).</u></b></i></li> <li>• Participant, through their comments, shows that they are actively listening to others.</li> <li>• Participant offers clarification and/or follow-up that extends the conversation.</li> </ul>
<p><b>Some Participation (half credit)</b></p>	<ul style="list-style-type: none"> <li>• Participant offers some analysis, but needs prompting from the instructor.</li> <li>• Through comments, participant demonstrates a general knowledge of the text.</li> <li>• Participant is less prepared and does not appear to have read materials <i>closely</i>.</li> <li>• Participant is actively listening to others, but does not follow-up on others’ comments</li> <li>• Participant relies more upon their opinion, and less on the readings or materials.</li> </ul>
<p><b>No Participation (0 credit)</b></p>	<ul style="list-style-type: none"> <li>• Participant is not present in class.</li> <li>• Participant offers little or no commentary.</li> <li>• Participant comes to the seminar ill-prepared with little understanding of the topic.</li> <li>• Participant does not listen to others, offers no commentary.</li> <li>• Participant distracts the group by interrupting or offering off topic questions or comments.</li> <li>• Participant engages in inappropriate discourse (off-topic, offensive, threatening, racist, sexist, etc.).</li> </ul>

	<ul style="list-style-type: none"> <li>Participant is using technology and not engaging in the discussion.</li> </ul>
--	---

*More details about assignments and requirements are provided in class and on Canvas.*

### **Grading Scale**

500 - 450 pts. = A 90%-100%

449 - 400 pts. = B 80%-89%

399 - 350 pts. = C 70%-79%

349 - 300 pts. = D 60%-69%

299 - 0 pts. = F 0%-59%

### **Course Policies**

#### **Feedback**

Feedback from the professor and your peers is an essential part of this course. Feedback should be used not only to assess how well you've done, but also to help you grow; to expand your skills; to identify areas in need of improvement, and; to help you master course learning outcomes! In noting how important feedback is to this course, a few tips on how to provide and receive constructive feedback:

#### **Providing feedback to others:**

- All feedback is to be constructive, professional, and encouraging. You should identify areas in need of improvement and errors, but do so in a way that is sincere and aimed at encouraging to the receiver.
- Give feedback on others' work, not their personality, looks, etc.
- Give descriptive, **specific**, non-judgemental feedback.
- Give feedback on immediate assignment/behaviour, not on the past.
- Share your perceptions and feelings based on the evidence/actions.
- Give feedback only when asked and on the topics asked about.
- Do not give people more feedback than they can understand. KISS: Keep It Short 'n Sweet
- Focus your feedback on actions that the person can change.
- Take accountability; use "I" statements when crafting feedback.
- The Sandwich Method: Start with a positive comment, then provide the constructive feedback addressing the areas in need of improvement, and end with a positive comment.

Receiving feedback from others:

- Thoroughly read all feedback. Take some time to process the feedback.
- If you are upset by the feedback, give it a day. Think about it for a day or so. After this, ask the person for clarification. Are you upset by the feedback or something else? Did you put the effort in that was needed? Did you proofread? Did you follow the instructions and check the grading rubric before submission?
- Do not take it personal! Feedback in our class is meant to help you grow and master course-related skills. Being able to understand and respond to feedback is an important skill for your life in academia, in the professional world, and in personal relationships.

**Grading**

Why are grades important? Well, they serve multiple roles, including:

- evaluation of the quality of student work;
- communication of performance to the student, employers, and graduate schools;
- motivation for students to study and put effort into the course;
- a defined organization, with grades marking transitions or bringing closure to sections of a course; and
- faculty/student reflection of what students are collectively learning and how instructors might adapt their teaching

Source: Walvoord, B. E., & Anderson, V. J. (2010). *Effective grading: A tool for learning and assessment in college* (2nd ed.). San Francisco, CA: Jossey-Bass.

