

**COMM 3315.001 –Organizational Communication  
Spring 2023  
Course Syllabus**

<b>Professor:</b>	<b>Joseph Velasco, Ph.D.</b>
<b>Office Hours:</b>	MW: 10-11am (in MAB 301), 2-3pm; TTh: 2-3pm; & Fri (web) 1pm-5pm
<b>Office Location:</b>	LH 307; Online Classroom via Blackboard Collaborate
<b>Telephone:</b>	432-837-8370
<b>Email Address:</b>	jvelasco@sulross.edu
<b>Class Schedule:</b>	9:30am-10:45am, TTh
<b>Classroom Location:</b>	MAB 301
<b>Required Text:</b>	Miller, K. (2015). Organizational communication: Approaches and processes (7 <sup>th</sup> ed.). Boston: Cengage.
<b>Required Equipment &amp; Software:</b>	Internet connection; computer with webcam & microphone; Microsoft Word, Microsoft PowerPoint (available free to SRSU students via <b>Office 365</b> )

RESOURCES
<a href="#">Bookstore</a>
<a href="#">Graduate Student Center</a>
<a href="#">Human Resources</a>
<a href="#">Library</a>
<a href="#">Lobo look</a>
<a href="#">Lobo Pass</a>
<a href="#">Office 365</a>

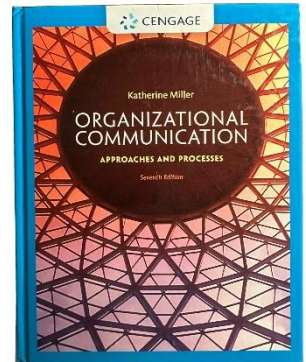


**Introduction**

My name is Dr. Joseph Velasco (most students call me Dr. V), and I am happy to be on this academic journey with you.

Consider the following:

- Whether as a volunteer, employee, customer, or other form of membership, we encounter and are profoundly affected by organizations throughout our lives.
- Communication is the means whereby organizations are created, sustained, changed, and even destroyed.



Yes, buildings, money, and other physical resources matter a great deal to organizations, but how all of these are gained/lost, valued/stigmatized, and otherwise transformed is communication. As such, it's important to examine how we shape organizational structures, goals, cultures, policies, problems, membership, ethics, etc. through communication.

This course will attempt to show how a deeper understanding of communication is vital to understanding how organizations function. Together, we will examine a variety of methods available for improving (communication in) organizations, and I will challenge you to explore how communication processes may be engaged and how communication theories may be applied to improve the lives of members and stakeholders.

**Section I. Student Learning Outcomes**

This course is designed to meet one or more of the student learning outcomes applied to all Communication majors:

**SLO 1: Students will be able to analyze communication content for argument, including identification of major elements, such as claim, warrants, and data.**

SLO 2: Students will be able to effectively construct messages appropriate to audience, purpose, and context; including electronic media technologies.

**SLO 3: Students will be able to apply Communication theories, perspectives, principles, and concepts to the analysis of communication situations.**

## Section II. Course Learning Objectives

<i>Course Learning Objectives</i>	<b>How Evaluated...</b>
<b>CLO 1:</b> Identify predictable, harmful patterns that occur in organizations	Class discussions, Quizzes
<b>CLO 2:</b> Explain various theories in organizational communication	Class discussions, Quizzes, Case Study Paper, Article Summaries
<b>CLO 3:</b> Summarize peer-reviewed research in organizational communication	Article Summaries
<b>CLO 4:</b> Analyze the communication of an organization though a theoretical perspective	Case Study Paper, Article Summaries

## Section III. Marketable Skills

This course offers you the opportunity to develop the following skills:

- Informative and Persuasive Speaking
- Audience-centered Writing
- Critical Analysis
- Research
- Effective Message Construction Using Technology

## Section IV. Course Requirements, Assignments, and Grading

<i>Assignment</i>	<b>Points Possible</b>	<b>Grade Description (Points)</b>
<i>Chapter Case Analysis (2 @ 50 pts)</i>	100	A = 895-1000 B = 795-894 C = 695-794 D = 595-694 F = < 595
<i>Case Study: Proposal</i>	50	
<i>Case Study: Theoretical Perspective</i>	100	
<i>Case Study: Critical Analysis</i>	200	
<i>Discussion and Participation</i>	200	
<i>Article Summaries (3)</i>	300	
<i>Mission Statement Analysis</i>	50	
<i>Total</i>	1000	

**Chapter Case Analysis.** As with most courses, learning is greatly enhanced when students internalize the material. At the end of each, our book offers an opportunity to analyze an organization through guided case analysis questions. You will select (or be assigned) two chapters in our textbook to respond to the end-of-chapter *Case Analysis Questions*. You will submit this assignment through Blackboard, and you will also provide your classmates with a copy of your analysis by submitting a copy in the relevant discussion board ahead of the course meeting. This way, we can use your work to supplement our discussion.

