
ORGANIZATIONAL COMMUNICATION

COMM 5319



CLASS

Mondays
6:30 pm
CENT 206



PROFESSOR

Dr. Stephanie Dailey
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512.245.3856



OFFICE HOURS

Anytime by Appointment
+ Wednesdays at Noon via Zoom
<https://go.txstate.edu/LB3>

Humans spend about one third of their lives working. Moreover, activities before and after work are also based in organizations. As a field of study, organizational communication analyzes how through human interaction, we create, sustain, and change organizations. It is also concerned with how we are shaped by our organizational interactions.

In this class, we will take a communicative perspective to the study of organizations—exploring organizations through the lens of communication. We will use communication as an explanatory framework from which to understand the complexities of organizational life, including culture, work-life issues, leadership, decision-making, workplace relationships, power, and membership. The course will primarily consist of theoretical and applied discussions about weekly readings.

At the end of COMM 5319, you will be able to:

- Appreciate what is unique about a communicative perspective to studying organizations and organizing
- Distinguish between multiple perspectives, theories, methods, and lenses through which we can explore and explain organizational communication
- Apply course material to a variety of situations, including organizational experiences, current events, and common issues
- Critically assess the role of communication in—and as constitutive of—organizations into your everyday life

REQUIRED READINGS

Kramer, M. W., & Bisel, R. S. (2020). *Organizational communication: A lifespan approach* (2nd ed.). Oxford University Press.

Additional readings are posted on Canvas

ASSIGNMENTS + GRADING



WEEKLY PARTICIPATION (50 POINTS TOTAL)

You should come to seminar prepared and ready to discuss the week's reading assignments. As you read, it is expected that you will take notes about your reading, list questions, and share these thoughts during our discussions. It is equally expected that you will view each reading as part of a larger body of research, and compare new information to existing studies and theories you have read.



READING QUIZZES (50 POINTS TOTAL)

Each week, you will take a 5-item reading quiz to assess your understanding of the readings. If you arrive late to class or are absent, you cannot makeup the assessment. Quizzes begin week 2 of our seminar.



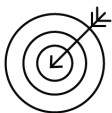
ORGANIZATIONAL NARRATIVE PAPER (25 POINTS)

In a short reflection paper, you will share your past and current organizational experiences. You will consider these experiences in relationship to your growing knowledge about organizational communication as a field. See Canvas for detailed instructions.



INFORMANT ANALYSIS (50 POINTS)

The goal of this assignment is to learn about and connect employees' experiences to academic research. You will interview an employee or organizational "informant" and write a paper that connects your informant's experiences to five empirical studies related to course concepts. Finally, you will record a brief presentation of your analysis for the class and answer classmates' questions. See Canvas for detailed instructions.



ORGANIZATIONAL WHITE PAPER (100 POINTS)

We will consult with a local nonprofit to help the organization strengthen their organizational communication. You will work with a partner to write a white paper for the organization that focuses on a specific communication issue. Your white paper will incorporate research that a) describes a communicative issue, b) clarifies *why* this issue is problematic, and c) explains *what* the nonprofit can do to address the issue. See Canvas for detailed instructions.

COURSE POLICIES

ATTENDANCE

I expect you to attend and be on time for every seminar. If you have a problem, you should contact me before class begins. Missing part or an entire class will affect your grade. If you miss more than one seminar, you will be encouraged to withdraw from the course; missing more than two classes will result in a failing course grade.

DEADLINES

All assignments are due at the time listed in Canvas. I do not accept late work. Also, please remember I am here to facilitate your success in this class. I try to be available as much as possible, even beyond office hours. However, it is my policy to not provide feedback on the same day an assignment is due. Please seek help before the due date.

PERSONAL USE OF TECHNOLOGY IN THE CLASSROOM

Please put your cell phones on silent (not vibrate!) and keep them off your desk. If you need to use your phone, please wait until break or leave the classroom. You may use laptops or iPads respectfully and for class purposes only.

COURSE COMMUNICATION

If you have any questions or concerns about any aspect of the class, please feel free to discuss them with me during office hours. I love helping students! Outside of class, the best way to contact me is through e-mail. Please write "COMM 5319" in the subject line. During the week, you can expect a response within 24 hours. You are also expected to check and respond to emails (if applicable) within 24 hours. I do not answer email on the weekends. I use Canvas for announcements, class documents, and grades. Please always check Canvas before you inquire about a document or grade.