**“C” or Lower:** All students that receive a “C” or lower on any major assignments are highly encouraged to come to office hours. Please take responsibility and accountability for your learning and improvement. Remember, learning is a process and I am here to guide you along the way! These meetings are meant to help you strategize your planning, preparation, and performance for the future so that you can achieve mastery in course concepts and skills. These meetings will be productive, supportive, and dialogic.

**Grade Discussion:** Wait *at least* 24 hours after receiving a grade to talk with the professor about your grade (unless there was an error in calculation of the grade). I ask that you wait so that you can look back over the assignment and review your notes and the textbook, then think about the reasons why you earned the grade. I want you to *act* rather than *react* to the grade. After this, you are to discuss any extant concerns with the professor in a scheduled meeting or during office hours. The tone of all meetings concerning grades are to be respectful and professional. Failure to act in such a manner will result in termination of the meeting. I will **not** discuss individual grades during class time. Nor will I entertain grade complaints during class time. I will **not** discuss grades/grading/etc. via email. Such discussions are to occur in a meeting and having a meeting does **not** imply that a grade will be altered.

After a meeting, if deemed appropriate, the student may be asked to submit an appeal in writing (*again, only after a meeting*). I must receive the e-mail within two days of its request;

include your specifications and the grade you believe you deserve. Disputes will not be entertained beyond two days after its request. You cite sources and course material to support your written appeal. Meaning, if the student fails to send it within the specified timeframe (two days), the dispute will be automatically forfeited by the student. If any grade is to be reevaluated, the new earned grade *may be lower than the previous grade*. If an assignment is reevaluated, the professor may find something that they did not find before that should actually *lower* the grade.

**Earning Your Grade:** You will receive the grade that you *earn* throughout the semester; so, please start working hard early on and applying feedback you've received early on, too. Review feedback on your assignments through Canvas, in writing/email, and/or schedule a meeting with me to receive additional feedback. Drop by my virtual office hours! Review course policies. Thoroughly read assignment instructions and rubrics. Review your class notes and readings before AND after class. Take advantage of extra credit opportunities, which are provided to the entire class—not individual students. Remember, learning is a process—one that requires iteration, effort, feedback, and application of feedback.

### **E-mail & Communications**

UT-Tyler e-mail is my preferred form of contact. Allow a 48-hour window for a response. I cannot guarantee that emails sent the day before or the day of an assignment due date will be answered before the due date; thus, plan ahead and begin working on assignments well before the due dates!

You should treat our online correspondence with the same respect as any business or legal communication. Emails that do not conform to these standards will not be answered. It is in your best interest to write your course emails with professionalism in mind. Also, be sure to include the course number and specific topic of discussion in the subject line, address the email to your recipient, specify what you are referencing in as much detail as possible in the body of the email, and sign your first and last name in the email.

All students must email the professor using their UT Tyler assigned email. All other emails will not be responded to (e.g., Gmail, Yahoo, etc.). This policy is in place to protect you and your privacy.

All students are required to check their UT Tyler email as well as Canvas for course-related announcements. Please be sure to have your Canvas settings configured so that you receive the Canvas announcements in your UT Tyler email and receive Canvas notifications for our course. Failure to check course-related communications or failure to configure your email/Canvas settings to receive this information is not an excuse for missing assignments, lecture, or any other course-related information/changes/assignments/etc.

### **Due Dates and Late Work**

You should always strive to turn in course assignments on the noted due dates. However, life happens—and I know this! The assignments in this class are vital to your success; thus, I want you to complete them, even if it is a bit late. However, late work should not become a norm. Late work is not ideal for a variety of reasons, one top reason being point deductions. For each day an assignment is late, 10% of the assignment's points will be deducted. After five days of lateness, assignments are no longer eligible for late submission and will receive zero points.

Below, an example is outlined:

- Assignment 1 is due on Thursday at 2:00pm, worth 100 points.
- You submit Assignment 1 on Thursday at 5:00pm. The highest grade you could get is 90 points (10% deduction for being one day late).
  - Note: The 'one day' late starts the minute after the assignment due date time. In this example, 2:01pm would technically be 'late.'
- Let's say another student submits Assignment 1 on Friday at 8:00pm. The highest grade they could get is 80 points (10% deduction x 2 days late = 20% reduction).
- The following Tuesday at 2:01pm is the fifth day in the late work sequence and the late assignment would not earn any points at this point.