**Case Study.** This course concludes with a case study assignment. The case study requires you to illustrate and analyze an organizational communication perspective or theory by conducting a case study of a real-life example. This example may come from a film, novel, personal experience, news article, or another relevant source. The objective is to develop your capacity to apply an organizational communication

perspective or theory to a concrete organizational context and to analyze the communication processes in this context. The Case Study is a semester project that will include three parts: (1) A proposal; (2) Theoretical lens (Part #2); and (3) Critical Analysis (Part #3). Part #3 will serve as the final paper for the course and will include much of the work from Parts #1 and 2. Each of the three assignments will be described in more detail during the semester, and resources will be available on Blackboard. A breakdown of this grade is as follows:

- Part 1 Proposal: 50 points
- Part 2 Interpretive Analysis: 150 points
- Part 3 Critical Analysis: 200 points

**Discussion & Participation.** I will take role every day and note your level of contributions to our discussion. You will need to demonstrate that you are keeping up with the readings through our discussions. I will not count excused absences against you.

**Article Summaries.** Throughout the course, you are required to search the online database (provided by the library) and find **three scholarly journal articles** that interest you, relate to the field of organizational communication, represent primary research, and **come from a peer-reviewed Communication journal**. For each journal article, you will write a one-page summary which adheres to a format which is posted on Blackboard. You will submit a Word document through our Bb Assignments link, and you will also post a copy in the designated discussion board so that your peers can view your work and respond to it. Basically, your summary will teach the class about the content of the article, informing us of any key concepts, the methods employed, the findings, and discuss the implications of the study. In addition, you will need to prepare two discussion questions to pose to the class concerning your topic. An article summary format will be provided through Blackboard.

**Mission Statement Analysis.** You will find an existing mission statement of an organization and write a two-page analysis of that mission statement based off criteria we will discuss in class. Extra credit will be given for rewriting the organization's mission statement at the end of your analysis.

## **Section V. Policies**

**Basic Class Expectations:** It is expected that you spend at least a few hours each week to complete the course readings and assignments. Since this class has online resources, I expect that you have reliable internet service and that you check your university email at least once a day. It is also recommended that you set up course notifications in Blackboard to receive alerts (e.g., email, text, etc.) when I post announcements, grades, or other course-related items. See instructions in Blackboard.

**(Online) Classroom Demeanor:** Communication issues tend to be emotionally charged. It is highly unlikely in a class this size that everyone will share your personal values, beliefs, and opinions. Believe it or not, this is a good thing! The presentation of varying perspectives will help all of us to learn. This can be accomplished if ideas, beliefs, and opinions are presented in a respectful way. I will be expecting all students to follow basic ground rules for our interactions whether they are face-to-face or virtual. We will discuss and establish these ground rules in class.

**Academic Integrity.** Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest academic conduct. As an SRSU student, it is your responsibility to read and understand the university's

expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at: <https://www.sulross.edu/about/administration/university-policies/>

**Late Work:** All of the assignments for the entire course will be posted and available as soon as the course is open. It is expected that all assignments are completed by the stated deadlines. Please plan your time carefully. If something does come up, prompt and clear communication will facilitate an accommodating response.

## **Section VI. Notes on University Programs and Policies**

**ADA.** SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

**SRSU Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. **Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.** Directions for filing a student complaint are located in the student handbook.

**Technical Support.** SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.  
Email: [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

**SRSU Library Services.** The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

Calendar  
(This calendar is subject to change)

Week	Date	Topic	Reading	Due or To Do:
One	Jan 17 Jan 19	No Class Course Introduction		Watch Welcome Video on Bb
Two	Jan 24 Jan 26	The Challenge of Org. Comm. Classical Approaches	Chapter 1 Chapter 2	Teaching spotlight: Article Summary
Three	Jan 31 Feb 2	Human Relations & HR Approaches Systems & Cultural Approaches	Chapter 3 Chapter 4	<b>Sign up for Chapters on Bb</b>
Four	Feb 7 Feb 9	Constitutive Approaches Article Summary 1	Chapter 5	
Five	Feb 14 Feb 16	Feminist Approaches <i>How to Write a Mission Statement</i>	Chapter 6	
Six	Feb 21 Feb 23	Socialization Process Independent Work on Case Study	Chapter 7	
Seven	Feb 28 Mar 2	Instruction: Mission Statement Analyses Instruction: Case Study Assignment(s)		<b>Mission Statement Analysis</b>
Eight	Mar 7 Mar 9	Article Summary 2 Article Summary 2		
Nine	Mar 14 Mar 16	<b>SPRING BREAK – NO CLASS</b> <b>SPRING BREAK – NO CLASS</b>		
Ten	Mar 21 Mar 23	Decision-making Process Case Study Proposals	Chapter 8	Case Study Proposal
Eleven	Mar 28 Mar 30	Conflict Management Processes Organizational Change & Leadership	Chapter 9 Chapter 10	
Twelve	Apr 4 Apr 6	Discuss Part #2: Theoretical Perspective Processes of Emotion in the Workplace	Chapter 11	Theoretical Perspective
Thirteen	Apr 11 Apr 13	Organizational Diversity Processes Technological Processes	Chapter 12 Chapter 13	
Fourteen	Apr 18 Apr 20	Article Summary 3 Article Summary 3		
Fifteen	Apr 25 Apr 27	The Changing Landscape of Organizations Guest Speaker: TBA	Chapter 14	
Sixteen	May 2 May 4	Student Showcase of Case Studies Student Showcase of Case Studies		<b>Case Study</b>
Seventeen	May 9 May 11 TBA	Course Wrap up DEAD DAY – NO CLASS <b>Final Exam</b>		