COURSE SUPPORT

In addition to me, I encourage you to take advantage of the incredible resources here at Texas State University, including [SLAC's Online Writing Lab](#), the [University Writing Center](#), and the [COMM Lab](#) for presentations.

ACADEMIC INTEGRITY

All work for this course must be your original work. Any student guilty of knowingly using, or attempting to use another person's work will receive a grade of "F" for the course. Such conduct may also constitute grounds for dismissal from the University. Plagiarism includes, but is not limited to 1) removing any diagnostic or exam materials from the classroom, 2) copying from someone else's material, 3) permitting someone else to copy from one's exam, and 4) directly quoting or paraphrasing another's work (without citing) and self-plagiarism. Students who are unfamiliar with the University's policy on academic dishonesty or its sanctions should refer to the [Honor Code](#).

RECORDING CLASS CONTENT

Students are prohibited from photographing and recording during classes, and from transmitting classroom lectures and discussions by students unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that photographing or audio/video recording may occur. Permission to allow the audio/visual recording is not

a transfer of any copyrights to the material recorded. Photographs, videos and audio recordings may not be reproduced or uploaded to publicly accessible web environments, including Twitter, Instagram, and Facebook. An exception to this will be any student determined by the Office of Disability Services (ODS) to be entitled to education accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study.

SPECIAL NEEDS

If you have a specific disability and require accommodations (as documented by the Office of Disability Services), please let me know *at the start of the semester*. All discussions will be kept confidential.

RESPECT FOR DIVERSITY

Throughout the semester, please keep in mind that we all have distinct backgrounds, voices, and bodies that inform our experiences. To create a more inclusive class community, I hope to cultivate a course environment that welcomes and values students from all diverse backgrounds and perspectives. I will do my best to present materials and activities that respect multiple forms of diversity including: gender, sexuality, disability, age, socioeconomic status, religion, ethnicity, race, and culture. I expect you to play an active role in cultivating a class culture that respects and values the inclusion of multiple perspectives in our discussions, and abide by the University's [Code of Student Conduct](#). Please let me know ways I can improve our course for you, or for other students or student groups.

COVID STATEMENT

Please stay abreast with the University's [COVID Information Center](#) and adhere to the health guidelines in place. You are obligated to notify me and the Student Health Center immediately if you test positive for COVID-19. With timely and appropriate documentation, I will be flexible with pandemic-related disruptions.

PERSONAL NOTE

I absolutely love teaching and am excited to have you in class. Truly. Please remember that I am here for you! If there is anything I can do to enhance your experience in this course, do not hesitate to come talk to me. I enjoy teaching not only because it gives me the opportunity to help others learn something new, but because I am always learning new things, too. Thus, I welcome your suggestions for this course, its contents, and my teaching style. Let's have a great class and grow together!

COURSE SCHEDULE

08.22 | IN CLASS: WELCOME TO ORGANIZATIONAL COMMUNICATION

08.29 | IN CLASS: INTRODUCTION TO ORGANIZATIONAL COMMUNICATION

To Read:

- Kramer & Bisel (2016) – Chapter 1
- Koschmann, M. (2012). What is organizational communication. Retrieved from http://koschmann.webstarts.com/uploads/what_is_organizational_communication.pdf
- Conrad, C., & Sollitto, M. (2017). History of organizational communication. In C. R. Scott & L. Lewis (Eds.), *International encyclopedia of organizational communication* (pp. 1-32). <https://www.doi.org/10.1002/9781118955567.wbieoc097>

To Do:

- Prepare for the Ch. 1 Reading Quiz, which you will take in class
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09.05 | LABOR DAY | NO CLASS

09.12 | ONLINE: COMMUNICATION + ANTICIPATORY SOCIALIZATION

To Read:

- Kramer & Bisel (2020) – Chapter 2
- Gibson, M. K., & Papa, M. J. (2000) The mud, the blood, and the beer guys: Organizational osmosis in blue-collar work-groups. *Journal of Applied Communication Research*, 28, 68-88. <https://www.doi.org/10.1080/00909880009365554>
- Dailey, S. L. (2016). What happens before full-time employment? Internships as a mechanism of anticipatory socialization. *Western Journal of Communication*, 80, 453-480. <https://www.doi.org/10.1080/10570314.2016.1159727>