Feedback for late assignments will be provided at a time convenient to the professor. I set up specific times to grade and provide students with timely feedback; thus, due dates are also important for this reason. Assignment submitted late may conflict with other course timelines or priorities; thus, timely feedback (like what is given for assignments submitted on time) is not guaranteed for late work.

Exceptions: Assignment make-ups will be allowed only in emergency situations with verifiable documentation (e.g., doctor's note, jury duty summons). Work-related events do not qualify as an extreme emergency. The course schedule and due dates are set well in advance and students have access to this information; thus, please plan accordingly. In order to make up an assignment:

- The student must take the initiative to contact the professor for permission to do a make-up an assignment within two days of missing the due date. After this point, if the professor does not hear from the student, they will not be allowed to make up the assignment and will have earned zero points.
- Verifiable documentation that excuses the student's absence must be provided to the professor before a make-up opportunity is discussed or scheduled. Such documentation should be provided to the professor within two days of the student's absence.
- The student must meet the make-up deadline set by the professor. If the student misses the make-up deadline, there will not be another opportunity to make-up the speech.
- There must be sufficient class time remaining for the student to make up an assignment. If not, the student may have to make-up the assignment in the professor's office at a set, scheduled time.



## **Attendance**

You are a vital part of this class; so, come and arrive on time! Students that miss more than two (2) classes (unexcused) will likely notice a substantial impact on their grade due to missing discussions, application activities, etc. On the third absence, -10 points will be deducted from the student's final grade. A deduction of -10 points will accrue for each unexcused absence from the third absence onward.

Students who miss two or more classes often perform poorly on course assessments. Furthermore, I do track attendance in Canvas so that I can see correlations between student attendance, effort, performance, outcomes, and grades. If you acquire two (2) or more unexcused absences, it is likely that the professor will check-in with you via email and ask you to schedule an appointment with her to ensure that you are setup to succeed in the class.

If you arrive late to class, it is your responsibility to ensure that the professor marks you present. Attendance will be taken at the beginning of class. If you leave class early without notifying the professor, you will be marked absence. This clause is applicable to Zoom/online courses as well.

If you know you will miss class due to a university-related activity, let me know beforehand. These are excused *with proper notice*, but course work is still expected to be turned in on time. If you are absent from class—for any reason—it is *your* responsibility to determine what was missed, to hand in any work, and complete any homework or readings that were assigned in-class during your absence. If you need assistance because of university-related absences (e.g., debate, sports, etc.), you must contact me before the missed class. As this is a synchronous class, lecture and discussion will not be recorded/posted online.

## **Diversity and Classroom Civility**

People and ideas must be treated with respect in the classroom. We all bring unique, valid, and diverse experiences to the classroom. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Disrespectful, threatening, diminishing, minimizing, racist, sexist, homophobic, etc. and/or inappropriate talk, nonverbals, suggestions, drawings/writing, etc. will not be tolerated. Such actions will result in point deductions and the student(s) being removed from the classroom. The Department Chair and/or College Dean may be notified if the infraction is major, which may result in more serious repercussions.

## **Expectations for Respectful Dialogue & Behavior**

We all come to the classroom with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from our differences. Rather, we should show respect for differences by seeking to understand, taking ownership for our learning and growth, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective.

This way, everybody walks away with new perspectives on the issue and respecting others with different values or beliefs.

If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what they meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

At your comfort and convenience, please let the professor (and the class, if desired) know your preferred name and preferred gender pronouns. Please note, you do not and are not required to ever share this information if you do not want to.

