

## **HC 336 ORGANIZATIONAL COMMUNICATION – WINTER 2009**

**Campus:** O'Hare, Wednesday, 6:30 P.M. - 9:30 P.M.

### **Competencies:**

- L-7 Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.
- H-2-D Can use two or more organizational theories in the analysis of one's experience in an organization.
- FX Can investigate and explain how communication helps influence an organizations climate and contributes to an organizations culture.

**Text:** Eisenberg, Eric, H. L. Goodall, Jr., and A. Trethewey, Organizational Communication: Balancing Creativity and Constraint. New York: Bedford/St. Martins, 5/e, 2007, ISBN: 0-312-44239-4, (<http://www.bedfordstmartins.com>)

**Instructor:** Chaplain Jay Kurtz, M.A., CMC, (cell) 773.320.2619, (home) 773.763.4177, e-mail: [Namvet1969@aol.com](mailto:Namvet1969@aol.com)

### **Course Description:**

By developing exceptional communication skills and an understanding of communication theory, we relate the communicative process to an individual's success and their ability to contribute positively to their organizations. Just as important, it helps people empower themselves. Communication plays a key role in the way we visualize ourselves as parts of an interconnected web or whole. Quality dialogue, which is marked by a respect for and tolerance of others, is the key to building healthy, lively, and self-sustaining units within the context of a working world.

I intend to create an active learning atmosphere in the classroom. Active learning is based on the idea that students take away more from the environment in which they have been participants in exercises and discussions. In addition, this course gives students a beginning understanding of organizational communication by exploring the ideas and theories that link it with its "real-world" applications of power and control, human relations, corporate culture, and information technologies.

### **Outcomes:**

Students who successfully complete this course will:

- Understand the issues of involving theory and practice in organizational communication;
- Understand how networking connections, collaborative endeavors, and interpersonal relationships are used in the organization to achieve goals and objectives;
- Develop communication skills that can improve one's chances of success in the organization;
- Understand collaborative learning as a construction of knowledge within the social and cultural context of the organization and its implications to human communication.

### **Methods of Learning:**

Lecture & discussion,  
Written work,  
Readings,  
Group projects.

## Course Requirements

1. Class Participation (20 points)
2. Personal Experience Paper - Organizational Overview (20 points)  
**Purpose:** This paper will provide you with opportunity to articulate - through written examples - how the material you are reading applies to your work experiences.  
**Process:** Choose one or more concepts from class and think how they apply to your own working experience. Next, choose someone you think is successful in business and interview that person about the concepts you have chosen. Your paper should make a persuasive argument that articulates how both you and the interviewee interpret the material.
3. Midterm Exam (25 points) Take home essay questions.
4. Final Project (35 points) Group Project - In Depth Organizational Study

Over the course of the quarter, small groups will work together to understand a locally headquartered business and its internal and external communication. Specifically, groups will follow these steps:

- I: Conduct an analysis of the company's external communication and image.
- II: Conduct an analysis of the company's internal communication through interviews and observations.

Combine the two sections and write an introduction, body of work, and conclusion with works cited. Every member of the group will receive the same grade. Therefore, each group will design a "group grade contract," which is a binding document outlining expectations for participation, conditions for success, and conditions for point reduction or elimination from credit. Each member will sign this contract. For example, the workload will be shared equally by all members. Points will be deducted for absences or substandard work. Participation for decision making will include research, idea generation, and evaluation by all involved. We will go over the dynamics of this project during the first few weeks of class.

## Student Academics:

Students are expected to adhere to DePaul's policy regarding academic integrity and plagiarism. As stated in the DePaul University Undergraduate Bulletin, this policy is as follows:

*Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes, but is not limited to the following:*

- a. The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.*
- b. Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgment.*
- c. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.*
- d. The paraphrasing of another's work or ideas without proper acknowledgment.*

*Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university.*

## Policy on Incomplete's:

It is expected that students will complete course assignments by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional when a student is unable to complete required course work by the established due dates, the student may request that a grade of Incomplete (IN) be issued, prior to the end of the course. This request must be made formally, in writing, by completion of an IN Request Form ([www.depaul.edu~snl](http://www.depaul.edu~snl)) signed

by the student and faculty. The form specifies the final date by which all outstanding course work must be completed. Failure to submit outstanding work by the specified due date (within two quarters of completion of the course) will result in a grade change from IN to F for each enrolled competence. After the final submission deadline, the student will have no further opportunities to submit work for a passing grade. This is university policy and may not be negotiated.

### **About the Instructor:**

Chaplain Jay Kurtz received his B.A. at DePaul University's School for New Learning (SNL), M.A. at Northeastern Illinois University, and D.Min. from Master's International Graduate School of Divinity. Chaplain Jay is a longtime visiting faculty member at DePaul University. He has extensive experience teaching mediated communication techniques to a diverse audience. In July 2002, the Assistant Majority Leader of the Illinois Senate recommended Chaplain Jay for The Presidential Medal of Freedom. He is a runner-up recipient of the "Arthur Weinberg Memorial Prize" which DePaul University awards annually for social justice research. Chaplain Jay is a Vietnam Veteran, Certified & Registered Military Liaison Chaplain, Certified Pastoral Counselor, Certified Crisis First Responder Chaplain, and currently serves as an Illinois State Police Chaplain for District Chicago.

### **Course Outline and Dates:**

#### **WEEK ONE - 01/07/09:**

- Introduction to the course and explanation of the syllabus
- Communication and the Changing World of Work
- We will collaboratively work through any questions and/or concerns regarding the course work and projects
- Readings: Preface and Chapter 1**

#### **WEEK TWO - 01/14/09:**

- Approaches to Organizational Communication
- Concept of dialogue; the idea of a situated individual
- Define groups
- Reading: Chapter 2**

#### **WEEK THREE - 01/21/09:**

- Early Perspectives on Organizations and Communication:  
Classical Management, Human Relations, and Human Resources Approaches
- Mini presentation of position papers
- Reading: Chapter 3**

#### **WEEK FOUR - 01/28/09:**

- Systems Perspective
- In depth discussion of Systems Theory and it's practical application in our lives
- Midterm exam questions given out
- Reading: Chapter 4**

#### **WEEK FIVE - 02/04/09:**

- Cultural Studies of Organizations and Communication
- Critical Approaches
- Historical background
- Turn in midterm exam
- Readings: Chapters 5 & 6**

WEEK SIX - 02/11/09:

- Midterm exams returned - short discussion
- Personal Experiences of Work
- Discussion of final project

WEEK SEVEN - 02/18/09:

- Identity and Differences in Organizational Life
- More discussion of final project
- Reading: Chapter 7**

WEEK EIGHT - 02/25/09:

- Participation, Collaboration, and Democracy in the Workplace
- Interpersonal relationships, teams and networks
- More discussion of final project
- Reading: Chapter 8**

WEEK NINE - 03/04/09

- Organizational Alignment
- Meet with groups during class
- Reading: Chapter 10**

WEEK TEN - 03/11/09:

- Working with integrity
- New logics of organizing
- Meet with groups during class
- Final review of the course
- Preparation for final project
- Reading Chapter 11**

WEEK ELEVEN - 03/18/09

- Group Presentations
- All overdue papers must be handed in at the end of this class