To Do:

- Complete the Ch. 2 Reading Quiz
 - Post to the Communication + Anticipatory Socialization Online Discussion
 - Watch your classmates' Communication + Anticipatory Socialization Informant Analysis presentations and post a question for each presenter
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09.19 | IN CLASS: COMMUNICATION + ORGANIZATIONAL ENCOUNTER

To Read:

- Kramer & Bisel (2020) – Chapter 3
- Heiss, S. N., & Carmack, H. J. (2012). Knock, knock; who's there? Making sense of organizational entrance through humor. *Management Communication Quarterly*, 26, 106-132.
<https://www.doi.org/10.1177/0893318911414914>
- Bourassa, L., & Ashforth, B. E. (1998). You are about to party Defiant style: Socialization and identity onboard an Alaskan fishing boat. *Journal of Contemporary Ethnography*, 27, 171-196.
<https://www.doi.org/10.1177/089124198027002001>

To Do:

- Prepare for the Ch. 3 Reading Quiz, which you will take in class
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09.26 | ONLINE: COMMUNICATION CHANNELS + STRUCTURES

To Read:

- Kramer & Bisel (2020) – Chapter 5
- Jämsen, R., Sivunen, A., & Blomqvist, K. (2002). Employees' perceptions of relational communication in full-time remote work in the public sector. *Computers in Human Behavior*, 132, 107240.
<https://doi.org/10.1016/j.chb.2022.107240>
- Krackhardt, D., & Porter, L. W. (1985). When friends leave: A structural analysis of the relationship between turnover and stayers' attitudes. *Administrative Science Quarterly*, 30, 242-261.
<https://www.doi.org/10.2307/2393107>

To Do:

- Complete the Ch. 5 Reading Quiz
 - Post to the Communication Channels + Structures Online Discussion
 - Take the Mid-Semester Anonymous Feedback Survey
 - Watch your classmates' Communication Channels + Structures Informant Analysis presentations and post a question for each presenter
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10.03 | IN CLASS: COMMUNICATION + ORGANIZATIONAL CULTURE

To Read:

- Kramer & Bisel (2020) – Chapter 6
- Glaser, S. R., Zamanou, S., & Hacker, K. (1987). Measuring and interpreting organizational culture. *Management Communication Quarterly*, 1, 173-198. <https://www.doi.org/10.1177/0893318987001002003>
- Van Maanen, J. (1991). The smile factory: Work at Disneyland. In P. J. Frost, L. F. Moore, M. R. Lewis, C. C. Lundberg & J. Martin (Eds.), *Reframing organizational culture* (pp. 58–76). Newbury Park, CA: Sage.

To Do:

- Prepare for the Ch. 6 Reading Quiz, which you will take in class
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10.10 | ONLINE: ORGANIZATIONAL NARRATIVE PAPER DUE

10.17 | IN CLASS: COMMUNICATION WITH ORGANIZATIONAL MEMBERS

To Read:

- Kramer & Bisel (2020) – Chapter 7
- Madlock, P. E., & Booth-Butterfield, M. (2012). The influence of relational maintenance strategies among coworkers. *Journal of Business Communication*, 49, 21-47. <https://www.doi.org/10.1177/0021943611425237>
- Tracy, S. J. (2000). Becoming a character for commerce emotion labor, self-subordination, and discursive construction of identity in a total institution. *Management Communication Quarterly*, 14, 90-128. <https://www.doi.org/10.1177/0893318900141004>

To Do:

- Prepare for the Ch. 7 Reading Quiz, which you will take in class
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10.24 | ONLINE: COMMUNICATION + LEADERSHIP

To Read:

- Kramer & Bisel (2020) – Chapter 8
- Carton, A. M., Murphy, C., & Clark, J. R. (2014). A (blurry) vision of the future: How leader rhetoric about ultimate goals influences performance. *Academy of Management Journal*, 57, 1544-1570. <https://www.doi.org/10.5465/amj.2012.0101>
- Tracy, S. J. (2004). Dialectic, contradiction, or double bind? Analyzing and theorizing employee reactions to organizational tension. *Journal of Applied Communication Research*, 32, 119-146. <https://www.doi.org/10.1080/0090988042000210025>

To Do:

- Complete the Ch. 8 Reading Quiz
 - Post to the Communication + Leadership Online Discussion
 - Watch your classmates' Communication + Leadership Informant Analysis presentations and post a question for each presenter
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10.31 | ONLINE: COMMUNICATION + CONFLICT

To Read:

- Kramer & Bisel (2020) – Chapter 10
- Kay, A. A., & Skarlicki, D. P. (2020). Cultivating a conflict-positive workplace: How mindfulness facilitates constructive conflict management. *Organizational Behavior and Human Decision Processes*, 159, 8-20. <https://doi.org/10.1016/j.obhdp.2020.02.005>
- Cowan, R. L. (2012). It's complicated: Defining workplace bullying from the human resource professional's perspective. *Management Communication Quarterly*, 26, 377-403. <https://www.doi.org/10.1177/0893318912439474>

To Do:

- Complete the Ch. 10 Reading Quiz
- Post to the Communication + Conflict Online Discussion
- Watch your classmates' Communication + Conflict Informant Analysis presentations and post a question for each presenter

11.07 | IN CLASS: COMMUNICATION, POWER + RESISTANCE

To Read:

- Kramer & Bisel (2020) – Chapter 11
- Lynch, O. H. (2009). Kitchen antics: The importance of humor and maintaining professionalism at work. *Journal of Applied Communication Research*, 37, 444-464. <https://www.doi.org/10.1080/00909880903233143>
- Hastings, S. O., & Payne, H. J. (2013). Expressions of dissent in email: Qualitative insights into uses and meanings of organizational dissent. *Journal of Business Communication*, 50, 309-331. <https://www.doi.org/10.1177/0021943613487071>

To Do:

- Prepare for the Ch. 11 Reading Quiz, which you will take in class

11.14 | IN CLASS: COMMUNICATION + WORK-NONWORK ISSUES

To Read:

- Kramer & Bisel (2020) – Chapter 12
- Hoffman, M. F., & Cowan, R. L. (2010). Be careful what you ask for: Structuration theory and work/life accommodation. *Communication Studies*, 61, 205-223. <https://www.doi.org/10.1080/10510971003604026>
- Wright, K. B., Abendschein, B., Wombacher, K., O'Connor, M., Hoffman, M., Dempsey, M., ... & Shelton, A. (2014). Work-related communication technology use outside of regular work hours and work life conflict: The influence of communication technologies on perceived work life conflict, burnout, job satisfaction, and turnover intentions. *Management Communication Quarterly*, 28, 507-530. <https://www.doi.org/10.1177/0893318914533332>

To Do:

- Prepare for the Ch. 12 Reading Quiz, which you will take in class

11.21 | ONLINE: COMMUNICATION + THE CHANGING WORK ENVIRONMENT

To Read:

- Kramer & Bisel (2020) – Chapter 13
- Lewis, L. K., Laster, N., & Kulkarni, V. (2013). Telling 'em how it will be: Previewing pain of risky change in initial announcements. *Journal of Business Communication*, 50, 278-308.
<https://www.doi.org/10.1177/0021943613487072>
- Haeger, D. L., & Lingham, T. (2014). A trend toward work–life fusion: A multi-generational shift in technology use at work. *Technological Forecasting and Social Change*, 89, 316-325.
<https://www.doi.org/10.1016/j.techfore.2014.08.009>

To Do:

- Complete the Ch. 13 Reading Quiz
- Post to the Communication + The Changing Work Environment Online Discussion
- Watch your classmates' Communication + The Changing Work Environment Informant Analysis presentations and post a question for each presenter

11.28 | IN CLASS: COMMUNICATION DURING ORGANIZATIONAL EXIT

To Read:

- Kramer & Bisel (2020) – Chapter 15
- Feeley, T. H., Hwang, J., & Barnett, G. A. (2008). Predicting employee turnover from friendship networks. *Journal of Applied Communication Research*, 36, 56-73. <https://www.doi.org/10.1080/00909880701799790>
- Davis, C. W., & Myers, K. K. (2012). Communication and member disengagement in planned organizational exit. *Western Journal of Communication*, 76, 194-216. <https://www.doi.org/10.1080/10570314.2011.651250>

To Do:

- Prepare for the Ch. 15 Reading Quiz, which you will take in class

12.05 | IN CLASS: ORGANIZATIONAL WHITE PAPER DUE