Everyone's diverse identities are to be respected. In the case that a student ridicules, threatens, violates, disrespects, etc. another student's gender, sexual, racial, religious, ethnic, physical, etc. identity/ies, that student will be in violation of the Classroom Civility policy and likely the Expectations for Respectful Dialogue policy (and likely other policies for our class and at the university-level, too). In these instance, the student will be asked to leave the classroom and the incident will be reported to the appropriate university personnel, such as the Office of Student Conduct and Intervention, the CAS Dean, etc.

### **Electronics and Technology Policy**

All electronics and technology that are being used in the classroom must be for purposes related to the class. Meaning, students are not permitted to use electronics and technology for non-education purposes (e.g., texting friends about lunch plans, surfing social media, etc.). All electronics must be placed on 'silent' mode and students should be muted on Zoom unless they are called on or engaged in class discussion.

Students tend to learn more when taking notes by hand (compared to typing notes during class). Also, refer to an article written by Ann Curzan from *The Chronicle* as to why I am asking you to adhere to this policy: <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>. Research has shown that taking notes on laptops may not be as effective as paper-and-pen note-taking ([Mueller & Oppenheimer, 2014](#)). Writing by hand helps encode information, offers fewer distractions than a laptop, and enables you to customize your notes. Although students may write more notes with a laptop than by hand, it is more likely that they are directly copying what the professor has stated without thinking fully about what they're writing. Pen-and-paper note-takers are more selective in what they write down, and they process the information from the lecture more fully ([Mueller & Oppenheimer, 2014](#)). You may use an electronic device to take class notes, but in the event that class notes are permitted for use on an exam, they must be handwritten or printed out and verified by the professor. NO electronic devices will be allowed during in-person exams.

The professor will kindly remind you on your first occurrence if you violate the electronic and technology policies. If a student has to be told to put their phone/laptop/other electronic device on silent or put it away beyond this, or is using any other device inappropriately or in a distracting manner, they will not earn points for that day and/or their grade on the next assignment will be lowered by *-10 points*. If subsequent behavior takes place, your final grade for the course will be lowered by *-10 points for each additional occurrence*. Students violating this policy may be asked to leave the classroom and to visit the professor in her office hours. It is the student's responsibility to attend office hours in this case. If you must use your phone or electronic device during class for purposes not related to the course, please quietly excuse yourself.

### **Zoom/Online Lectures**

Please show up to class on time via Zoom. Your camera should be turned for the entirety of class. You should be visible from the chest up. This helps us build a sense of community and promotes an engaged classroom environment. You are required to be prepared to engage in discussion; thus, be sure to 'unmute' yourself when asked. **You must join through your UT Tyler Zoom accounts.** You must have your full name displayed when using Zoom for class. Please ensure you have a working laptop, camera, microphone/audio, and solid internet connection.

Students attending class via Zoom or another online modality are expected to participate in class at the same level as they would in-person. Please use proper online etiquette (e.g., ensuring you are muted when the professor or another student is presenting, refraining from surfing the web during class, responding to the professor if you are called on, etc.).

Lectures for this synchronous course will not be recorded. However, there may be instances when the professor might record these lectures and post them to Canvas. Thus, please be aware of this policy. No one but the professor is to record the Zoom/online lectures or meetings. Only registered students are permitted to attend Zoom/online lectures or meetings. Students are not permitted to share any online/Zoom course content, share Zoom invite links or passcodes, etc. or anything else that would threaten the safety and security of the class, your peers, or the professor. Unless otherwise noted, lectures will not be recorded when operating our regularly scheduled course modality (i.e., synchronous face-to-face). Lecture will only be recorded if and when the professor deems necessary and/or we are unexpectedly mandated to function as an online course. The university positions on course recordings is presented below:

*Class sessions may be recorded by the instructor for use by students enrolled in this class. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the class and only*

*for educational purposes. Course recordings should not be shared outside of the class in any form without express permission.*

For any asynchronous lectures that are pre-recorded and uploaded to Canvas, *I try to keep the videos for each chapter 35 minutes or less.* The video lectures will be uploaded via Canvas Studio and located under the “Modules” tab in the appropriate week/module number section (unless noted otherwise).

Students are responsible for understanding how to operate Zoom and having the proper technology and materials needed to comply with Zoom/online lectures.

### **Canvas Support**

It is your responsibility as a student to understand how to operate Canvas and access/upload assignments. If you need assistance with Canvas, seek out help:

- call the Canvas Support hotline at: 844.214.6949
- visit UT-Tyler’s Canvas Help page: <https://www.uttyler.edu/canvas/>
- visit UT-Tyler’s Canvas Student Resources page: <https://www.uttyler.edu/canvas/canvas-student-help.php>
- Contact UT-Tyler’s Office of Digital Learning for Canvas at: 903.566.6200 or [canvas@uttyler.edu](mailto:canvas@uttyler.edu)

### **College-Worthy Work is Expected**

Not only does this mean that you are expected to turn in college-level work, but that it also must be presented appropriately. All assignments must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL bibliographic sources used in your papers/outlines (using APA format), within text and on a reference page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online. You may also wish to consult [Purdue OWL’s website about APA](#).

Paper/outline headings should include the student name, course name/number, and assignment title. Papers/outlines will be turned in via Canvas. Word documents are the only type of documents accepted, unless otherwise noted. Assignments submitted in the wrong format will earn zero points. Always check the assignment instructions and ask the professor if further clarification is needed. Spelling, grammar, and neatness count towards your grade, for all assignments.

### **Elasticity Clause**

The professor reserves the right to modify the existing course calendar and assignments. If changes must be made, the professor will notify students as soon as possible. Students are expected to adapt to and abide by any changes. Further, if it is decided that moving to a hybrid or online format is needed, students will be notified immediately of such changes.

**Plagiarism**

In addition to UT Tyler's Academic Honesty and Student Standards of Academic Conduct policies (listed in forthcoming sections), students are also required to adhere to the following standards:

*The "Common Knowledge" Clause.* Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know (e.g., Humans once painted in caves. Berlin is the capital of Germany.).

*The "10% Rule".* As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else's words, regardless of proper quotes or citation.

*Intent.* When reviewing a possible case of plagiarism, the student's intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

*Mistakes & Accidents.* The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

*Appeal to Ignorance.* A student's claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

*Collaboration.* Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment, unless noted otherwise. Having someone proofread your work is fine and encouraged.

*Disciplinary Action for Plagiarism.* Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in a "F" for the course and possible disciplinary action by the university.

*All instances of plagiarism will be reported to the Office of Student Conduct and Intervention. No exceptions.*

**Financial & Tutoring Resources for Students**

- On-Campus Food Pantry  
Website: <https://www.uttyler.edu/service/food-pantry.php>  
Location: Library 223  
Email: [patriotpantry@uttyler.edu](mailto:patriotpantry@uttyler.edu)  
Phone: 903.565.5645 (Student Engagement)
- University Health Clinic

Website: <https://www.uttyler.edu/clinic/>  
Location: 3310 Patriot Drive, Tyler, TX 75701  
Option for student health insurance:  
<https://www.uttyler.edu/wellness/studenthealthinsurance.php>  
Phone: 903.939.7870

- Center for Student Financial Wellness  
Website: <https://www.uttyler.edu/center-for-student-financial-wellness/tools-and-resources/>  
Location: Center for Student Financial Wellness, STE 381, 3900 University Blvd.  
Email: [csfw@uttyler.edu](mailto:csfw@uttyler.edu)  
Phone: 903.565.5978
- Student Financial Aid and Scholarships  
Website: <https://www.uttyler.edu/admissions/financialaid/>  
Email: [admissions@uttyler.edu](mailto:admissions@uttyler.edu)  
Phone: 903.566.7203  
Scholarship info.: <https://www.uttyler.edu/scholarships/>  
Grants info: <https://www.uttyler.edu/admissions/grants/>
- Resources for New Students  
Website: <https://www.uttyler.edu/admissions/newstudents/>
- PASS Tutoring Center  
The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.  
Website: <https://www.uttyler.edu/tutoring/>  
Phone: 903.565.5964  
Email: [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- Upswing (24/7 Online Tutoring)  
Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.  
Website: <https://uttyler.upswing.io/>

### **Extra Credit**

Over the course of this semester, I may present a few opportunities for extra credit. I want students to have the opportunity to demonstrate their learning and work towards mastering the learning outcomes and skills relevant to this class. Opportunities are noted below and any ad-hoc opportunities (if any) will be posted to Canvas and/or discussed in class:

- If you go to the writing center to get help on your Final Paper (any component) and submit verifiable documentation to the professor, you can earn up to +10 bonus points. You can only earn these bonus points once. April 15 is the last day that this opportunity can be submitted to the professor.

## **University Policies**

### **Important Covid-19 Information for Classrooms and Laboratories**

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

*Instructors can ask students who do not comply with these requirements to leave class in the interest of everyone's health and safety. They may also report the incidences of non-compliance to the [Campus Assessment, Response, and Evaluation \(CARE\) Team](#). However, at no point should the instructor or other students put themselves into an unsafe situation while attempting to enforce the face-covering policy.*

### **Recording of Class Sessions**

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including



students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Academic Honesty Policy**

Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a "0" for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker's or writer's indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action. **(See next section for University Policy)**

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- "Cheating" includes, but is not limited to:
  1. copying from another student's test paper;
  2. using, during a test, materials not authorized by the person giving the test;
  3. failure to comply with instructions given by the person administering the test;
  4. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  5. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  6. collaborating with or seeking aid from another student during a test or other assignment without authority;
  7. discussing the contents of an examination with another student who will take the examination;
  8. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  9. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

10. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  11. falsifying research data, laboratory reports, and/or other academic work offered for credit;
  12. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  13. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
  - “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  - All written work that is submitted will be subject to review by plagiarism software.

### **The UT-Tyler Writing Center**

The Writing Center (<https://www.uttyler.edu/writingcenter/>) provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

*If you go to the writing center to get help on a course assignment and submit verifiable documentation to the professor, you can earn up to +10 bonus points. You can only earn these bonus points once. April 15 is the last day that this opportunity can be submitted to the professor.*

Appointments:

Phone: 903.565.5995

Email: [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)

Address: UT-Tyler Campus, CAS 212, 3900 University Blvd.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability,

including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, #3150 or call 903.566.7079.

### **Student Counseling Center**

The Student Counseling Center is committed to student success through supporting students in developing balance, resiliency, and overall well-being both academically and personally.

Regular Phone: 903.565.5746

24/7 Crisis Line: 903.566.7254

Website: <https://www.utt Tyler.edu/counseling/>

Address: UT-Tyler Campus, Student Counseling Center, 3900 University Blvd.

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the **Census Date (January 24, 2022)** of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.utt Tyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The **Census Date (January 24, 2022)** is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester. Accommodations will be negotiated with the student to ensure their religious observance.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Other UT Tyler Resources for Students**

- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
  - The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
-

**Graduate Course Calendar  
Spring 2022**

<b>Date</b>	<b>Topic</b>	<b>Readings To Be Completed <i>Before</i> Class</b>	<b>Assignments Due</b> <i>All assignments are due by the time class starts, unless noted otherwise</i>
Jan 11	Welcome and Course Review  Chapter 1: Introduction to Organizational Communication  Chapter 1 Worksheet	Syllabus Ch. 1	What is organizational communication? <a href="https://www.youtube.com/watch?v=Jl116ud7T_U">https://www.youtube.com/watch?v=Jl116ud7T_U</a>
Jan 18	Chapter 2: Communication and Anticipatory Socialization  Chapter 3: Communication and Organizational Encounter	Ch. 2-3  Partner Project Instructions & Documents	DUE: Chapter 2-3 worksheets  <i>Choose Mini Lecture date by today</i>
Jan 25	Chapter 4: Communication and Management Theory  Sager (2008): An Exploratory Study of the Relationships Between Theory X/Y Assumptions and Superior Communicator Style –PDF uploaded on Canvas  <i>Review Partner Project Instructions/Documents</i>  <i>Choose partners</i>	Ch. 4	DUE: Chapter 4 worksheet
Feb 1	Chapter 5: Communication Channels and Structures	Ch. 5	DUE: --Partner contracts --Chapter 5 worksheet  <span style="background-color: cyan; border: 1px solid black; padding: 2px;"><b>Mini Lecture presenter:</b></span>
Feb 8	Chapter 6: Communication and Organizational Culture	Ch. 6-7	DUE:

	<p>Chapter 7: Communication with Organizational Members</p> <p>Men &amp; Yue (2019): Creating a positive emotional culture: Effect of internal communication and impact on employee supportive behaviors --PDF uploaded on Canvas</p>		<p>--Partner Topic Proposals due --Chapters 6-7 worksheets</p> <p><u>Mini Lecture presenter:</u></p>
Feb 15	<p>Chapter 8: Communication and Leadership</p> <p>Seeger (2006): Best Practices for Crisis Communication --PDF uploaded on Canvas</p> <p>Martin &amp; Boynton (2005): From liftoff to landing, NASA's crisis communications and resulting media coverage following the Challenger and Columbia tragedies --PDF uploaded on Canvas</p>	Ch. 8	<p>DUE: --Section 1: problem and potential strategies --Chapter 8 worksheet</p>
Feb 22	<p>Chapter 9: Communication and Decision-Making</p> <p>Weick (1993): Collapse of Sensemaking in Organizations: The Mann Gulch Disaster --PDF uploaded on Canvas</p>	Ch. 9	<p>DUE: --Chapter 9 worksheet --Fill out the Start-Stop-Continue Survey on Canvas</p>
Mar 1	<p>Chapter 10: Communication and Conflict</p> <p>Chapter 11: Communication, Power, and Resistance</p> <p>Meluch &amp; Walter (2012): Conflict Management Styles and Argumentativeness: Examining the Differences between Face-to-Face and Computer-Mediated</p>	Ch. 10-11	<p>DUE: --Section 2: evaluate potential strategies and suggest solution(s) --Chapter 10-11 worksheets</p> <p><u>Mini Lecture presenter:</u></p>

	Communication –PDF uploaded on Canvas		
Mar 7 – Mar 12	<b>No Classes – Spring Break</b>		
Mar 15	Chapter 12: Communication and Work-Nonwork Issues  Favero & Health (2012): Generational Perspectives in the Workplace: Interpreting the Discourses That Constitute Women’s Struggle to Balance Work and Life –PDF uploaded on Canvas	Ch. 12	DUE: --Section 3: implementation of solution(s) and evaluation of outcomes (25 pts.) -- Chapter 12 worksheet  <u>Mini Lecture presenter:</u>
Mar 22	Chapter 13: Communication and the Changing Work Environment: Technology, Diversity, and Globalization	Ch. 13	DUE: Chapter 13 worksheet  <u>Mini Lecture presenter:</u>
Mar 29  <i>Central States Communication Conference</i>	<b>No Class Meeting - WORKDAY</b> We are <i>not</i> meeting for class today. You are, however, expected to use class time to meet with your partner work on your project.		
Apr 5	Chapter 14: Communication During Career and Organizational Transitions  Torppa & Smith (2011): Organizational change management: A test of the effectiveness of a communication plan –PDF uploaded on Canvas	Ch. 14	DUE: --Rough drafts -- Chapters 14 worksheet

	<i>Rough Draft Workshop: Peer Evaluation</i>		
Apr 12	Chapter 15: Communication During Organizational Exit  <i>In-Class Worktime; Review &amp; Catch-ups</i>	Ch. 15	DUE: Chapter 15 worksheet  <b><u>Mini Lecture presenter:</u></b>
Apr 19	<b>Final Presentations</b>		<b><u>All Partner Project Materials due:</u></b> Paper, presentation, & project reflection

**\*\*The course calendar is subject to change\*\***

---